

A THESIS

**IMPROVING STUDENTS' LISTENING SKILL BY USING
METRO GLOBE NETWORK CHANNEL AT SECOND
GRADE AT SMAN 2 PAREPARE**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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METRO GLOBE NETWORK CHANNEL AT SECOND
GRADE AT SMAN 2 PAREPARE**



BY

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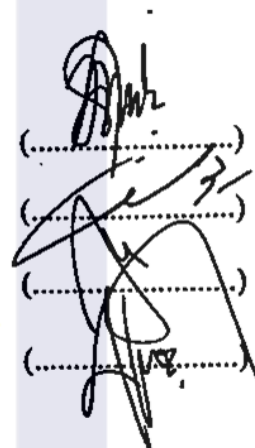
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In the name of Allah, The Beneficent and The Merciful

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 19 Januari 2023

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ABSTRACT

Elmi Sarina Sabir. *Improving Students' Listening Skill by Using Metro Globe Network Channel at Second Grade at SMAN 2 Parepare* (Supervised by Hj. Nurhamdah and Muh Yusuf)

Listening to the media become one of the English sources which has impact to the students' listening skill, using media in improving students' listening may impact to the students experiences in listening to the good English contents. The purpose of this research is to know improving students' listening skill by using metro globe network channel at Second Grade at SMAN 2 Parepare.

This research used pre-experiment design with Pretest and Posttest. This research used total sampling technique with 32 total number of students. The data was analyze by use quantitative method.

The result of the research showed the Students listening skill at Second Grade of SMAN 2 Parepare showed mean score for pre test was 63,63 while sum data was 2036,00 and Std deviation for 3,235, it sum that, the students get category of pretest for category fair, the students posttest get mean score for 80.19 while sum data was 2566.00 and Std deviation for 2.214, it sum that, the students get category of pretest for Very good. The students listening skill improvement using of metro globe network channel at Second Grade of SMAN 2 Parepare. The result of t-value for 2.328 where in identifying either score t-value is significant for 95% or 0,05 should be compare to T-table. The score of Df is 1 in this case which showed $32-1=31$, if t table is 0,684. Thus the results of the analysis obtained t value $2,328 > 0,684$, which means that there is increase in the using of metro globe network channel for Students listening skill at Second Grade of SMAN 2 Parepare.

Keyword: *Listening Skill, Metro Globe Network Channel, SMAN 2 Parepare*

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CHAPTER I

INTRODUCTION

A. Background

Listening is one of the important components in communication apart from speaking, listening skill is important for the development of the understanding of concepts and the ability to communicate. The researcher focuses her attention on listening; the researcher thinks that learning listening is important. Listening has an important role in daily life communication for human.¹ The communication process, there are speaker and listener that have the prominent role in giving exchange about information to each other, that is why listening is a basic matter in learning English as a foreign language.

Important of listening also contradictic with general issue in education, According to Yilmaz the most common problems faced by students in listening in the order of frequency are quickly forgetting what is heard , not recognising the words they know, understanding the message but not the intended message, neglecting next part while thinking about meaning.²

According to the general issue above, it also impact to the problem at SMAN 2 Parepare. This research identify about the problem which found on the field research, this case of problem, the students need to learn more about listening to increase their ability of hearing of English sounds and also to know the difference of the sounds. Many students cant produce the word in correct

¹ Lizbeth A. Barclay, *Learning to Listen/listening to Learn: Teaching Listening Skills to Students with Visual Impairments* (United States of America: AFB Press, 2011), p. 1

² Hande Yilmaz, *The Problems Young Learners Encounter During Listening Skills*, (Procedia - Social and Behavioral Sciences 197 (2015) 2046 – 2050)

sound, in fact, according to the previous interview with the teacher of SMAN 2 Parepare especially at the Second grade, the teacher stated that the students from the class are not really good in listening comprehension.

Moreover, the students feel hard to understand what the speaker is saying on the tape, it is because they are not familiar with the sound and are still lack of English vocabularies. This result assumed that, one problem encountered because media used by the teacher only hearing which also talked about hard vocabulary indeed.

Those all problem may get solution by using certain media which also help students in improve their listening, once the solution is news media channel which effective enough to improve students listening skill, it supported by adanan research that stated using of Recorded CNN News as learning media can increase students' listening skill. It can be proved by the average score based on students' pre-test and post-test. The mean score of the students' listening increased from 39.90 in pre-test to 83.30 in the post-test. This fact shows that the hypothesis H_1 is accepted and of course the hypothesis H_0 is rejected. It's mean that Recorded CNN News can increase students' listening skill at Second grade of SMA Negeri 18 Makassar.³ Based on the result that by using certain media which refers to the news which impact to the students listening improvement.

Seeing the many successes of using the media above this research may become the solution among the students listening. The media used for Metro Channel. Metro Global Network is an international news television channel owned by Media Group. The using of this news as media become very important

³ Anita, "Increasing Students' Listening Skill Using Recorded CNN News at Second Grade of SMA Negeri 18 Makassar" (Published thesis : UNM University, 2022)

and effective to improve the students' listening skill, many previous research has implemented the news as media which most of the result study showed an effective result.

This English language channel has been broadcasting which providing impactful and influential news and current affairs content, based on that, Schools in Indonesia apply the School-Based Curriculum (K13) as a reference to teach English. The teaching of listening in senior high school should be based on the basic competence and standard of competence, this media used The objectives of teaching listening to second grade students of senior high school can be reflected on the basic competence that have been prepared by the government. By learning the listening subject in the school.

Based on the statement above, the researcher is going to conduct research in experimental design for improving students' listening skill using Metro Globe Network Channel with the title of *“Improving Students' Listening Skill by Using Metro Globe Network Channel at Second Grade at SMAN 2 Parepare”*

B. Research Questions

Based on the background explained above, the following research questions formulate below:

1. How is the students listening skill at The Second Grade of SMAN 2 Parepare?
2. Is the using of metro globe network channel able to improve students listening skill at The Second Grade of SMAN 2 Parepare ?

C. Objectives of the Research

Based on the question above the researcher formulates the objective of the research:

1. To know the students listening skill at Second Grade of SMAN 2 Parepare.
2. To know either using of metro globe network channel can improve students listening skill at Second Grade of SMAN 2 Parepare.

D. Significances of the Research

This result of research is expected to provide useful contribution for teacher, students and further research, it can be explained below:

1. Teachers

This research hopes give beneficent for the teacher because it can give information about either students listening skill get improve or not after using metro globe network channel.

2. Students

This research may give significant for the students, this experimental design may give another perspective of students in learning certain skill and also this research can give more information about the students listening skill.

3. Further Researchers

Third, this research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study used for the new references in conducting new research which has correlation research, by this findings later, the new researcher will be able to comprehend, to complete and to develop their research for having better result which referred to the listening materials and media used.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

This previous research explained which related to inductive approach and what they found is shown in the following:

1. First study is from Anita in her research *“Increasing Students’ Listening Skill Using Recorded CNN News at Second Grade of SMA Negeri 18 Makassar”*. This study aimed to know whether the use of Recorded CNN News as Learning Media can or not increase Students’ Listening Skill at Second grade of SMA Negeri 18 Makassar. This study used a pre-experimental research method in one class pre-test and post-test. The population of this research was the Second-grade students of SMAN 18 Makassar in the 2021/2022 academic year. The samples was numbered 20 students from class XI IPS 1. The data were obtained from the listening test. The results of the study using inferential analysis of t-test by SPSS v.16 application. After analyzing data, the writer concluded that using of Recorded CNN News as learning media can increase students’ listening skill. It can be proved by the average score based on students’ pre-test and post-test. The mean score of the students’ listening increased from 39.90 in pre-test to 83.30 in the post-test. This fact shows that the hypothesis H_1 is accepted and of course the hypothesis H_0 is rejected. It’s mean that Recorded CNN News can increase students’ listening skill at Second grade of SMA Negeri 18 Makassar.⁴

⁴ Anita, *“Increasing Students’ Listening Skill Using Recorded CNN News at Second Grade of SMA Negeri 18 Makassar”* (Published thesis : UNM University, 2022), p. 6

2. Second research is from Dwi in her research about “*The Use of Videos to Improve The Listening Skills oof Class VII B Students of SMP N 1 Mlati in The Academic Year Of 2012/2013*”. The results show that the students’ listening skills improved through the use of videos. The students made a good improvement in some aspects of listening skills. The findings were supported by the students’ mean scores which increased by 3 points from 5.43 in the pre-test to 8.43 in the post-test. Moreover, they were more confident in participating in the teaching and learning process. In addition, the various activities made the class atmosphere enjoyable so the students’ motivation in learning English improved⁵
3. Third research is from Vina in her research that “*Using Video to Improving Listening Comprehension of Fourth Grade Students*”. This research aims to test the effect of video on the listening skill of fourth-grade students. The research used a quasi-experimental method with a non-equivalent control group design. Therefore, the populations were fourth-grade students of Ggugus Dewi Sartika Majenang and the sample of this research based on a purposive sampling technique. In addition, the research sample was selected by two schools with the same number and characteristics of students. Furthermore, the data collection technique used a listening skill test. Before carrying out the research, the researchers conducted a test of listening skills to be tested for validity and reliability. The results of the validity test showed if the question of the listening skill test in the valid category. The students did a

⁵ Dwi “*The Use of Videos to Improve The Listening Skills oof Class VII B Students of SMP N 1 Mlati in The Academic Year Of 2012/2013*” (published thesis:Jurnal Indo Publication),p. 10

listening skill test and the result was analyzed using inference statistics. The results of the research indicated that students who were treated with video had better listening skills than students who were not treated. Moreover, the researcher concludes that the video had an effect on the listening skill of fourth-grade students.⁶

Based on the previous research above, the correlation between previous research and this research is about the variable which conducting listening skill also. Another term of correlation from using media which referred to the news. Even in several context, it has different from the object of research, such like previous research focusing on CNN News and this research on Metro Globe Network Channel. The previous research using video naturally comes from the author, but this research directly from the Metro Globe Network Channel. This research using Metro Globe Network Channel and previous research using video in improving students listening comprehension.

In this case, the novelty of this research lies in the application of technology in teaching English. This new method can open up new opportunities for developing students' listening skills and improving their learning outcomes. This research can also be a source of inspiration for educators and other researchers to develop more innovative and effective methods of teaching English.

⁶ Vina in her research that “*Using Video to Improving Listening Comprehension of Fourth Grade Students*” (A thesis: Faculty of Languages and Arts, Yogyakarta, 2016).

B. Some Pertinent Ideas

1. Concept of Listening Skill

a. Definition of Listening Skill

Listening is part of communication, human are involved in various listening situations in everyday life, with listening we give our attention to what people are saying and trying to understand what it means. There are many definitions of listening by scientists, according to Selin, he stated that listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication, listening also developing communicative and cognitive skills. Listening is the activity of paying attention to and trying to get meaning from something we hear and to listen successfully to spoken language, we need to be able to work out what the speakers mean when they use particular words in particular ways on particular occasions, and not simply understand the words themselves, it means that we have to understand the words based on the situations, for example: someone says '*you're late*', in this situation maybe you have arrived late, or complaining because she/he has had to wait, or expressing surprise because she/he did not expect you to arrive late.⁷

Listening is one of major skills that every English students must had. Practically, there are still many people who lack of listening than other skill, and it is the common problem the mostly EL student had. For example students could speak English fluently but could not identify what the native speaker said.

⁷ Selin Yildirim, "The Importance of Listening in Language Learning and Listening Comprehension Problems Experienced by (Language Learners")

It could be influenced by neither the speed of speech that is too fast nor the low responses skills what they heard.

There are two word in terms of listening, namely listening and hearing. Listening comprehension has been defined by different authors. that listening is theoretically viewed as a dynamic process where people focus on chosen parts of aural input, structure meaning of passage, and connect to what they hear with established knowledge. Furthermore, Hearing is the process of receiving sound accidentally from the nearest environment. In other words, we hear not because we want to. But it was accidentally the sound that crossed our ears.

As defined by wikipedia, listening is when a person receives and understands information or an instruction from other person, and then chooses not to comply with it or to agree to it, because it is done by choice.⁸ It is the interpretative action taken by someone in order to understand and potentially make meaning of something they hear. Listening is like reading and writing. Indeed all communications skills need practice and can be improved. The skills for the teacher involved motivating students to listen involves more than telling them to listen hard and trying to pick out all of the important points.⁹

b. Types of Listening

Rost figure out there are six types of listening practice, those are intensive listening, selective listening, interactive listening, extensive listening, responsive listening, and autonomous listening;

⁸ Ian Reece and Stephen walker, *Teaching, Training and learning, Business Education*:Publisher Limited, 1997) p. 54.

⁹Listening” *Wikipedia the Free Encylopedia*. (2 0 2 2)

1) Intensive Listening

In intensive listening tasks, the learner only focusing on interpret the specific sounds, words, and grammar, or what the speaker actually says. While the feedback on the accuracy of performance is provide by the teacher. Types of intensive listening practice include: dictation, elicited repetition, shadowing, word spotting, error spotting, grammar processing and mediation (translation or simultaneous interpretation).

2) Selective Listening

In selective listening, learners' attention is focusing on planned tasks with specific purposes in mind. The learners try to extract information for certain details or focus on main idea. In other words, they looking for information for this type of listening. The important aspect in selective listening is the instruction of the pre-listening portion. This phase will help the learner in understanding the extract because it may contain of a short activity to review upcoming vocabulary. The class may discuss pictures or photo that may relate to the listening topic that may lead to some predictions about the extracts. The teacher's primary job in this task is to give feedback on task completion.¹⁰

c. Indicator of Listening Skill

According to Bebita Tyagi on her journal, there are some processes of listening, they are hearing, understanding, remembering, and evaluating:

1) Hearing

Hearing referred to the response caused by sound waves stimulating the

¹⁰ Rost, Michael, *Teaching and researching listening*, (Great Britain: personal education limited, 2002)

sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening. Hearing means the process of hear the audion different with listening which as a skill

2) Understanding

Understanding referred to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds that have symbolic meanings as well. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3) Remembering

Remembering means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory. What is remembered may be quite different from what was originally seen or heard.¹¹

d. Teaching Listening

Based on the curriculum in the past, it was said that listening cannot be taught, people could only be offered by practice to develop their listening

¹¹ Babita Tyagi, *Listening: An Important Skill and Its Various Aspects*, (Journal International:2013) (accessed on september, 2022)

skills. In this case, the teacher's role is very important to teach and facilitate learning for the students. There are some roles of the teacher in teaching listening for students.

1) The Teachers's Objectives

The teacher's objectives should include :

a) Exposing students to a range of listening experience

To expose students listening experience, there are a lot of different listening texts that can be used such as stories, conversations, descriptive talks and so on) spoken by native speakers or foreign speakers.

b) Making listening purposeful for the students

This can be a good way to be achieved by providing tasks which are realistic as possible, so that the students can relate what they are doing in the lesson to think that happen in real life, outside the classroom.¹²

c) General planning considerations

Practical considerations will often determine the location of the listening class, but you may sometimes be in a position to choose which of a variety of activities to do in the classroom and which in the language laboratory or listening centre. In making the choice, bear in mind :

- 1) That a teacher-spoken listening text is best done in a place where the students can see the teacher easily;

¹² Ian Reece and Stephen walker, *Teaching, Training and learning, Business Education*:Publisher Limited, 1997) p. 54.

- 2) That groupwork is often hard to arrange in language laboratory
- 3) That, if the students work alone, the language laboratory or the listening centre gives them privacy.¹³

2) Equipment

Wherever the listening work is to be done, the teacher will need to know what equipment is available, and to ensure that the teacher handle it efficiently. Audio cassette recorders have greatly improved in quality in recent years. Playing recordings on a poor quality machine, or on a machine which needs attention, leads to frustration for students and teachers alike. During the listening practice, one of the teacher's roles is to start and stop the recording, perhaps using the pause button, to rewind the tape, this role is called technical operator, it is important to make the students listen and how easy or difficult it will be for them to concentrate.

The main function of listening in second foreign language learning is to facilitate the student to understanding of spoken discourse. Richards uncovers that there are three characteristics of spoken discourse:¹⁴

- a) Spoken discourse is usually instantaneous. At this point, the listener as be able to process the spoken discourse immediately after receiving it. The listening comprehension must be online since there is often no chance to listen to the same message again.
- b) Spoken discourse also often strikes the second foreign language listener as being very fast. In this part, listener frequently gets lost in

¹³ Mary Underwood, *Teaching Listening* (London: Longman, 1989), p. 70.

¹⁴ Babita Tyagi, *Listening: An Important Skill and Its Various Aspects*, (Journal International:2013) (accessed on October 02, 2019)

interaction due to speech rates vary considerably. As a fact to consider that radio monologues may contain 160 words per minute, while conversation can consist of up to 220 words per minute. This happens because speakers normally possess unconventional methods to delivering spoken discourse that tend to make the message too complex, either by including too many unnecessary details or too many issues. The impression of faster or slower speech generally depends on the amount of intra-clausal pausing that the speakers make use of.

- c) Spoken discourse has linear structure. It means here that spoken language is usually delivered from one clause at a time longer utterances in conversation. The utterances generally consist of several coordinated clauses in which most of the clauses used are simple conjuncts or adjuncts. In addition, spoken texts too are often context dependent and personal, often assuming shared background knowledge.
- d) Understanding spoken discourse, there are some processes generally involved:
 - 1) Speech perception (sound discrimination, recognize stress pattern, intonation, pause and so on)
 - 2) Word recognition (recognize the sound pattern as a word, locate, the word in the lexicon, retrieve lexical grammatical and semantic information about the word and so on)

- 3) Sentence processing (parsing, detect sentence constituents, building a structure frame and so on)
- 4) Contract literal meaning of the sentence (select the relevant meaning in case of ambiguous words)
- 5) Hold the received information in short term memory
- 6) Recognize cohesive device in discourse
- 7) Infer the implied meaning and intention (speech act)
- 8) Predict what is to be said
- 9) Decide how to respond.¹⁵

2. Concept of Learning Media

a. Learning Media

Learning media are technologies that can be utilized for learning purposes. According to Briggs, learning media are "physical means to deliver learning content / material such as books, films, videos, slides, etc." Explain learning media is a form or tool that can convey messages from planned sources so as to create a conducive, efficient and effective learning environment.¹⁶

In teaching and learning media presence has a very important meaning. Because in these activities obscurely submitted materials may be assisted by a media as an intermediary. Complexity of the material to be conveyed to the students can be simplified with the help of the media. Media can represent

¹⁵ Mary Underwood, *Teaching Listening* (London: Longman, 1989), p. 74.

¹⁶ A.p, Juliana. *Improving Listening Comprehension Through Bottom-Up Strategy By Using English Pop Song At The Eight Grade Students Of MTs DDI Taqwa Parepare*. (Unpublished thesis, Parepare: Tarbiyah Department)

what is less capable teachers say through words specific phrases. Abstractness even in concrete materials can be right with the presence of the media. Thus, students digest material more easily than without the help of the media But keep in mind, that's the role of the media will not be visible if the use is not consistent with the contents of the teaching goals that have been formulated. Therefore, the purpose of teaching should be used as a reference base for the use of media. When neglected, then the media is no longer a teaching tool, but as an obstacle to the achievement of objectives effectively and efficiently.

Media as a tool in teaching and learning is a reality that can't be denied. Because it is the teacher who is willing to assist the teacher in delivering the messages of the lesson materials provided by the teacher to the students. Teachers are aware that without the help of the media, the subject material is difficult to unsure which mush attention in choose the media. One of the primary functions on learning media is help the teaching learning which influence of clime, condition, and environment in learning who arrange by teacher.¹⁷

1) Metro Globe Network

This research foxused on media which uses Metro Globe Network is as MGN which an international news television channel owned by Media Group. This English language channel has been broadcasting since August 16, 2021and was launched on November 23 of the same year in Jakarta in the Launching Metro Globe Network event and broadcasts for 18 hours every day at 06:00-00:00 WIB on multi-platform. Currently, MGN broadcasts can be

¹⁷ Brien J. Jennings, *What is Media*. (Englan : Capstone Global Library, 2018)p, 4.

enjoyed on subscription television platforms (Skynindo, Nomaden TV, GiGATV, First Media and Biznet Home) as well as internet television.

a) Program Channel

Until 2021, some Metro Globe Network programs will also be broadcast through BN Channel. These events include:

- 1) Jakarta Movers & Shakers, airing Monday-Friday at 17:00-19:00 WIB
- 2) Asia Prime, airing Monday-Friday at 19:00-21:00 WIB
- 3) World News, airing Monday-Friday at 21:00-22:00 WIB
- 4) Authentic Indonesia, broadcast Saturday at 10:00 WIB and Sunday at 14:00 WIB
- 5) Corners of Indonesia, broadcast on Saturday at 14:00 WIB and Sunday at 17:00 WIB.
- 6) Education Consulting 19:00-21:00 WIB
- 7) Economic Global 19:00-21:00 WITA

b) Profil

Metro Globe Newtwork is an English language news channel based in Jakarta. We committed on providing impactful and influential news and current affairs content. We are part of Media Group News, a trusted publication media ecosystem in Indonesia. We have a very important role to play in strengthening Indonesia and represent Indonesia's position as one of

economic global power country. With tagline CAPTURE TOWARDS FUTURE, Metro Globe Network will uncover every possibility and opportunities in Indonesia by comprehensive information that can be used as a primary reference in decision making.

c) Teaching using Metro Globe Network

Schools in Indonesia apply the School-Based Curriculum (K13) as a reference to teach English. The teaching of listening in high school should be based on the basic competence and standard of competence which can be explained below:

1) Standard of Competence

According to the standard of competence of listening stated in School Based Curriculum, after learning the listening subject, the students of senior high school are expected to be able to:

- a) Comprehend the meaning of very short simple transactional and interpersonal conversation to interact in the closest environment.
- b) Comprehend the meaning of very short simple spoken and short monolog texts in the forms of descriptive and procedure texts to interact in the closest environment.

2) Basic Competence

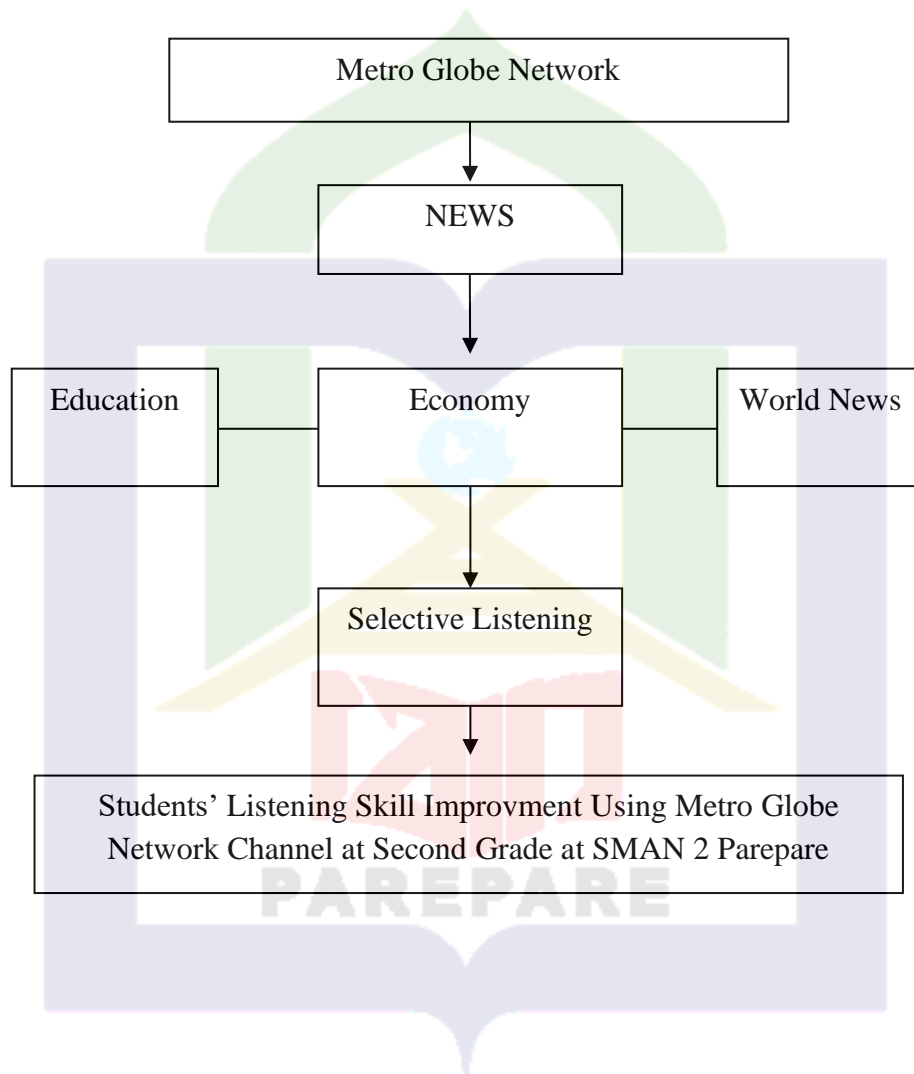
The objectives of teaching listening to students of senior high school can be reflected on the basic competence that have been prepared by the government. By learning the listening subject in the school, the students are expected to be able to:

- 1) Respond to the meanings contained in very short simple transactional (to get things done) and interpersonal conversations accurately, fluently and appropriately to interact in the closest environment which involve: asking for and giving services and goods, and asking for and giving facts.
- 2) Respond to the meanings in very short simple transactional (to get things done) and interpersonal conversations accurately, fluently and appropriately to interact in the closest environment which involve: asking for and giving opinions, expressing like and dislike, asking for clarification, and expressing interpersonally.
- 3) Respond to the meanings contained in very short simple functional spoken texts accurately, fluently and appropriately to interact in the closest environment.
- 4) Respond to the meanings contained in very short simple monolog texts accurately, fluently and appropriately in the forms of descriptive and procedural texts to interact in the closest environment.¹⁸

¹⁸ Jack Richards, “*Teaching Listening and Speaking From Theory to Practice*” (New York: Cambridge, 2009), p. 5.

C. Conceptual Framework

The researcher design the conceptual framework of this research by showing the diagram below:



D. Definition of Operational Variabel

The researcher explains about the operational variabel:

1. The first variable refers to the using of metro globe network channel. According to my understanding, Metro Globe Network (MGN) is a high-speed communication network covering a large metropolitan area, designed to provide reliable and fast connectivity between various locations such as head office, data center, and branch offices within a city or area metropolitan.
2. The second variable is Listening Skill. According to researcher, Listening Skill is a person's ability to understand and process information conveyed through audio, both in oral and audio-visual form. This listening ability involves focus, concentration, understanding, and the ability to respond to messages received in an appropriate manner.

C. Hypothesis

The researcher formulated the hypothesis as follow:

- Ho : There is no improvement of students listening skill using Metro Globe Network Channel at Second Grade at SMAN 2 Parepare.
- H₁ : There is improvement of students listening skill using Metro Globe Network Channel at Second Grade at SMAN 2 Parepare.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental which research design by using pre-test and post-test with quantitative approach, because the researcher is going to conduct research which. The researcher is intended to know the students' listening skill after using Metro Globe Network channel at Second Grade at SMAN 2 Parepare.

B. Location and duration of the research

The location of the research were at SMAN 2 Parepare. This location held in Jl. Jenderal Sudirman No.31, Cappa Galung, Kec. Bacukiki Bar., Kota Parepare, Sulawesi Selatan 91121, and the research plan about a month including of analysis data.

C. Population and Sample of Research

1. Population

The population of this research was students at SMAN 2 Parepare. Total students in second class are 231 students.

Table 3.1 Population

No	Class	Total Students
1	XI IPA 1	30
2	XI IPA 2	33
3	XI IPA 3	34
4	XI IPA 4	32
5	XI IPA 5	34
6	XI IPA 6	33
7	XI IPA 7	35
Total		231

Sources: Staff at SMAN 2 Parepare

2. Sample

The samples in this research were class XI 2 which total students of 33 students. The reason of choosing class XI 2 because the class become teacher recommendation consider of the students discipline.

D. Procedure of Collecting Data

1. Data Collection

First procedure data were data collection is activity which referred to the first step in research, because the data collected is used to identify the result of test that have been formulated in this study. In general, there are several methods of data collection techniques, namely:

a) Giving Test

First data collection using was giving test. The test as a data collection instrument was a series of questions or exercises used to measure the knowledge and students listening skill, the test used in this research was audio test which refers to the indicator of listening skill.

- 1) ***Pre-test*** was an activity to test the level of students' basic ability of the material to be delivered, the pre-test was carried out before teaching using Metro Globe Network Channel. Before researcher giving the treatment on the first meeting researcher gave pre-test to students' to identify the students' listening skill.
- 2) ***The post-test*** was the test that the researcher after the treatments or teaching using Metro Globe Network Channel. Post-test was the final evaluation of their listening skill. This steps using for evaluating the material taught on that day has been gives a post-test in other words

whether he understand the material given. The similar test were given from pretest which also refers to the students listening skill.

b) Treatment

Second data collecting by doing treatment. This step basically put between the pre and post test. The researcher gave the treatment to students'and give some materials about listening certain materials conducting from Metro Globe Network Channel. The treatment using Metro Globe Network Channel which corelated to the listening skill at Second Grade at SMAN 2 Parepare. the data conducted from the treatment processed was the students' ability in listening performing during treatment class which taught by News media.

Some of the steap which explained for treatment can be explained below:

- 1) Opening Activities
 - a) Researcher greatt the students' as observation approach
 - b) Researcher check the attendance listt
 - c) Researcher identify students ability
 - d) Researcher explained the purpose of learning
- 2) Main Activities
 - a) Researcher showed the vidio of News
 - b) Researcher pause once, while explained the meaning of the news.
 - c) Researcher showed fully the news to the studentts for fluenly
- 3) Closing Activities
 - a) Researcher explained the sum of materials

- b) Researcher evaluate the processed of learning
- c) Researcher explained the nexxt materials will be delivered.

E. Instrument of the Research

This study the instrument used was listenning test. The researcher used listening test in this study as an instrument for collecting data, the test will be pre-test and post-test. The purpose of giving was to find out students' Listening Skill by Using Metro Globe Network Channel at Second Grade at SMAN 2 Parepare.

F. Technique of Data Analysis

Data analysis techniques was the data which using to be analized and directed to answer the problem formulation has been determined, then analyzes the data using statistical methods that have been available.

1. Descriptive Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean.

- a) Scoring the students' correct answer in pre-test and post-test by using formula :

$$score = \frac{Student\ correct\ answer}{The\ total\ number\ of\ them} \times 100$$

The analys was used with descriptive statistic were done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, in evaluating the pre and post test

about Students' Listening Skill by Using Metro Globe Network Channel at Second Grade at SMAN 2 Parepare.¹⁹

- b) Classifying the score students' classification as follow:

Table 3.2 Classification of Score

No	Scores	Classification
1	80-100	Very good
2	66-79	good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ²⁰

Score: Suharsimi Arikanto, 2013;281

- c) Percentage of students' score using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Students

- a) To find out the average score following formula :

$$\bar{x} = \frac{\sum x}{N}$$

¹⁹Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008)

²⁰ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan, Edition of Revisi* (Cet. X, Jakarta: Bumi Aksara, 2009), p.245

Where :

\bar{x} : Mean Score

$\sum x$: The total number of the students score

N : The number of student

- d) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t : Test of significance

\bar{x}_1 : Mean score of Pre Test

\bar{x}_2 : Mean score of Post Test

SS_1 : Sum square of Pre Test

SS_2 : Sum square of Post Test

n_1 : Number of students

n_2 : Number of students

1 : Constant number

2 : Number of class

T test become very essential test for comparing the two result data which has different category of sample and average result.²¹

²¹ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245, Skripsi IAIN Parepare 2020.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research begun to explain the findings, this research did at SMAN 2 Parepare which followed some method of research, the first step of this research follow observation term, observation was the first step which done by the researcher, observation did in order to know well about the situation of the sample research.

The observation done by the researcher and noted some of the explanation referred to the students' activities during their learning processing, in fact, many students showed their active performing in learning at class. This result observation forced the researcher to do the experiment class at second grade of SMA 2 Parepare.

The researcher begun in collecting data from December 2022 to January 2023, it was flowed the regulation of the government after legality research letter, the research conducted the experimental class at second grade of SMA 2 Parepare, this sample number of 32 students'. These total sample was become the valid data since this research done.

The researcher explained the findings based on the research question referred to the explanation below:

1. The Students listening skill at Second Grade of SMAN 2 Parepare

The students listening skill identifying from the test of listening, the result data showed on description term and also explained by showing the histogram of

the data score, the students answered the test based on the audio they listen on it.

The data can be explained after scoring one by one students result test.

a. Pre test

The data can be explained below:

Table 4.1 Result of Pre test

N0	Listening Category	Result Pre test	
		Frequency	Percent
1	Very good 80-100	3	9,3%
2	Good 66-79	10	31,25%
3	Fair 56-65	18	56,25%
4	Poor 40-55	1	3,12%
5	Very poor <35	0	0%
Total		32	100%

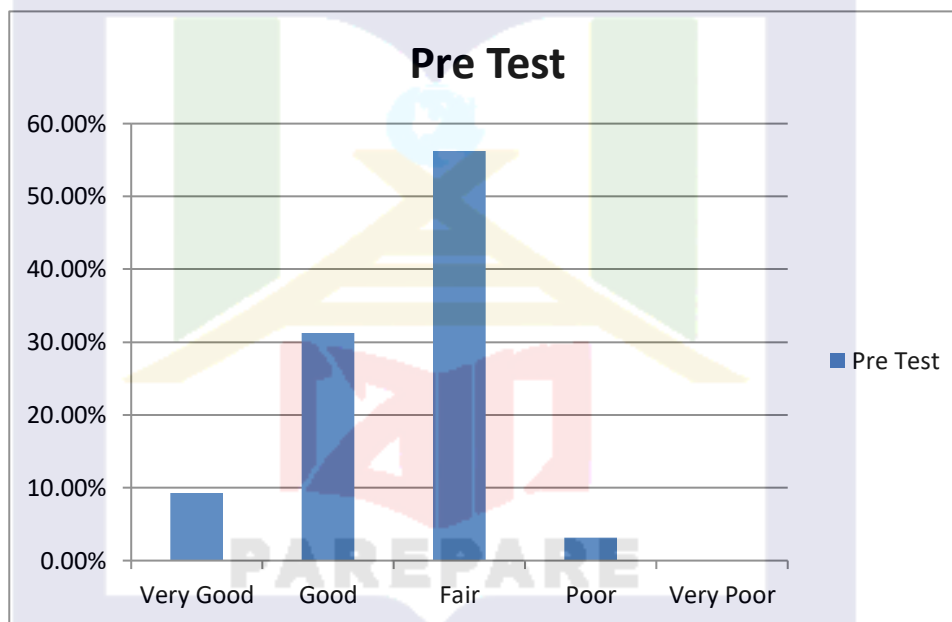
Sources Data : Full Data on Appendix 2

Based on the description of the table above, the findings showed that, students' presentations who get very good was 9,3%, the students' presentations who get good was 31,25%, the students' presentations who get fair was 56,25%, the students' presentations who get poor was 3,12%, the students' presentations who get very poor was 0%.

Assuming of the data above that, many students' still confused on their listening parts section, the students cant understand well about the sound and the sentences which explained by the news itself. In fact that, students need more to be implemented on how they can do listening better than it was.

The test showed some text to the students while some of the test blank, in order to test their listening part, the students should fill the blank based on the sound they listen on it. The researcher spread he test to every students which number of 32 students.

The data can be explained more from the diagram below:



According to the data above, the students classified based on the data above the biggest score in fair which presentations of 56,25%.

b. Post test

The data can be explained below:

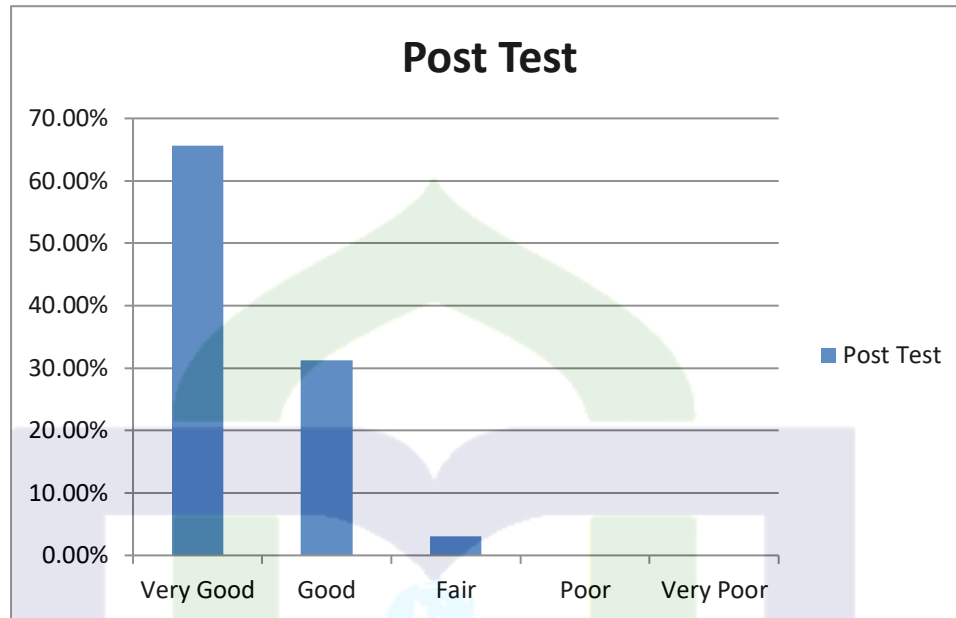
Table 4.2 Result of Post test

N0	Listening Category	Result Post test	
		Frequency	Percent
1	Very good 80-100	21	65,62%
2	Good 66-79	10	31,25%
3	Fair 56-65	1	3,1%
4	Poor 40-55	0	0%
5	Very poor <35	0	0%
Total		32	100

Sources Data : Full Data on Appendix 2

Based on the description of the table above, the findings showed that, students' presentations who get very good was 65,62%, the students' presentations who get good was 31,25%, the students' presentations who get fair was 3,1%, the students' presentations who get poor was 0%, the students' presentations who get very poor was 0%.

The data can be explained more from the diagram below:



According to the data above, the students classified based on the data above the biggest score in very good which presentations of 65.62%.

2. The students listening skill improvement using of Metro Globe Network channel at Second Grade of SMAN 2 Parepare

The second research question explained about the students listening skill either improved or not based on the data which finding on first research question.

The data can be explained below:

a. Descriptive Analysis

Descriptive analysis used for identifying the result data which get from the students', this analysis for identifying mean, number of total, standart deviation in table of SPSS.

1) Pre Test

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Data Sampel	32	2036.00	63.63	3.235
Valid N (listwise)	32			

Sources: Data SPSS IBM 22

According to the data above, the students get mean score in pretest for 63,63 while sum data was 2036,00 and std deviation for 3,235, it sum that, the students get category of pretest for category fair.

2) Post Test

Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Data Sampel	32	2566.00	80.19	2.214
Valid N (listwise)	32			

Sources: Data SPSS IBM 22

According to the data above, the students get mean score in posttest for 80.19 while sum data was 2566.00 and std deviation for 2.214, it sum that, the students get category of pretest for category Very good.

b. Hypothesis Analysis

The improvement of the students' can be explaine for the answered according to the score which students get in pre and post test, it can be explained below by using T test Independent:

Table 4.3 T test Independent

		Levene'a Test for Equality of Variances		t-test for equality of means						
		f	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of Difference	
									Lower	Upper
Listening skill	Equal variances assumed	.316	.007	2.328	31	.217	2663	.2663	.5076	.3926
	Equal variances not assumed			2.328	23.892	.217	2663	.2663	.4076	.3726

Sources: *Data SPSS IBM 22*

According to the data above, the result of t-value for 2.328 where in identifying either score t-value is significant for 95% or 0,05 should be compare to T-table. The score of Df is 1 in this case which showed $32-1=31$, if t table is 0,684. Thus the results of the analysis obtained t value $2,328 > 0.684$, which means that there is a significant increase in the using of metro globe network channel for Students listening skill at Second Grade of SMAN 2 Parepare.

According to the data above, the researcher sums that, the using of metro globe network channel for Students listening skill at Second Grade of SMAN 2 Parepare can be categorized as good media, this proved from the test of media which showed the improvement of the students result data.

The improvement of the students listening skill by using news may get improvement for the students, in fact that, many students mostly like to listen on the news of word news, it may occur many fact and news which they love to listen on it, world news mens about the information through the news which explain among the word condition like other nation innovative and also the developing of the technology which explain in metro globe network channel.

Another term of the students prefer to listen on educational news which explain about the condition of the pandemic education which also comparing the students' condition among the nation. It may prefer also to listen on educational theme of the metro globe network channel. This theme of news likely love to be listen after world news during experimenting research.

Last theme of the metro globe network channel which love to listen by the students was about economy, and like some of the students' showed bad gesture among their activities in watching the news of the technology.

B. Discussion

According to the data above, the researcher explained more about the data which showed that:

1. The Students listening skill at Second Grade of SMAN 2 Parepare

Based on the description of the findings, the result showed that, students' presentations who get very good was 9,3%, the students' presentations who get good was 31,25%, the students' presentations who get fair was 56,25%, the students' presentations who get poor was 3,12%, the students' presentations who get very poor was 0%. According to the data in pretest, the students classified based on the data above the biggest score in fair which presentations of 56,25%.

The explanation of the pretes may prove that students' need more media and certain method to improve their listening skill, many students still confused in their listening processed, it fact some students just listen on it without understanding the materials they listen on, the students sometimes put their focused on their sound. But unfortunately, they lost some of the word they heard.

The media used should be benefit to the students, news may become the solution, before teaching an experimental study, the students' mostly get score in fair category, they just listen and did not know the meaning of the sound speak by the news, even in video showed to them, it completely by using some picture explained it but mostly students did not understand it well.

Students digest material more easily than without the help of the media But keep in mind, that's the role of the media will not be visible if the use is not consistent with the contents of the teaching goals that have been formulated. Therefore, the purpose of teaching should be used as a reference base for the use of media. When neglected, then the media is no longer a teaching tool, but as an obstacle to the achievement of objectives effectively and efficiently.

Teaching and learning media at SMA 2 Parepare showed presence has a very important meaning. Because in these activities obscurity submitted materials may be assisted by a media as an intermediary. Complexity of the material to be conveyed to the students can be simplified with the help of the media. Media can represent what is less capable teachers say through words specific phrases. Abstractness even in concrete materials can be right with the presence of the media.

Another explanation also that the description of the table on posttest, the findings showed that, students' presentations who get very good was 65,62%, the students' presentations who get good was 31,25%, the students' presentations who get fair was 3,1%, the students' presentations who get poor was 0%, the students' presentations who get very poor was 0%.

After teaching this method, many students finally get the meaning of the news, teaching listening is very important, because many students just focused to all the sound they hear, it fact students' need to focused on the dialog concept or explanation concept of the news.

Listening taught by spoken word, Spoken discourse has linear structure. It means here that spoken language is usually delivered from one clause at a time longer utterances in conversation. The utterances generally consist of several coordinated clauses in which most of the clauses used are simple conjuncts or adjuncts. In addition, spoken texts too are often context dependent and personal, often assuming shared background knowledge. So the students' need to know about it first.

Another explanation that spoken discourse also often strikes the second foreign language listener as being very fast. In this part, listener frequently gets lost in interaction due to speech rates very considerably. As a fact to consider that news sometimes monologues may contain 160 words per minute, while conversation can consist of up to 220 words per minute.²² This happens because speakers normally posses unconventional method to delivering spoken discourse that tend to make the message too complex, either by including too many unnecessary details or too many issues. The impression of faster or slower speech generally depends on the amount of intra-clausal pausing that the speakers make use.²³ This condition sometimes put the students to be hard in listening on the news spoken.

²² Mary Underwood, *Teaching Listening* (London: Longman, 1989)

²³ Babita Tyagi, *Listening: An Important Skill and Its Various Aspects*, (Journal International:2013) (accessed on October 02, 2019)

This result data correlate with the result data which conducted from Anita that after doing research, the authors conclude that using Recorded CNN News as a learning medium can improve students' listening skills. This can be proven by score acquisition based on students' pre-test and post-test. The average score increases from 39.90 in the pre-test to 83.30 in the post-test. This shows that the H_1 hypothesis is accepted and of course the H_0 hypothesis is rejected. It means Recorded CNN News can improve students' listening skills in eleventh grade high school Negeri 18 Makassar.²⁴

2. The students listening skill improvement using of Metro Globe Network channel at Second Grade of SMAN 2 Parepare

The students get mean score in pretest for 63,63 while sum data was 2036,00 and Std deviation for 3,235, it sum that, the students get category of pretest for category fair, the students get mean score in posttest for 80.19 while sum data was 2566.00 and Std deviation for 2.214, it sum that, the students get category of pretest for Very good.

The result of t-value for 2.328 where in identifying either score t-value is significant for 95% or 0,05 should be compare to T-table. The score of Df is 1 in this case which showed $32-1=31$, if t table is 0,684. Thus the results of the analysis obtained t value $2,328 > 0.684$, which means that there is a significant increase in the using of metro globe network channel for Students listening skill at Second Grade of SMAN 2 Parepare.

²⁴ Anita, "Increasing Students' Listening Skill Using Recorded CNN News at Second Grade of SMA Negeri 18 Makassar" (Published thesis : UNM University, 2022), p. 6

According to the data above, the researcher sums that, the using of Metro Globe Network channel for Students listening skill at second grade of SMAN 2 Parepare can be categorized as good media, this proved from the test of media which showed the improvement of the students result data.

According to the previous research which explained about the improvement of the students listening skill by using news media which conducted by Dwi that the results show that the students' listening skills improved through the use of videos. The students made a good improvement in some aspects of listening skills. The findings were supported by the students' mean scores which increased by 3 points from 5.43 in the pre-test to 8.43 in the post-test. Moreover, they were more confident in participating in the teaching and learning process. In addition, the various activities made the class atmosphere enjoyable so the students' motivation in learning English improved.²⁵ According to that result data, the students fell increasing in their listening part, many students showed improvement toward their performing in listening skill. Based on the data, the students listening skill get improving after using Metro Globe Network channel at Second Grade of SMAN 2 Parepare.

²⁵ Dwi "The Use of Videos to Improve The Listening Skills oof Class VII B Students of SMP N 1 Mlati in The Academic Year Of 2012/2013" (published thesis:Jurnal Indo Publication),

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result data and discussion on previous chapter, this research which explained about the improving students' listening skill by using Metro Globe Network Channel at second grade at SMAN 2 Parepare can be conclude that:

1. The Students listening skill at Second Grade of SMAN 2 Parepare

The students pretest showed mean score for 63,63 while sum data was 2036,00 and Std deviation for 3,235, it sum that, the students get category of pretest for category fair which the students classified based on highest score in fair which presentations of 56,25%, the students posttest get mean score for 80.19 while sum data was 2566.00 and Std deviation for 2.214, it sum that, the students get category of pretest for Very good which the students classified based on highest score in very good which presentations of 65.62%

2. The students listening skill improvement using of Metro Globe Network Channel at Second Grade of SMAN 2 Parepare.

The result of t-value for 2.328 where in identifying either score t-value is significant for 95% or 0,05 should be compare to T-table. The score of Df is 1 in this case which showed $32-1=31$, if t table is 0,684. Thus the results of the analysis obtained t value $2,328 > 0.684$, which means that there is a significant increase in the using of metro globe network channel for Students listening skill at Second Grade of SMAN 2 Parepare.

B. Suggestion

This suggestion is offering to:

1. Teacher

The teacher are suggested to use more media in order to develop the students listening skill, by using media interactive, the students may understand the materials easily.

2. Next Researcher

Next researcher can use the result of this study as a reference media Metro Globe Network Channel to analyze other difference studies like the use of media Metro Globe Network Channel in increasing speaking skills. For example, the students were asked to re-present about the news given because the media MGN Channel news program presents the latest news from around the world using easy to understand language.

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Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245, Skripsi IAIN Parepare 2020.

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VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Name of The Student : Elmi Sarina Sabir
The Title of Skripsi : Improving Students' Listening Skill by
Using Metro Globe Network Channel at
Second Grade at SMAN 2 Parepare
Student Reg. Number : 18.1300.094
Faculty : Tarbiyah
Study Program : English Education Program
Instrument : Listening Test

Pre and Post Test

Nama	:	
NIS	:	
Kelas	:	
Mata Pelajaran	:	Bhs Inggris

A. Listen and Complete the missing Word Below (Adopted)

Title : (Start Audio)

Nanga Lok Bay is _____ in the area of Asia district of East Maggarai ois Nusa _____ province, it is locally known as the island of flowers, at the glance, it is Hilleary recover by savanna, thousands of _____ flower are visible from _____, seeing _____ beauty of nanga lok _____ is free of _____, to get here, you _____ to ride a car or _____ it is four hour ride from city of _____, the capital city of _____ district.

After _____ sometimes in ngan lok bay, _____ also enjoy _____ in your by places such us _____ in watu pajung beach, it is a _____ clean water and , _____ light. How ever, visiter need to be , _____ sees the area is area of ruhu or flores comodo. Not far from watu pajung beach you can , _____ visit rana tonjong lake, located in , _____ balik village, sundy rambas distirct, you can weaknes , _____ of lotus flowers called victoria amazonica enlate.

The lotus , _____ here are quick different from other, , _____ they grew up pour which stand 3 meter stuff, , _____ particular lotus also , _____ white services leafs and flowers. The lotus flower in , _____ is popularly known as the second biggest lotus in the world after india. Enjoy the break taking seniory of all lotus blowing , _____ an early April every , _____.

Key Answer

- Topic :The beauty of Flores Island

Nanga Lok Bay is located in the area of Asia district of East Maggarai ois Nusa Tenggara province, it is locally known as the island of flowers, at the glance, it is Hilleary recover by savanna, thousands of white flower are visible from above, seeing the beauty of nanga lok bay is free of charge, to get here, you need to ride a car or motorcycle it is four hour ride from city of hutang, the capital city of maggarai district.

After spending sometimes in ngan lok bay, you can also enjoy other activities in your by places such us swimming in watu pajung beach, it is a crystal clean water and beautiful short light. How ever, visiter need to be causes sees the area is area of ruhu or flores comodo. Not far from watu pajung beach you can also visit rana tonjong lake, located in nangang balik village, sundy rambas distirtct, you can weaknes thousand of lotus flowers called victoria amazonica enlate.

The lotus flowers here are quick different from other, because they grew up pour which stand 3 meter stuff, this particular lotus also has white services leafs and flowers. The lotus flower in rana tonjong is popularly known as the second biggest lotus in the world after india. Enjoy the break taking seniory of all lotus blowing together an early April every year.

NO	NAMA SISWA	PRETEST
1	Ahmad Dhani Ridwan	65.00
2	Ade Egar	70.00
3	Andi Nila	65.00
4	Andi Nur Fadillah	80.00
5	Anisa Putri Akbar	70.00
6	Bagas	76.00
7	Cheril	60.00
8	Qalby	65.00
9	Dwi anggia Sulistiawati	75.00
10	Henry	70.00
11	Irma	80.00
12	M Risal	75.00
13	Muh Arjuna	60.00
14	Muhammad Idul	55.00
15	Muhammad Khairil	50.00
16	Muhammad Fadhil	45.00
17	Mutiah	50.00
18	Nabila	60.00
19	Nur Hijrah	45.00
20	Nurkiswah	55.00
21	Nurul	60.00
22	Qurratun Ainin	70.00
23	Shalwa	55.00
24	Tiara Febriani	60.00
25	Tiara cantika	70.00
26	Tithalya	55.00
27	Welni	60.00
28	Yuli	70.00
29	Zidan	80.00
30	Miftahul	75.00
31	Muhammad Faiq	60.00
32	Siti Syahnaz	50.00

NO	NAMA SISWA	POSTTEST
1	Ahmad Dhani Ridwan	85.00
2	Ade Egar	90.00
3	Andi Nila	85.00
4	Andi Nur Fadillah	95.00
5	Anisa Putri Akbar	80.00
6	Bagas	76.00
7	Cheril	60.00
8	Qalby	85.00
9	Dwi anggia Sulistiawati	85.00
10	Henry	90.00
11	Irma	80.00
12	M Risal	85.00
13	Muh Arjuna	75.00
14	Muhammad Idul	70.00
15	Muhammad Khairil	70.00
16	Muhammad Fadhil	85.00
17	Mutiah	70.00
18	Nabila	80.00
19	Nur Hijrah	80.00
20	Nurkiswah	70.00
21	Nurul	80.00
22	Qurratun Ainin	95.00
23	Shalwa	70.00
24	Tiara Febriani	75.00
25	Tiara cantika	90.00
26	Tithalya	70.00
27	Welni	85.00
28	Yuli	80.00
29	Zidan	90.00
30	Miftahul	85.00
31	Muhammad Faiq	70.00
32	Siti Syahnaz	80.00

Documentation



Teaching Procces



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CIRRUCULUM VITAE



ELMI SARINA SABIR, her short name is Emi. The writer was born on September 9th 2000 in Parepare, South Sulawesi. She is the youngest child in her family. She has four older sisters and three older brothers. Her father's name is H. M. Sabir Ahmad and her mother's name is Hj. Rohani. She began her studies in 2005 at TK Iskandar Lumpue and continued her studies in 2006 at SD Negeri 28 Parepare, and graduated in 2012. In the same year, she continued her studies at SMP Negeri 10 Parepare and graduated in 2015. She continued her studies at SMA Negeri 2 Parepare and graduated in 2018. After graduating, she decided to continue her studies at State Islamic Institute (IAIN) Parepare. She took the Tarbiyah Faculty and focused on the English Education Program. She completed her thesis in 2022 with the title "IMPROVING STUDENTS' LISTENING SKILL BY USING METRO GLOBE NETWORK CHANNEL AT SECOND GRADE AT SMAN 2 PAREPARE"

