

**THE IMPLEMENTATION OF ISLAMIC MOTIVATIONAL VIDEO IN
LISTENING COMPREHENSION**

Thesis

Submitted by

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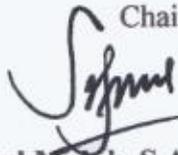
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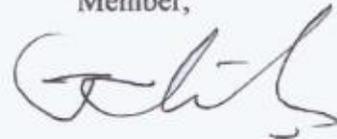
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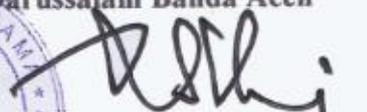


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Arisna Yuliani

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

Listening is one of important skill in communication. There are several difficulties that faced by student in learning listening such as lack of vocabulary, grammar difficulty, speed of speech, accent, pronunciation, and etc. In teaching listening, teacher usually used the media such as video and audio. Understanding students difficulties may help teacher solve the problem that faced by students and improve students' listening comprehension. Therefore, this thesis, entitled: **“The Implementation of Islamic Motivational Video in Listening Comprehension”** was intended to find out whether Islamic motivational video improve students listening comprehension or not. To achieve the aim of this study, the researcher conducted the research in English Language Education Department of UIN Ar-Raniry Banda Aceh. For the sample, the researcher chose one unit (unit six) of fourth semester English Language Education Department students in academic year 2016/2017. To collect the data, the researcher used teaching experiment, pretest and posttest. Experimental teaching was done in fourth meeting, by giving one meeting for pretest, two meetings for treatment and one meeting for posttest. The result of this research showed that Islamic Motivational video improved students listening comprehension. It was proved that based on the data from students pretest and posttest score, it was shown that where the students score from pretest was 59,5 and mean of posttest was 72,25. Then, the calculation from t_{test} also showed the significant improvement of students listening comprehension score which is t_{value} is bigger than t_{table} (t_{value} is 8,543 and t_{table} is 1,71). Hence, it can be concluded that the implementation of Islamic motivational video improve students listening comprehension.

Keyword: Islamic Motivational Video, Listening Comprehension

CHAPTER I

INTRODUCTION

A. Background of Study

Listening is one of four basic skills in English. Listening should be mastered by the students because it plays important role in communication. Good listening will make a good communication between listeners and speakers. When learners communicate each others, they listen to others to understand what the speaker said. If the learners cannot understand the process of listening, it will effect the learning process. Listening is a conscious act. When doing listening, they should focus on something that was being listened to allow the brain to processthe meaning of words or sentences. In other word, listening is an active process that participate the listener to response what has listened. In Indonesia, teaching listening is not focused only at junior or senior high school level, but also at university level, especially in English language education study program. However, listening is not an easy skill to master by the students even if they are EFL learners.

There are several difficulties that faced by students in learning listening comprehension. Firstly is the lack of vocabulary. If the students have limited vocabulary when they listen, they will not understand and then they passed the important part. Secondly isthe speed of speech. When the students listen to fast

speech, it will make students difficult to understand it, because they have to concentrate in pronunciation, accent, and meaning of the sentences, they might be misunderstood some sentences and its meaning. Thirdly is grammatical difficulty. That may influence learner to understand the listening process, because the wrong grammatical will have a different meaning of the sentences. Thus, three difficulties can effect to learners listening comprehension process.

In teaching listening, educator usually use audio and video as the media of the teaching. Wilson (2000) stated that students are learning language by using video. Video is one of the media to engage the students in learning listening. By using the video, the students will enjoy the process of learning listening. In 2011, Armiun conducted research of comparing the effect of audio and video on the listening comprehension of foreign language. Armiun (2011) claimed that video may include some disconcerting elements which draw the students attention away from the audio. His research was comparing the audio and video in developing listening comprehension. Unlike this research, the researcher would like to investigate in this research, the implementation of video especially Islamic Motivational Video in listening comprehension. However, the research from Armiun (2011) and this research has similarities to improve learners listening comprehension in English.

Several other researchers also conducted researches on teaching listening. Video materials could be used as an alternative instructional tool for teaching listening because it contain rich source of conversation and dialogue by English

speaker and it facilitates comprehension of pronunciation (Woottipong,2014).Similar with this research, Woottipong (2014) would like to develop learners listening comprehension in teaching listening skills through video materials. However, unlike this research, she also investigated the students' attitude toward using video in teaching listening and used questionnaire to collect the data. Another difference was the video that she used was about culture, environment and adventure activities, but this research focused on Islamic Motivational Video.

In addition, Mohamadkhani (2013) investigated the effect of using audio files on improving listening comprehension by using quasi experimental research by using control and experiment classes. There were the differences with this research, the researcher would like to use pre-experimental research which was only one class for experiment, the similarity was both quasi experiment and pre-experiment used test such as pretest and posttest to collect the data.

Considering the background and prior researches, the researcher chose the second year students of English Language and Education Department of UIN Ar-Raniry as the research object. The research design was a pre-experimental design by using one-group pretest-posttest. The material of the experimental teaching was Islamic Motivational Video. The video described students about Islamic religious motivational value. It could help students in learning listening comprehension and incorporating Islamic value. Therefore, the researcher would

like to conduct a research on “The Implementation of Islamic Motivational Video in Listening Comprehension”.

B. Research Question

Does the Islamic Motivational Video improve students' listening comprehension?

C. The Aim of Study

To find out whether Islamic Motivational Video improve students' listening comprehension or not.

D. Hypothesis

The hypotheses in this research are:

H_a :Islamic Motivational Videos improve students' listening comprehension.

H_0 :Islamic Motivational Videos do not improve students' listening comprehension.

E. Significant of Study

1. For Teachers and Lecturers

This research provided the media of teaching listening by using Islamic Motivational Video. The researcher hoped that Islamic Motivational Videos can be one of the media of teaching listening to improve students listening comprehension at Islamic university level. Because in Islamic university level, the media of teaching that refer to Islam must be the main priority.

2. For Students

Islamic Motivational Videos can engage the students in learning listening comprehension and help the students to improve listening comprehension. By using Islamic Motivational Video, the learners not only improved listening but also got new knowledge about Islam.

3. For Readers

The implementation of Islamic Motivational Videos in Listening Comprehension was one of the media of teaching listening and being beneficial teaching media because it contained Islamic value. So, not only for the improvement of listening but also enrich the Islamic knowledge.

F. Research Methodology

The research conducted in English department of UIN Ar-Raniry Banda Aceh. The researcher used quantitative research by using pre-experimental design. Pre-experimental design was applied in this research by choosing one class

as experiment class. One group pretest posttest was one of the models pre-experimental that used in this research. In 2016, Sugiyono argued that One-Group Pretest-Posttest is a design that uses pretest and posttest, so the result will be valid because it can compare the pretest and posttest.

1. Population and Sample

The population of this research was the second year of English Language Education Department students. There were six units of the second year students of English Language Education Department. To select the sample, the researcher used purposive sampling. The researcher chose unit six as the sample of this research because they had passed listening one and listening two.

2. Data Collection Procedure

To collect data the researcher used the pre-experimental research toward the implementation of Islamic Motivational Video in Listening Comprehension.

Ary et al., (1979) pre-experimental research is research design that provided little or no control of extraneous variable. The pre-experimental classified into two models, such as One-Group Pretest-Posttest Design and Two Groups, Static Design. Pre-experimental design is applied in this research by choosing one class as experiment class (Ary et al., 1979). One-Group Pretest-Posttest Design involves three steps: (1) administering a pretest measuring the dependent variable, (2) applying the experimental treatment X to the subject, (3) administering the posttest again measuring the dependent variable (Ary et al., 1979).

However, the researcher also used test, such as pretest and posttest to collect the data.

1. Pre-Experimental Teaching

The researcher performed pre-experimental teaching to implement Islamic Motivational Videos in Listening Comprehension in four meetings in the second year students at English Language Education Department of UIN Ar-Raniry Banda Aceh.

2. Test

The test was given to the respondent by listening one of Islamic Motivational Videos, the respondent were asked to answer fifteen question related to the video and retell the information from the video in two minutes each of them by their own word on pretest and posttest.

a. Pretest

Pretest was a test that given to the students in the first meeting. The aim of pretest was to know the basic ability of the student in experiment class. The researcher gave the test by listening an Islamic Motivational Video and the researcher asked them to answer fifteen questions related to the video and retell the information from the video in two minutes each of them by their own word.

b. Posttest

Posttest was given at the end of research experiment or in the last meeting. Posttest used to measure the improvement of students listening comprehension. The researcher gave the same test to the students similar with the pretest but by listening different Islamic Motivational Video.

G. Operational Definition

1. Islamic Motivational Video

Video becomes one of the media for teaching listening. The learners are motivated to learn by using video, because learners can see the language is use as well as hear it (Harmer, 2001).Islamic Motivational Videos are the videos that contain useful message about Islam, and motivation in Islam that can motivate the listener.Islamic Motivational Video provide many knowledge about Islam, that why this kind of video material is important for learners. The reason for choosing Islamic Motivational Video is the video can be one of the new media for learners to learn about Islam and also can improve their listening comprehension.

2. Listening Comprehension

According to Mulana (2014),listening skill is the ability to receive and interpret the sounds or information that is communicated verbally when the brain not only works to translate or to assign to label the words in the message that is conveyed, but it also involves the knowledge about grammar, vocabulary, and pronunciation. Listening is not an essay skill to master, because the listener should understand what the speakers said, by understanding the vocabulary and grammatical to avoid misunderstanding.Vandergift (1999, as cited in Mulana, 2014) claimed thatlistening comprehension is a highly influential skill. It plays an important role in the process of language learning/acquisition and in building the other language skills.

CHAPTER II

LITERATURE REVIEW

A. Listening Comprehension

1. Definition of Listening Comprehension

Listening comprehension is a conscious act that is more than just hearing the sound from what the speaker said. The listeners have to concentrate to message that delivered from the speaker. To understand the message, listeners have to fully concentrate in accent, grammar, vocabulary, and meaning of the message. That is supported by Vandergrift (1999, p. 168):

Listening comprehension is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, and interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance.

Listening comprehension needs complex process and it more difficult than what the people think. It is in line with the explanation of the Curriculum Bulletin, University of Northern Iowa 1971:

The listening process basically involve seven steps: the person communicating (i) has his purpose in mind and (ii) produces the oral symbols which will carry his ideas across. The person receiving the communication (iii) hear the oral symbols, (iv) recognize and interpret them, (v) select what he wants (vi) to comprehend or to retain so that he can (vii) respond or react (Mee, 1990, p. 2)

Listening comprehension is when the listener should understand the grammar, vocabulary, meaning of the message and respond to the speaker in spoken or written. It is supported by Melisa (2013, p. 11) “listening is not only hearing the sound from the speaker, but also receiving the message, understanding the grammar and vocabulary, then interpret the meaning and will responding them either verbally or non-verbally”.

According to Brownell (2010, p.144) as cited in Fathiah (2014,p.12) listening is not only just hearing the sound and acquiring the meaning but there are some stage that happen listener brain. Brownell create one model of listening process which is called HURIER listening process. HURIER listening process is including six components:

First step is hearing. Hearing is the first step in receiving the meaning of information of the sound. In HURIER listening process, hearing is effect by individual’s cultural orientation, past experiences, interests, attitudes, beliefs, and a range of other personal variables and filters that account for individual and

cultural differences. After the sound received by the ear, the aspects process the important information. Last, it will process by the next step in HURIER.

Second step is understanding. The listeners try to understand the meaning of information that have heard from the recording. To understand the information from the recording, the listeners should pay attention to the whole of recording.

Third step is remembering. Remembering the information from the recording is one of the methods in HURIER. By remembering the information help the listener in responding and understanding the whole information.

Fourth step is interpreting. In interpreting the meaning, the listeners not only focus on verbal sign such speaker voice but also non-verbal sign such as gesture, body language, eye contact, intonation, and posture of the speaker.

Fifth step is evaluating. In this step, evaluating is needed to create a good respond to the information that is being heard by the listener. Evaluating follow the step, the listener evaluate the evidence and draw the summary of the information.

Sixth step is responding. In the last step, the listener is responding to the speaker by giving response of the information that deserve by listener. Responding means that the listeners have understood the information that delivered by the speaker in the recording.

In HURIER model of listening process means that the process of listener in listening take six steps. After the listeners follow the six step, it means that they can understand the information that delivered by the speaker in the recording.

Listening takes a vital role in communication and teaching learning process, because students usually acquired the knowledge first through listening. According to Hyslop et.al,(1988, p. 623) as cited in Irnanda (2013, p.10) “listening is the first language mode that children acquire. It provides a foundation of all aspects of language and cognitive development, and it plays a life-long role in the process of learning and communication essential to productive participation in life”. In communication, people more active in speaking and listening and less than in reading and writing. Then, listening also takes an important role to the students who learn or acquire the second language or foreign language. It is supported by Rankin as quoted by Fauziah (2008, p. 13) as cited in Irnanda (2013, p. 10) stated that people usually waste their time 70 percent in communication, thirty and forty percent of this time is spent for listening and speaking. So, the students have to learn listening skill because it can help them to build a good communication with native speaker or non-native speaker by using second language or foreign languages. Brown claimed as cited in Ross (2006, p. 170) “for second language learners, developing the skill of listening comprehension is extremely important. Students with good listening comprehension skill are better to participate effectively in class”.

2. The Importance of Listening Comprehension

Listening is essential in teaching learning process and communication. Even though listening is difficult to master, but the learners spent lot of their time

in listening than other skill of acquiring the languages. As cited in Melisa (2013, p. 14) quoted by Thanajaro, Rankin suggested that “adults spend more than 40% of their communication time listening, in contrast with 31.9% speaking, 15% reading, and 11% writing. In acquiring the language there are four skills such as, listening, speaking, reading and writing. Sajjadi & Zamaniyan (2015, p. 10) stated that “listening is listed first not because it appears first in natural first language acquisition but because it is used the most”. It is supported with “on average, we can expect to listen twice as much as we speak, four times more than we read and five times more than we write” (Rivers, 1981:Weaver 1972 cited in Morley As quoted by Sajjadi & Zamaniyan, 2015, p. 10) In second or foreign language learning, the learners spend more their time in listening to listen their teacher. To make a communicative interaction in the classroom, it is important for the learner to understand what the speakers said. The more effective listener is the more effective language learner.

Furthermore, in learning process, the learners need listening as their basic skill. Nunan (1999, p. 200) indicated that “listening provide the input for the learner. Without understanding input at the right level, learning cannot begin”. It is mean that listening is very important part in learning the languages. Nunan (1999, p.200) also declared three others importance of listening to development spoken language proficiency:

First, spoken language provides a means of interaction for the learner. Because learner must interact to achieve understanding, access to speakers of the language is essential. Next, authentic spoken language presents a challenge for the learner to attempt to understand language

as native speakers actually do. The last, listening exercises provide teacher with a means of drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

Hence, listening is vital for both skill, not only as receptive skill but also as spoken development as have mentioned by Nunan (1999, p.200). The students who have a good listening skill will be able to avoid misunderstanding in communication. Good listening skill helps the students to grasp the message that deliver by the speaker.

In summary, listening comprehension is a vital part of communication and learning process. People spend much more of their time in listening. Become good listeners is help them to participate in communicative interaction, avoid misunderstanding and negotiate with others. For the learners, listening is also very important, because it can be the input for the learner. As Nunan (1999, p. 200) stated that "without understanding input at the right level, learning cannot begin".

3. Type of Listening Comprehension

There are several opinions by the expert about the type of listening. According to Goh as cited in Mulana (2014, p. 15) there are five types of listening such as:

1. Discriminative Listening.

Discriminative listening is the most basic type of listening. The objective is to distinguish the sound. In this level, listeners tend to focus on accustoming the ears to the sounds. The purpose is to identify individual words.

2. Comprehensive Listening

Comprehensive listening is required the listener to comprehend what they heard from the speaker. This type can be a basis for the next three types of listening. It focuses on understanding the message of the speaker.

3. Therapeutic Listening

In this level, listeners use their listening ability to build good interpersonal relations, where listeners act sympathetically without much verbal response. The listeners have to understand the feelings and emotions of the speaker.

4. Critical Listening

Critical listening goal is to evaluate, judge, and assess the information or statement what is being said by the speaker. Listeners are required to give opinion as an evaluation of the message delivered by the speaker.

5. Appreciative Listening

Appreciative listening is the way how the listeners do listening is by enjoying what they heard, for example listen to the music. Listeners enjoy listening English even though they do not understand what they are listening to.

According to Brown (2004, p. 120) when listening process there are some stages represent a potential assessment objective in listening such as:

1. Comprehending the structure element which is phonemes, words, intonation, and grammatical category.

2. Understanding of pragmatic context.
3. Determining the meaning of auditory input.
4. Developing the point or comprehensive understanding.

From the potential objective of the listening above that has mention, D. Brown (2004) as cited in Ahmadi (2015, p. 15) stated that there are four types of listening. There are intensive, responsive, selective, and extensive.

1. Intensive.

Intensive listening focuses the students' attention on language form. Listening for perception of components (phonemes, word, intonation, discourse markers, etc.) of larger stretch of language.

2. Responsive.

Responsive listening is listening to relatively short stretch of language in order to make short response. For example, the listeners are listening to the question, short conversation, command and etc.

3. Selective.

Selective listening is the process of listening by the listener by using the highlighter. It means that the listener listen to part by use the highlighter to focus on the key idea of the information that deliver by the speaker. Processing stretches of discourse such as short monologues for several minutes in order to "scan" for information. The listeners ask to listen for specific information (i.e. names,

numbers, or grammatical categories, direction in map exercise), or certain fact and events.

4. Extensive.

Listening to develop top-down, global understanding of spoken language. This type of listening is not listen for detail information but it is require high of comprehension. Extensive performance ranges from listening to lengthy performance to conversation, listening for gist, for main idea, and making inferences are all part of extensive listening.

In conclusion, by understanding the types of listening help us as the listeners to overcome problem in listening and use an appropriate strategies in listening activity. The listeners can use the appropriate strategies in listening something to get what they need from what they listen is.

4. Teaching Listening Comprehension

Listening is the process of understand the message and what speaker are saying. It involves speakers' accent, sound, grammar and vocabulary. Listening is a complicated skill that needs the strategies to deal with. Listening comprehension is not only just hearing but the listener should understand the meaning of message and interpret the meaning than response to the speaker verbally or non-verbally. In this stage, the teacher plays a vital role in helping the learners to be able comprehending listening.

According to Husna (2013, p.20-21) “listening strategies can be classified by how the listeners processes the voice that she/he has listened”. There are two strategies in learning listening such as top-down and bottom-up strategies.

1. Top-down strategies

“Top-down comprehension strategies involve knowledge that a listener brings to a text, sometime called ‘inside the head’ information, as opposed to the information that is available within the text itself. Top-down listening, then, infers meaning from contextual clues and from making link between the spoken message and various type of prior knowledge which listener hold in their head”(D.Brown,2007, p. 232)

Husna (2013, p. 21) supported that “this strategies refers to the use of background knowledge that depend on the knowledge she/he already possesses which consist of context and situation and topic and what come before and after to know and to understand the meaning of the message to help them understand the information”.

Top down strategy, the students start with their background knowledge, either content schema (general information based on previous learning and life experience) or textual schema (awareness of the kinds of information used in a given situation). The learner used their background knowledge in comprehending the meaning of the message. In other hand, the listeners also employ their background knowledge of the context and situation to interpret what they have heard.

According to Wilson in his book “how to teach listening” (2010, p. 15) as cited in Wachdi (2014, p. 41) the top down strategy emphasizes the use of background knowledge to guess the content. Top down strategy means that the

use of prior knowledge of the listeners to understand what they have heard from the recording. This strategy is important in listening process because background knowledge of the learner is needed. It can help the students in comprehend the message that deliver by the speaker.

According to Wachdi (2014, p.47) as cited in Richard (2008, p.9) there are several activities that the listeners can do to develop top down strategy in listening such as:

- (a) Students generate a set of questions they expect to hear about a topic, and then listen to see if they are answered.
- (b) Students generate a list of things they already know about a topic and things they would like to learn more about, then listen and compare.
- (c) Students read one speaker's part in a conversation, predict the other speaker's part, then listen and compare.
- (d) Students read a list of key points to be covered in a talk, then listen to see which ones are mentioned.
- (e) Students listen to part of a story, complete the story ending, then listen and compare endings.
- (f) Students read news headlines, guess what happened, then listen to the full news items and compare.

In summary, top down strategy is one of the strategies that use in teaching listening comprehension. This strategy is used by the listeners to interpret the meaning of the message by using their background knowledge such as general knowledge or life experience and knowledge of situational routines.

2. Bottom-up strategy

D. Brown (2007, p. 230) stated that "in bottom-up part of listening process, we use our knowledge of language and our ability to process acoustic signals to make sense of the sound that speech present to us. In other word, we use information in the speech itself to try to comprehend the meaning. We segment speech into phrases, clauses, sentences, and intonation pattern. At the same time, we use whatever clues are available to infer meaning from developing meaning. In this strategy, process of identifying sounds, imposing structure, inferring meaning, and anticipating what comes next are needed".

In bottom-up strategy, listeners use their knowledge of language and their ability to process the signal to make sense of the sound that speech present to the listeners. It means that, the bottom-up strategy is the use of the information in the speech itself to comprehend the meaning. The listener should pay attention to every detail of the speech that is heard to comprehend the speech itself.

Bottom-up strategy contain with component part such as word, grammar, and sounds.

“Bottom-up strategy also called as the process of decoding the sound, from the smallest meaningful unit to complex text, inclusive of the main four processing levels as follows (a) phonemes, (b) individual words, (c) syntactic level, followed by an analysis of the semantic content, (d) literal understanding, (Pearl & Cynthia, 2012, p.2)”.

This strategy involved the detail of what is being heard. It means that the listeners should focus in every detail of what they heard from the recording. It is supported by Celce (2001, p.74) claimed that “bottom-up of language processing involves the listener paying close attention to every detail of the language input. The understanding of the language is worked out from sound to word to grammatical relationships to lexical meaning, etc., to a ‘final’ message”.

In short, in bottom-up strategy the listeners should pay attention to every detail of what the speakers say in the recording. Because it will help the listeners understand the whole of the speech. For example the listeners should pay attention on intonation, pause, word, grammar, and etc. each of this item can carry a piece of new information from the speech.

Hence, in teaching listening there are many media that use by the teacher to teach their students. Each of media has the advantages and disadvantages for teaching learning process. In teaching listening commonly there are two types of media that use in teaching such as video and audio. Video is one of suitable media to use in teaching listening. It contains visual aid of the speaker. The learners allow accessing more information while listening. By using video, the learners can listen and see what is happening in the video at the same time. The learners are motivated and fun to learn listening by using the video. According to Kamilah (2013, p.123) stated that “audio visual media are believed more effective to be used for listening than other types of teaching media. She quoted from Harmer (1998) “through audio visual media, the students will use their two multi-sensory, sounds, and sight at the same time when doing listening practice.

Audio visual media also can help the listeners more focus and concentrate than audio or visual only. Sarani et.al (2014,p.43) in their research entitled “*The Effect of Video-Based Tasks in Teaching Listening Comprehension of Iranian Pre-intermediate EFL Learners*” had proved the implementation of video-based task in listening comprehension class of EFL learners in Iranian can improve learners listening comprehension. They stated that “video is a very suitable and appropriate tool accompanied by different types of tasks for teaching listening and improving listening comprehension”. In other hand, audio also has an important role as the media of teaching listening. Many materials of teaching listening are provided in audio recording, for example for TOEFL test. The teacher have to

give the listening materials depend on what the students need and used an appropriate media.

The teachers have to choose the best way in teaching listening to the students. The media that used in teaching learning process also effect to the improvement of the students. The media of teaching listening are by using video and audio. Both of this media take an important role in teaching listening. Audio give a good understanding to the students, but the students should do more practice in listening because they only hear the voice of the speaker, for example in TOEFL test. While the video is more effective than the audio. The students can see and listen what is happening in the video. The way how students understanding the information is more easier because the also can see the situation of the video.

5. The Difficulties in Listening Comprehension

Most of the English department students feel that listening is difficult skill to master. There are lot of difficulties that they face in listening such as, speaker accent, lack of vocabulary, speed of speech, and etc. The students usually felt confused when the speaker delivers the material in listening by using British or American accent. Another problem that face by the students in listening is lack of schemata. When the students listen to long conversation, if they do not have background knowledge about what the speaker deliver it will make them difficult to understand and comprehend the information. Background knowledge is really

helpfully in students guessing the information of what the speaker said in the recording even the listener cannot understand the pronunciation and accent of the speaker.

Many experts explain about the difficulties of listening comprehension that face by listeners. As Anderson and Lynch, as quoted by Nunan (1999, p. 25), stated the obstacle of listening is influenced by some factors such as:

1. The organization of information (texts in which the order in which the information was presented matched its chronological sequence in real life were easier than texts in which the information was presented out of sequence)
2. The familiarity of the topic
3. The explicitness and sufficiency of the information
4. The type of referring expressions used (for example, use of pronouns rather than complete noun phrase referents made texts more difficult)
5. Whether the text described 'static' relationships (for example geometric figures) or dynamic relationship (for example, a road accident).

According to Smith as cited in Naning & Hayati (2011, p. 3) indicated that there are eight factors that effect to students listening skill, such as:

(1) Problem in hearing sound and phonemes in English, (2) problem in stress and intonation, (3) attempt to understand everything, (4) inability to predict what will be said, (5) colloquial language and fast speech, (6) the pace of listening can cause fatigue, (7) different accent, (8) receptive system that help them to understand contextual and environmental clues.

The difficulties in listening that face by the learners happened when they listen to the native speaker especially. They are usually unfamiliar with sound, stress, intonation, and also if the speaker has different accent.

Furthermore, there are others difficulties that face by learners in listening comprehension. Sometimes the learners find difficulties in interpreting the meaning of the message that deliver by the speaker, especially native speaker. Then, the learners usually translate what have been listen into their first language to comprehend the meaning of speech correctly. It makes the learners think that listening is not an easy skill in English.

Penny Ur (1996, p. 111-112) in her experiment establish the students' difficulties in listening such as:

(1)The students have trouble catching the actual sounds of the foreign language, (2) The students have to understand every word, if they miss something, they feel they are failing and get worried and stress, (3) the students can understand people if they talk slowly and clearly, they cannot understand fast natural native-sounding speech, (4) the students need to hear things more than once in order to understand , (5) the students find it difficult to keep up with all the information they are greeting and cannot think ahead or predict, (6) if the listening goes on a long time, they get tired and find it more and more difficult to concentrate.

Comprehending the spoken from the second language or foreign language is the most difficult exercise for the learners. They face that problem that has mentioned above. Understanding to the native speaker make the learners need to listen it more than once. To overcome the difficulties that face by the learners, the teacher take an important role in improving learning listening comprehension. The teacher first should identify the difficulties that face by the learners. Then the teacher should use the appropriate strategies to solve their difficulties.

B. Islamic Motivational Video

There are many researchers have done teaching listening by using video. According to Fachmi (2014, p. 18) video can be a good media of teaching listening because it can show the language use in the real world. This is very important for the students because they can learn how the use of language in daily life. Video can make the student interest in learning listening. As quoted from Akufah (2012, p.26) stated that “video can give the great increased of interest because they have chance to see language using as well as hearing”. There are lots of video that can be used as the media in teaching listening, for example motivational video. Motivational video is a video that contain moral value and can motivate the listener to do good thing. There are many kinds of video that can motivate students when they watch and hear it, such as movie, song, speech, Islamic speech and etc.

In this research, the researcher used the Islamic motivational video as the media of teaching listening. Islamic motivational video is one of the motivation video that provides Islamic value. There are several channels on youtube that provide Islamic motivational video, for example Bayyinah TV is one of the youtube channels’ that provide more than four hundred videos about Islam. The founder is Nouman Ali Khan and also acts as the speaker in the videos. The video talks about the amazing about Al-Quran. There are many Islamic values that we can found in the videos. The reference is based on the Al-Quran. The video can motivate and persuade the listeners to do good thing and be a better person because it provides lot of knowledge about Islam. The video is suitable for

students in Islamic university level. Because Islamic university have to have the materials of teaching refers to Islam.

C. Teaching Listening by Using Video a Note Taking Approach

Teaching listening by using video is one of the methods that use by the researcher in this research. The researcher used Islamic Motivational Video as the media of teaching listening. The Islamic Motivational Video had a good moral value, so it could persuade and motivate the students in doing a good thing. In teaching listening, the researcher took the material of listening about note taking technique based on the respondents' syllabus in experimental class.

Note taking is one of the technique that use in listening to keep memorizing what have listen by the listeners. As we know that humans ability in memorizing is limited. Taking note can be applied in listening to catch the speaker point while listening. Note taking is to take note of the main ideas of the speaker message. It has some strategy in taking note to make efficient note taking which is written by Irnanda (2013, p. 21) as cited in Ramadhani which is quoted from Frazier and Lemming explanation:

- a. Organize your note by Outlining: Outlining is a way to visually represent the relationships between ideas. Space and indentation show which ideas are main points and which are supporting points.
- b. Use Symbols and Abbreviations: Use Symbols and Abbreviation in place of full words and phrases in order to write down ideas more quickly.

- c. Summarize the lecture: a good way to help remember the information in a lecture is to put the key ideas into your own words. This will also help you confirm that you understand the lecture and your notes are complete.
- d. Note Key Words: The best note takers focus on writing the key words (important words) for understanding the ideas in the lecture. These are nouns, verbs, adjectives, and adverbs. The key words convey most of the meaning in the sentence.
- e. Recognize Lecture Language that Signals repetition: listen for expressions that signal repetition to help you identify important point and avoid writing the same idea twice.
- f. Predict Causes and Effects: Active listeners anticipate what they will hear next so that they can organize the information in their minds and their notes. Predict causes and effect to help you think about the relationships between ideas in a lecture while you listen.
- g. Note Comparison and contrasts: when taking note about ideas in a lecture that are being compared and contrasted, it is often easier to put your note into a list or chart. This way you can easily see how the items are similar or different.
- h. Recognize Noun-Verbal Signals for important Information: There are some common non-verbal signals that English speaker use to signal or emphasize important concepts or information. Watch for non-verbal signals that indicate key ideas and information and write them down.
- i. Use Numbered List to Organize Information: Professors will often present list of ideas or related items that you will need to remember. In this case, it's helpful to write down the information in the form of a list, using indents to signify relationships between ideas.

However, the researcher taught about the five methods of note taking in experimental class. The five methods of note taking such as, the Cornell method, the outlining method, the charting method, the mapping method, and the sentence method.

Firstly is the Cornell Method. It is one of the methods of how to take notes. The Cornell method is taking a note by drawing vertical lines to become two sides such as right and left side. In the left side, the listeners write the main point of the topic. And the right side is writing the detail of the main point. After that, in the

bottom of the vertical line is place to write the summary of the whole recording that listened by the listeners. This method is simple and efficient way of recording and reviewing the main point.

Secondly is the Outlining Method. Outlining Method is the way of taking note by writing the point of the speech. The listeners write down the point a, b, c as the main point and after A is the supporting point and then the supporting detail. The form is begin from the general until the specific. This method is well organize, record relationship and content, and easy to review by turning the main point into the question.

Thirdly is the Charting Method. The charting method is by set up the paper with the column and label the appropriate heading. The information is inserted into the appropriate column of heading. The information can be word, phrase, main idea, supporting idea, and etc. It can reduce the amount of writing and also easy to review the information from the recording.

Fourthly is the Mapping Method. It is by writing a map of what the listen from the video. These method maximize the active participation, and emphasize the critical thinking. It is one of the interactive method, the listener can interact their own note. The relationship between the point can easily see and require little thinking.

Fifthly is the Sentence Method. This method is the common method that use by the students in listening. Listeners can write every new sentence such as fact, topic, main point, and etc. After that, numbering the sentence to make it easy

to organize the new information. This method can record almost all information from the video but difficult to identify the major and minor point.

Note taking help the learners in recalling the information. It helps the learners in comprehend the message that deliver by the speakers. There are several techniques in note taking that have mentioned. The learners can decide to use which techniques to help them in memorizing the information.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In gaining the data, the researcher used quantitative approach. Quantitative approach is an approach that has the purpose to test the hypothesis, to generalize, to predict and to posit causal relationship. It also has big number of sample. Quantitative approach, in data collected use number and statistical and analyze the data by identifying statistical relationship. According to Sugiyono (2016, p.72) based on the setting, there are three research methods such as Experiment, Survey and Naturalistic (qualitative). The researcher chooses experiment method in this research to gain the data. There are four designs for experiment method which is Pre-Experimental, True-Experimental, Factorial Experimental, and Quasi-Experimental.

The researcher used Pre-Experimental method, because there was only one class for teaching experiment. One-Group Pretest-Posttest is one of the designs of Pre-Experimental method that has one group of experiment without using control group, to know the significant is by comparing the score of pretest and posttest. (Borg and Gall,1989, p. 670)The researcher chooses one unit of second year students of the fourth semester of academic year 2016/2017 English Language Education students of UIN Ar-Raniry as the experiment class.

B. Population and Sample

1. Population

The population of this research was the entire second year of 2015/2016 in English language Education students of UIN Ar-Raniry. The population was the students of advance listening classes. There were six classes who joined advance listening classes. They were chosen for this research because they have passed listening one and listening two. The total number of population was 225 students and they were divided into six units.

2. Sample

Sample is a part of population itself and has the characteristic to investigate (Prasetyo and Jannah, 2005, p.119). There are six units of Advanced Listening classes. To take the sample, the researcher used purposive sampling. Purposive sampling also called as judgmental sampling. Purposive sampling is the

technique of with non-probability. Purposive sampling is the sampling technique with particular consideration of the sample (Siregar, 2014, p.60).It was purposively sampling because, based on researcher observation the students have passed listening one and listening two, the students seemed to be more active and almost all of them received A and B in listening one and listening two. During the observation, the researcher could not observe all of advance listening class because it has the similar schedule with researcher class's, the day of TOEFL test and one of advance class that handle by Ms. Fithriyah was cancelled because she was out of town. However, the researcher called the leader of two units to ask about their score in listening one and listening two. The researcher received the data from two units that handled by Mrs. Revival and Ms. Alfiatunnur, they received C score in listening one and listening two. So, researcher took unit six of fourth semester in academic year 2016/2017 students of English Language Education as the sample. Because they have the criteria such as, they have passed listening one and listening two,most of them received A and B in listening one and listening two even some of them received C in listening one but none of them received C in listening two, they were seem to be more active. There were 31 students taught by Mr. SyamsulBahri, MA TESOL, but only 24 students who were joined the pretest and posttest. The class was held on Monday from 16.20 to 18.00 in the afternoon.

C. Technique of Data Collection

This research used pre-experimental teaching, and pretest and posttest as the method of data collection.

1. Pre-Experimental Teaching

Pre-experimental was one of the techniques that used by researcher to gather the data. One-Group Pretest-Posttest model was applied in this research.

One-Group Pretest-Posttest was one class for treatment as the experiment class.

“One-Group Pretest-Posttest Design involves three steps: (1) administering a pretest measuring the dependent variable, (2) applying the experimental treatment X to the subject, (3) administering the posttest again measuring the dependent variable (Ary et al., 1979, p.247)”

The researcher used pre-experimental teaching in this research to collect the data. It would be held in four meetings to teach the student in Advanced Listening class by implementing Islamic Motivational Videos to help the students in improving students' listening comprehension. The material was about Islamic Motivational Video. The video was about seven minutes. Four meetings of experimental teaching would be recorded as the data for the researcher.

The specific information about pre-experimental teaching would discuss below:

a. The First Meeting, 22 May 2017

In the first meeting, the researcher greeted the students. The researcher introduced herself to students and told the students that the research would be conducted in the class. The researcher checked students' attendance list. Then, researcher distributed pretest for students. They would answer pretest by

listening Islamic Motivational Video by the title *Punishment Versus Test* which was taken from *Bayyinah TV*. The video was about seven minutes and narrated by the speaker Nouman Ali Khan. It was taken for pretest because the content was interesting, and the speed of speech was not too fast or not too slow. There were written and oral test for pretest. After completed the test, the researcher ended the class. At the end of the class the researcher concluded the material and asked the students to read about Note Taking.

b. The Second Meeting, 29 May 2017

First, the researcher greeted the class and checked students' attendance list. Second, the researcher introduced the material about note taking to the students. Then, the students were divided into group and asked to explain the materials about note taking method in group. The students were asked to listen to video by the title *Punishment Versus Test* taken from *Bayyinah TV* and took note by using cornel method of note taking. The video was about seven minutes and narrated by Nouman Ali Khan. The video was chosen because the content was good, the speed was not fast, and the used of vocabulary was easy to understand. Meanwhile, the students also invited to share the information they got from video orally. Before the class ends, the researcher discussed it together. At the end of the class, the researcher reminded the students to practice listening continuously to improve their listening comprehension.

c. The Third Meeting, 4 June 2017

In third meeting, the researcher checked students' attendance list and greeted the students. After that, the researcher reviewed the material about the five method of note taking that have learnt in the last meeting. The students were invited to re-explain about the five method of note taking. Then, the researcher discussed about the outlining method to the students. After that, the students were asked to listen to the Islamic Motivational Video entitle *Excellent Advice from Allah* which was taken from *Bayyinah TV* on *youtube*. The students were asked to take note while listening to the video by using outlining method of note taking. The video was played three times. The video was about seven minutes and narrated by Nouman Ali Khan. At the end of listening section, the students were invited to share the information that they deserve from the video. After the students shared what they have listened from the video, the researcher concluded it and strengthened what should be the information from the video. At the end of the class, the researcher concludes the material and end up the class by saying thanks and asking students to practice listening continuously to be better listeners.

d. The Fourth Meeting, 5 June 2017

In fourth meeting, the researcher checked students' attendance list and greeted the students. Then, researcher gave the posttest to the students. The test were including written and oral test. The students listened to Islamic Motivational Video by the title *Finding Inner Peace* which was taken from *Bayyinah TV*. The video was about seven minutes and narrated by Nouman Ali Khan. The video was

chosen for posttest because it has meaningful content, and provide moral value that could motivate us in worship and remind us always about ALLAH. After answering written test, the students also have to do oral test. Each student has to retell the information they deserve from the video by their own word in two minutes each students.

At the end of the class, the researcher reminded the students to practice listening continuously and researcher hoped that students' listening comprehension would improve better. The researcher also thanks to the students, because they have participate actively in the research.

2. Test

Test was given to know and measured student's ability in listening comprehension. The test in this research was including Pretest and Posttest. To complete Pretest and Posttest, the students would listen to Islamic Motivational Video and answer the written test including fifteen questions and also oral test by retelling the video by using their own word. In written test, there three part of question such as fill in the blank, multiple choice, and tick to the answer. The test was made by following some stages from Brown (2004, p.120) such as first, comprehending the structure element which is phonemes, word, intonation, and grammatical category, second understanding pragmatic context, third determining the meaning of auditory input, and fourth developing the point or comprehensive understanding. In oral tests including speaking because, researcher would like to know the improvement of the students. Listening is receptive skill, so listening

could be integrated with speaking, writing, and sometimes reading. However, the researcher would like to integrate listening and speaking. That was why the researcher tested the students by using speaking. Not only written test but also oral test or speaking to help the researcher knew the improvement of students in listening comprehension. The video was about seven minutes. The video was taken from *Bayyinah TV* channels on *Youtube* because, it was one of the youtube channel that posting lot of the Islamic video. This channel has more than three hundred thousand subscribers and viewers. They provided more than four hundred Islamic videos, and the speaker was Nouman Ali Khan. He is the American Islamic speaker and also founder of *Bayyinah TV*.

a. Pretest

Pretest was the test given to students to know the ability of the students. It was held on the first meeting of research. The researcher gave the test to the students by listening Islamic Motivational Video by the title was *Punishment Versus Test*. The video was taken from *Bayyinah TV* on *Youtube*, and the duration of it was about seven minutes. The test was including written and oral test. In written test, the students have to answer fifteen questions related to the video. Meanwhile, in oral test the students have to retell the video by using their own word.

b. Posttest

In experimental research, posttest was given in the last meeting of teaching experiment. The aim of posttest was to measure student's improvement in listening comprehension after gave the treatment by the researcher. Posttest has activities similar with pretest. In posttest, the students gave two tests such as written and oral test. Written test included fifteen questions regarding to the video while oral test was retelling the video by own word. For written test, the students would listen to the video by the title *Finding Inner Peace* for about seven minutes. The video was taken from *Bayyinah TV* on *Youtube*.

D. Technique of Data Analysis

Method of data analysis was one of the important one in research, because was this step the researcher would formulate the result of research. According to Sudjana (2016, p. 70) in this study the calculation of the mean of students' score calculated by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

Note:

X = mean

xi = middle score of interval class

fi = frequency

$fixi$ = the amount of the multiplication between frequency and middle interval

After calculated the mean of each test, the researcher served the data in a table named *Table of Frequency Distribution*. According to Sudijono (2009,

p.307) after got the pretest and posttest mean, the researcher would like to analyze the significant improvement toward the mean score by using the following formula:

$$t_o = MD / SEMD$$

Note:

t_o = *t observation*

MD = *Mean of Difference (the difference of pretest score and posttest score)*

$SEMD$ = *Standard Error of Means Difference*

The result of measuring the significant improvement would be decided whether the hypothesis was accepted or rejected.

E. Brief Description of Research Location

The research took place at UIN Ar-Raniry Banda Aceh which was located on Jl. Syekh Abdul RaufKopelma Darussalam Banda Aceh. UIN Ar-Raniry is one of Islamic state university in Aceh which is chaired by Prof. Dr. H. FaridWajdi Ibrahim, MA. UIN Ar-Raniry has nine faculties such as *FakultasSyariahdanHukum,* *FakultasTarbiyahdanKeguruan,* *FakultasUshuluddindanFilsafat,* *FakultasDakwahdanKomunikasi,* *FakultasAdabdanHumaniora,* *FakultasIlmuSosialdanPemerintahan,* *FakultasEkonomidanBisnis Islam,* *FakultasPsikologi,* and *FakultasSainsdanTeknologi.*

Faculty of Education and Teacher Training (Fakultas Tabiyah dan Keguruan) of UIN Ar-Raniry was the location of this research. In Buku Panduan Akademik (2016/2017), the main goal of it is to be educator and staff educator institution that is competitive, integrative, multidisciplinary, professional, and Islamic. It has thirteen department; *Pendidikan Agama Islam, Pendidikan Bahasa Arab, Pendidikan Bahasa Inggris, Pendidikan Matematika, Manajemen Pendidikan Islam, Pendidikan Fisika, Pendidikan Biologi, Pendidikan Kimia, Pendidikan Guru Madrasah Ibtidaiyah, Pendidikan Guru Raudhatul Athfal, Pendidikan Konseling, Pendidikan Teknik Elektro, and Pendidikan Teknologi Informasi.*

To collect the data, the researcher chose English Language Education Department as the location to conduct the research. This department focused on teaching English as the foreign language. The chairman is Mr. Dr. T. Zulfikar, S.Ag., M.Ed. The goal of English Language Education is to produce the best graduates, professional, oriented Islamic personality and local wisdom, be able to develop scientific studies in English Language Education Department, translation, entrepreneurship, research funding so that it can compete in working world in globalization era. It is one of the best and favorite department that chosen by the student. The accreditation of English Language Education Department is A. Many alumni of English department have worked in various field and some others continuous the study abroad.

Furthermore, English Language Education curriculum contains the general subject, basic subject of expertise, special skill subject and their additional. The students learn the general, basic subject of expertise from first until fifth semester and special skill subject and their additional in fifth to seventh semester. The four basic skill such speaking, listening, writing and reading also learn from first to fifth semester. Listening is the focus subject of this study. Listening is taught to

help the students understand, respond and comprehend what the speaker says about. Listening is taught in first until fourth semester which is Listening I, Listening II, Listening III, and Advance Listening. According to *Buku Pandun Akademik 2016/2017*, there are 24 permanent lecturers who are graduated from various local and overseas universities.

CHAPTER IV

DATA ANALYSIS

A. The Analysis of Test

Following the experimental teaching, the researcher analyzed the data by using a statistical calculation. As mentioned in the previous chapter, the analysis was used to find out whether there was a significant difference between the pretest and posttest result after given the treatment or not.

The result of both pretest and posttest are below:

Table 4.1: The Students' Scores of Listening Pretest and Posttest

No	Initials' Name	Pretest	Posttest
1.	NF	66	70
2.	NH	66	76
3.	MZR	64	74
4.	ZF	53	73
5.	RR	53	74
6.	NHY	78	84
7.	NIK	75	81
8.	RYH	44	67
9.	SNF	59	78
10.	PI	64	71

11.	NA	64	72
12.	AJ	55	71
13.	TMI	52	68
14.	NIS	47	68
15.	EN	67	71
16.	DA	53	60
17.	SLC	67	74
18.	ENI	50	54
19.	ALF	63	73
20.	MS	77	84
21.	MLN	45	67
22.	LYN	60	66
23.	NP	46	69
24.	AWA	64	73
Total	24	1432	1718

The next step was arranging the score from the lowest up to the highest score

Pretest

44 45 46 47 50 52 53 53 53 55 59

60 63 64 64 64 64 66 66 67 67 75

77 78

Posttest

54 60 66 67 67 68 68 69 70 71 71

71 72 73 73 73 74 74 74 76 78 81

84 84

Then, it needed to make table of frequency distribution. According to Sudjana (2016, p.47-48), there four steps must be followed such as: determining range, the interval class, the length of the interval class, and the lowest score of the first interval. The last step would show the data in the table and the formula were:

To determine the range of the class, the highest score was minus the lowest score, the formula was below:

$$R=H-L$$

Where:

R= Range of the Class

H= The Highest Score

L= The Lowest Score

The formula of interval class was:

$$K= 1 + (3,3) \log n$$

Where:

K= Interval Class

n= Amount of Sample

After that, to determine the length of the class, the formula was:

$$P=R/K$$

Where:

P= Length of the Class

R= Range of the Class

K= Interval Class

1. Pretest

Based on the pretest, the highest score of the pretest was 78 and the lowest score was 44. To determine the range score, the formula was:

$$R=H-L$$

$$R= 78-44$$

$$R= 34$$

The next step was identified the amount of interval class by using the formula below.

$$K= 1+ (3,3) \log n$$

$$K= 1+ (3,3) \log 24$$

$$K= 1+ (3,3) 1,38$$

$$K= 1+4,554$$

$$K= 5,554 \text{ (chosen 6)}$$

$$K= 6$$

After finding the amount of the interval class, the length of the interval class was found out by using:

$$P=R/K$$

$$P= 34/6$$

$$P= 5,666 \text{ (chosen 6)}$$

$$P= 6$$

The last step was substituting the scores into the frequency distribution table as follow:

Table 4.2: The Frequency Distribution Table of Student's Pretest Score

No	Interval's Class	Fi	Xi	Fixi
1.	44-49	4	46,5	186
2.	50-55	6	52,5	315
3.	56-61	2	58,5	117
4.	62-67	9	64,5	580,5
5.	68-73	0	0	0
6.	74-79	3	76,5	229,5
		$\sum fi = 24$	$\sum xi = 298,5$	$\sum fixi = 1428$

Where:

Fi =Frequency

Xi =Middle Score of Interval Class

f_{ixi} = *The Amount of The Multiplication between Frequency and Middle Interval*

The mean score of pretest was found out by using the formula:

$$X = \frac{\sum f_{ixi}}{\sum f_i}$$

$$X = \frac{1428}{24}$$

$$X = 59,5$$

The mean of pretest was 59,5

2. Posttest

After the calculation of students' pretest score, then researcher continued to analyze the posttest score of the students. To analyze the posttest score, the researcher used the same formula as in pretest. From the arranging data before, it shows that the highest score of posttest was 84 and the lowest score was 54. So the range was:

$$R = H-L$$

$$R = 84-54$$

$$= 30$$

The amount of interval class was:

$$K = 1 + (3,3) \log n$$

$$K = 1 + (3,3) \log 24$$

$$K = 1 + (3,3) 1,38$$

$$K = 1 + 4,554$$

$$K = 5,554$$

$$K = 6$$

Therefore, the length of interval class was:

$$P = R/K$$

$$P = 30/6$$

$$P = 5$$

$$P = 5 \text{ or } 6$$

After that, the score was tabulated into frequency distribution table below:

Table 4.3: The Frequency Distribution Table of Students' Posttest Score

No	Interval's Class	Fi	Xi	fixi
1.	54-59	1	56,5	56,5
2.	60-65	1	62,5	62,5
3.	66-71	10	68,5	685

4.	72-77	8	74,5	596
5.	78-83	2	80,5	161
6.	84-89	2	86,5	173
		$\sum fi = 224$	$\sum 429$	$\sum fixi = 1734$

The mean of posttest could be counted by using the formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1743}{24}$$

$$X = 72,25$$

So, the mean of the posttest score was 72,25.

3. Hypothesis Analysis

In analyzing hypothesis, it needed to determine the null hypothesis (H_0) and the alternative hypothesis (H_a).

H_0 = IslamicMotivational Videos do not improve students listening comprehension.

H_a = IslamicMotivational Videos improve students listening comprehension.

To know the students' improvement in listening comprehension, the research was needed to examine the null hypothesis (H_0) about the mean of difference by using *t-test*. The t-test was used to evaluate the correctness or falsity

of the null hypothesis which state there was no significant difference among the two mean sample, (Sudijono, 2016, p. 278). Then, Sudijono (2006, p. 285) stated that the setting criteria of examining hypothesis were;

H_0 accepted, H_a rejected if $-t \text{ value} > -t \text{ table}$ or $t \text{ value} < t \text{ table}$

H_0 rejected, H_a accepted if $-t \text{ value} < -t \text{ table}$ or $t \text{ value} > t \text{ table}$

There were several steps in calculating t_0 . First, it needed to find out the difference between pretest and posttest score of the students by using the formula and would show in the table below:

$$D = X - Y$$

Where:

D = The difference Score between Pretest and Posttest

X = The Pretest Score

Y = The Posttest Score

Table 4.4: The Table of *Difference* of Students' Pretest and Posttest Score

No	Initials' Name	Pretest	Posttest	D = (X-Y)	D ² = (X-Y) ²
1.	NF	66	70	-4	16
2.	NH	66	76	-10	100
3.	MZR	64	74	-10	100
4.	ZF	53	73	-20	400
5.	RR	53	74	-21	441
6.	NHY	78	84	-6	36

7.	NIK	75	81	-6	36
8.	RYH	44	66	-22	484
9.	SNF	59	78	-19	361
10.	PI	64	71	-7	49
11.	NA	64	72	-8	64
12.	AJ	55	71	-16	256
13.	TMI	52	68	-16	256
14.	NIS	47	68	-21	441
15.	EN	67	71	-4	16
16.	DA	53	60	-7	49
17.	SLC	67	74	-7	49
18.	ENI	50	54	-4	16
19.	ALF	63	73	-10	100
20.	MS	77	84	-7	49
21.	MLN	45	67	-22	484
22.	LYN	60	66	-6	36
23.	NP	46	69	-23	529
24.	AWA	64	73	-9	81
Total	N= 24			$\sum D = -285$	$\sum D^2 = 4449$

Next step was counted the *Standard Deviation of Difference* by calculating the value of $\sum D$ and $\sum D^2$ into the formula as follow:

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\
 &= \sqrt{\frac{4449}{24} - \left(\frac{-285}{24}\right)^2} \\
 &= \sqrt{185,375 - (-11,875)^2}
 \end{aligned}$$

$$\begin{aligned}
&= \sqrt{185,375 - 141,015} \\
&= \sqrt{44,36} \\
&= 6,66
\end{aligned}$$

After that, the researcher calculated the Mean of difference to be substituted t_0 's pattern by using the formula:

$$\begin{aligned}
M_D &= \frac{\sum D}{N} \\
&= \frac{-285}{24} \\
&= -11,875
\end{aligned}$$

To determine the Standard Error of mean Difference, the formula that used by the researcher was:

$$\begin{aligned}
SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \\
&= \frac{6,66}{\sqrt{24-1}} \\
&= \frac{6,66}{\sqrt{24-1}} \\
&= \frac{6,66}{4,79} \\
&= 1,39
\end{aligned}$$

The last step was determined the t_0 value by substituting the value of SE_{MD} and M_D into t_0 's formula.

$$\begin{aligned}
t_0 &= \frac{M_D}{SE_{MD}} \\
&= \frac{-11,875}{1,39}
\end{aligned}$$

$$= -8,543$$

Note: the minus (-) was not the algebra sign , but it showed the *difference* score.

By finding the t_0 , the explanation about it would be explained after referring to the value of t_{table} (t_t) based of Degrees of Freedom (Df). The *Degrees of Freedom* was found by using formula:

$$\begin{aligned} Df &= N-1 \\ &= 24-1 \\ &= 23 \end{aligned}$$

The Degrees of Freedom was 23. Then, to know the t_{table} value was by looking to the table. The researcher chose the t_t at 5% significance level.

The table of t_{table} value showed that, degrees of freedom 23 at 5% significant level was 1,71. By comparing the value of t_0 (8,543) and the value of t_{table} (1,71), the result showed that the t_0 was greater than t_{table} .

$$8,543 > 1,71$$

Hence, the examining hypothesis showed that H_0 rejected, H_a accepted if $-t$ value $< -t$ table or t value $> t$ table. It mean that there was an improvement of students' listening comprehension by implementing Islamic Motivational Videos.

B. Discussion

This study examined the implementation of Islamic Motivational Video in listening comprehension. The research successfully collected the data by using experimental teaching and test as instruments to answer the research question and hypothesis.

The research question asked whether the Islamic Motivational Video improved students listening comprehension or not. In learning listening, many difficulties that face by the students such as lack of vocabulary, grammatical difficulty, speed of speech, accent and etc. As Smith stated quoted in Naning and Hayati (2011, p.3) there are eight factor that effect to students listening skill such as: (1) Problem in hearing sound and phonemes in English, (2) problem in stress and intonation, (3) attempt to understand everything, (4) inability to predict what will be said, (5) colloquial language and fast speech, (6) the pace of listening can cause fatigue, (7) different accent, (8) receptive system that help them to understand contextual and environmental clues. This statement was proved that the students in this research face difficulty in comprehending the information from the video in listening class at first meeting by receiving the pretest score was 59,5. The researcher gave the treatment to the students by listening to Islamic Motivational Video in four meeting to make the students familiar with Islamic Motivational Video and solve students' difficulties in listening.

In theory of teaching listening, there were two types of media that could be used in teaching listening such as video and audio. In this research, the researcher used the video especially Islamic Motivational Video as the media of teaching

listening. According to Sarani et.al (2014, p.43) video is very suitable and appropriate tool accompanied by different types task for teaching listening and improving listening comprehension. It was also supported by Goh as cited in Mulana (2014, p.15) there are five type of listening such as discriminative listening, comprehensive listening, therapeutic listening, critical listening, and appreciative listening. In this research, the researcher focused on comprehensive listening by giving Islamic Motivational Video to students to improve student listening comprehension. Based on the data from students pretest and posttest score, it was shown that where the students score from pretest was 59,5 and mean of posttest was 72,25. Then, the calculation from t_{test} also showed the improvement of students listening comprehension score which was t_{value} was bigger than t_{table} (t_{value} was 8,543 and t_{table} was 1,71). Therefore, it could be inferred that before treatment, the students score was lower than after treatment. The score of the students after treatment was improved than before the treatment. Hence, the posttest score in this research showed the improvement of the student after treatment. It was in line with the statement that stated by Sarani et al (2014) that video can be the appropriate media in teaching listening and improving listening comprehension.

The examined result of the hypothesis showed that H_a (Islamic Motivational Video improved students listening comprehension) was accepted. It proven by the result of t-test indicates that t_o was bigger than t_{table} . Ultimately, it

could be concluded that the implementation of Islamic Motivational Video in listening comprehension improved students listening comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducted the research about the implementation of Islamic Motivational Video in listening comprehension and after the result of the previous chapter, the researcher would like to infer some conclusions:

Teaching listening by implementing Islamic Motivational Video helped the students to improve their listening comprehension such as in written test and oral test. After conducting some treatments, the students could comprehend what they have listened from the Islamic Motivational Video that played by the researcher. It could be verified in students' test score where the result of posttest score was higher than the result of pretest score. Pretest result was 59,5 while posttest result was 72,25. Then, the improvement of students listening comprehension by implementing Islamic Motivational Video was also proved by analyzing the significance of students' mean scores, by taking 5% significance level. It was showed that t_0 was greater than t_{table} ($8,543 > 1,71$). From this calculation, it mean that the null hypothesis ($H_0 =$ Islamic Motivational Video do not improve students listening comprehension) was rejected where the alternative

hypothesis (H_a = Islamic Motivational Video improve students listening comprehension) was accepted. In other words, the implementation of Islamic Motivational Video in listening comprehension helped the students improved their ability in listening comprehension.

B. Suggestion

After implementing the experimental teaching and analyzing test, the researcher would like to offer some suggestion, such as:

1. By listening Islamic Motivational Video, it could help the students in improving their ability of listening comprehension and also improved their comprehension and additional knowledge about Islam.
2. As an Islamic university, the Islamic material in teaching should be the main priority. It was important for the lecturers to introduce the Islamic material in English to the students. Beside, Islamic Motivational Video also could be one of the beneficial teaching materials in listening skill.
3. The researcher believed that this study was still incomplete and imperfect. The researcher suggest that further research about Islamic Motivational Video in listening comprehension might add meeting in conducting the experimental teaching and also give more practice of listening the Islamic Motivational Video to the students.

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Appendices I

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : UN.08/FTK/PP.00.9/81/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelola Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Neg Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Desember 2016

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk Saudara:
 1. Safrul Muluk, S.Ag., MA., M.Ed., Ph.D
 2. Dr. phil. Saiful Akmal, S.Pd.I., M.A
 Untuk membimbing Skripsi :
 Nama : **Arisna Yuliani**
 NIM : **231324176**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **The Implementation of Islamic Motivational Video in Listening Comprehension**
 Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 10 Januari 2017

An. Rektor
 Dekan.

Dr. Mujiurrahman, M. Ag
 NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendices II



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 4548 /Un.08/TU-FTK/ TL.00/ 05 / 2017

10 Mei 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpulkan Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Arisna Yuliani
N I M	:	231 324 176
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	VIII
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl. Rahmat I Lr. Villa 2 No. 15, Limpok Darussalam

Untuk mengumpulkan data pada:

Mahasiswa Prodi PBI SM IV di Kelas Advance Listening, UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implementation of Islamic Motivational Video in Listening Comprehension

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,


M. Said Farzah Ali

Kode: 6382

BAG.UMUM BAG.UMUM

Appendices III



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4538/ Un.08/ KJ.PBI/ TL.00/06/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-4548/Un. 08/ FTK I/TL.00/06/2017 tanggal 10 Mei 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Arisna Yuliani
NIM : 2311324176
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan thesis yang berjudul:

The Implementation of Islamic Motivational Video in Listening Comprehension

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 Juni 2017

Ketua Prodi Pendidikan Bahasa Inggris



Lutfikar

Appendices IV

LESSON PLAN I

Name of University : UIN Ar-Raniry Banda Aceh

Lesson/Meeting : Advance Listening/ 1

Unit/Semester : 6/ IV

Time Allocation : 100 minutes

1. Topic of material : Punishment Versus Test
2. The aim of meeting : The students are able to comprehend the Islamic motivational video.
3. Method of teaching : Lecturing method and discussion
4. Procedure of teaching

Introduction (10 minutes)

- Greeting and check students attendance list (2 minutes)
- Introducing myself and the purpose of my coming (3 minutes)
- Introducing the Islamic motivational video (5 minutes)

Main Activity (80 minutes)

- Giving Pretest (80 minutes)
 - ✓ Distribute the test to the students (5 minutes)
 - ✓ Give the instruction about the test, they will answer written and oral test also. (10 minutes)
 - ✓ Play the video (10 minutes)
 - ✓ Students answer written test (15)
 - ✓ Student also do oral test by retell the video (40)

Conclusion (10 minutes)

- Asking the students to read about Note Taking (5 minutes)
- End up the class by saying thanks for their cooperation (5 minutes)

5. Media : Video, In focus, Laptop and Speaker.

Assessment : 1. Written test

In written test, there are 15 questions. There are three parts of question. Part I is fill in the blank, which are contained 8 blank. Part II is multiple choice question, there are provided 5 questions. Part III is tick to the answer, such as 2 questions.

- Part I
The score for each question is 7,5
maximum score is 60.
- Part II
The score for each question is 6,
maximum score is 30.
- Part III
The score for each question is 5,
maximum score is 10.

2. Oral test

The students have to retell the video by using their own word. The criterions of speaking are pronunciation, comprehension, grammar, fluency, and performance.

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
Students are able to comprehend the Islamic motivational video.	Written test	Listen to Islamic motivational video and answer fifteen questions related to the video.
	Performance	Retelling the video by using own word.

7. Rubric

a. Written test

Written test is including fifteen questions. There are three part of question, part I is 60 maximum score, part II is 30 maximum score, and part III is 10 maximum score. The total score is 100. Each answer of the question includes four aspect of evaluation in listening rubric bellow.

Listening rubric

No	Aspect of evaluation	Criteria
1.	Ability to focus	The students are mostly attentive and usually able to listen with good concentration.
2.	General understanding	The students show a good general understanding of the vocabulary and information, with most questions completed.

3.	Listening for details	The students are able to include the most specific details in her/his answers.
4.	Accuracy of answers.	Answer are mostly accurate and related to the information given, with an only a few errors.

b. Oral test

Oral test will evaluate by using speaking rubric bellow. There are five aspects being evaluated such as pronunciation, grammar, comprehension, fluency, and performance. Each aspect has four criteria, and score one to four. Final score is total point x 5. Maximum score is 100

Speaking rubric

No	Aspect of evaluation	Criteria	Score
1.	Pronunciation	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
2.	Grammar	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2

		There are lot of mistakes and effect to meaning.	1
3.	Comprehension	Well understand	4
		Understand	3
		Less understand	2
		Not understand	1
4.	Fluency	Speaking fluently	4
		Speaking generally at normal speed	3
		Speaking to slowly	2
		Speaking with many pauses	1
5.	Performance	Speaking clearly and loudly, good facial expression, and communicative.	4
		Speaking in normal, good facial expression, and communicative.	3
		Speaking with soft voice, but can be understood, good facial expression, and communicative enough.	2
		Mumbling, flat face expression, and less communicative.	1

8. Final Score

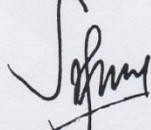
Written and oral score will be calculated by using

Score = written score + oral score

Score	Explanation
86-100	Excellent
72-85	Very Good
60-71	Good
50-59	Less good
0-49	Fail

Banda Aceh, 8 Mei 2017

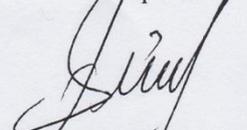
Main Supervisor



Dr. Saiful Muluk, S.Ag., M.A., M.Ed

Nip. 197301021997031003

Co-Supervisor



Dr. phil. Saiful Akmal, S.Pd.I., MA

Nip. 198203012008011006

LESSON PLAN II

Name of University : UIN Ar-Raniry Banda Aceh

Lesson/Meeting : Advance Listening/ II

Unit/Semester : 6/IV

Time Allocation : 100 minutes

1. Topic of material : Punishment Versus Test
2. The aim of meeting : The students are able to comprehend the Islamic motivational video by using note taking technique.
3. Method of teaching : Lecturing method and discussion
4. Procedure of teaching

Introduction (10 minutes)

- Greeting (2 minutes)
- Check students attendance list (3 minutes)
- Asking about Islamic motivational video (5 minutes)

Main Activity (80 minutes)

- Introduce new materials about method of note taking (5 minutes)
- Divided the students into group (5 minutes)

- Asking students to discuss about method of note taking in group (10 minutes)
- Asking the students to explain method of note taking in group (20 minutes)
- Asking the students to listen to video, and taking note. The video will play three times (20 minutes)
 - ✓ First play : 7 minutes
 - ✓ Second play : 7 minutes
 - ✓ Third play : 7 minutes
- The students are invited to share the information they got from the video. (10 minutes)
- Checking the answer and discuss about the video and how to get information from the video by using note taking. (10 minutes)

Conclusion (10 minutes)

- Concluding the materials.
- End up the class and saying thanks.

5. Media : Video, In focus, Laptop and Speaker.

Assessment : 1. Written test
2. Oral test (pronunciation, comprehension, grammar, fluency, and performance).

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
Students are able to comprehend the	Written test	Listen to Islamic motivational video

Islamic motivational video.	Performance	and answer five question related to the video. Retelling the video by using own word.
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7. Rubric

a. Written test

Written test is including ten questions. Each question is 10 point. Maximal score is 100 and minimum score is 10. Each answer of the question includes four aspect of evaluation in listening rubric bellow.

Listening rubric

No	Aspect of evaluation	Criteria
1.	Ability to focus	The students are mostly attentive and usually able to listen with good concentration.
2.	General understanding	The students show a good general understanding of the vocabulary and information, with most questions completed.
3.	Listening for details	The students are able to include the most specific details in her/his answers.
4.	Accuracy of answers.	Answer are mostly accurate and related to the information given,

		with an only a few errors.
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b. Oral test

Oral test will evaluate by using speaking rubric bellow. There are five aspects being evaluated such as pronunciation, grammar, comprehension, fluency, and performance. Each aspect has four criteria, and score one to four. Final score is total point x 5. Maximum score is 100

Speaking rubric

No	Aspect of evaluation	Criteria	Score
1.	Pronunciation	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
2.	Grammar	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
3.	Comprehension	Well understand	4

		Understand	3
		Less understand	2
		Not understand	1
4.	Fluency	Speaking fluently	4
		Speaking generally at normal speed	3
		Speaking too slowly	2
		Speaking with many pauses	1
5.	Performance	Speaking clearly and loudly, good facial expression, and communicative.	4
		Speaking in normal, good facial expression, and communicative.	3
		Speaking with soft voice, but can be understood, good facial expression, and communicative enough.	2
		Mumbling, flat face expression, and less communicative.	1

8. Final Score

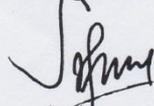
Written and oral score will be calculated by using

Score = written score + oral score

Score	Explanation
86-100	Excellent
72-85	Very Good
60-71	Good
50-59	Less good
0-49	Fail

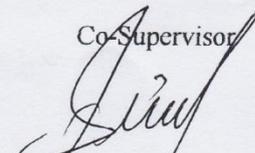
Banda Aceh, 8 Mei 2017

Main Supervisor



Dr. Saiful Muluk, S.Ag., M.A., M.Ed
Nip. 197301021997031003

Co-Supervisor



Dr. phil. Saiful Akmal, S.Pd.I., MA
Nip. 198203012008011006

LESSON PLAN III

Name of University : UIN Ar-Raniry Banda Aceh

Lesson/Meeting : Advance Listening/ III

Unit/Semester : 6/IV

Time Allocation : 100 minutes

1. Topic of material : Excellent Advice from Allah
2. The aim of meeting : The students are able to comprehend the Islamic motivational video by using note taking technique.
3. Method of teaching : Lecturing method and discussion
4. Procedure of teaching

Introduction (10 minutes)

- Greeting (3 minutes)
- Check students attendance list (2 minutes)

Main Activity (80 minutes)

- Reviewing material about the method of note taking (20 minutes)
- Discuss about outlining method of note taking (10 minutes)
- Asking the students to listen to video, and taking note. The video will play three times (20 minutes)
 - ✓ First play : 7 minutes
 - ✓ Second play : 7 minutes
 - ✓ Third play : 7 minutes
- The students are invited to share the information they got from the video. (20 minutes)
- Discuss about the information in the video (10 minutes)

Conclusion (10 minutes)

- Concluding the materials (5 minutes)
- End up the class and saying thanks (5 minutes)

5. Media : Video, In focus, Laptop and Speaker.

Assessment : 1. Written test
2. Oral test (pronunciation, comprehension, grammar, fluency, and performance).

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument

Students are able to comprehend the Islamic motivational video.	Written test	Listen to Islamic motivational video and answer five question related to the video.
	Performance	Retelling the video by using own word.

7. Rubric

a. Written test

Written test is including ten questions. Each question is 10 point. Maximal score is 100 and minimum score is 10. Each answer of the question includes four aspect of evaluation in listening rubric bellow.

Listening rubric

No	Aspect of evaluation	Criteria
1.	Ability to focus	The students are mostly attentive and usually able to listen with good concentration.
2.	General understanding	The students show a good general understanding of the vocabulary and information, with most questions completed.
3.	Listening for details	The students are able to include the most specific details in her/his answers.
4.	Accuracy of answers.	Answer are mostly accurate and related to the information given, with an only a few errors.

b. Oral test

Oral test will evaluate by using speaking rubric bellow. There are five aspects being evaluated such as pronunciation, grammar, comprehension, fluency, and performance. Each aspect has four criteria, and score one to four. Final score is total point x 5. Maximum score is 100

Speaking rubric

No	Aspect of evaluation	Criteria	Score
1.	Pronunciation	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
2.	Grammar	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
3.	Comprehension	Well understand	4
		Understand	3

		Less understand	2
		Not understand	1
4.	Fluency	Speaking fluently	4
		Speaking generally at normal speed	3
		Speaking to slowly	2
		Speaking with many pauses	1
5.	Performance	Speaking clearly and loudly, good facial expression, and communicative.	4
		Speaking in normal, good facial expression, and communicative.	3
		Speaking with soft voice, but can be understood, good facial expression, and communicative enough.	2
		Mumbling, flat face expression, and less communicative.	1

8. Final Score

Written and oral score will be calculated by using

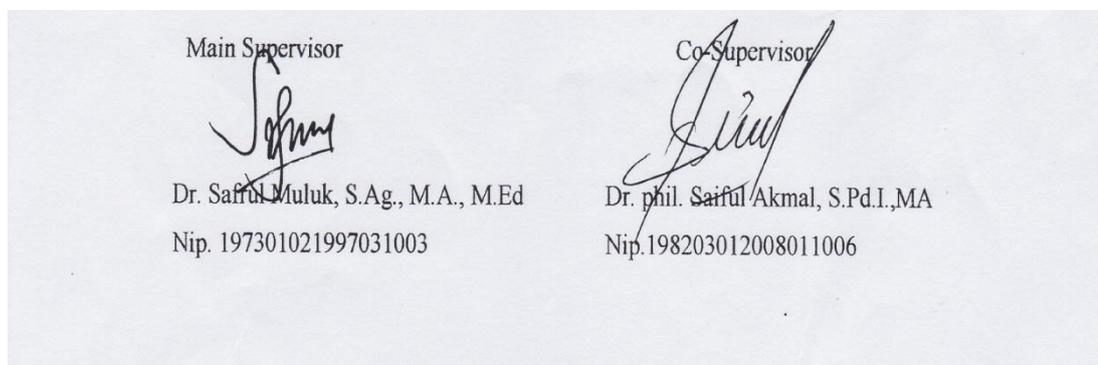
Score = written score + oral score

2

Score	Explanation
86-100	Excellent

72-85	Very Good
60-71	Good
50-59	Less good
0-49	Fail

Banda Aceh, 8 Mei 2017



LESSON PLAN IV

Name of University : UIN Ar-Raniry Banda Aceh

Lesson/Meeting : Advance Listening/ IV

Unit/Semester : 6/IV

Time Allocation : 100 minutes

1. Topic of material : Finding Inner Peace
2. The aim of meeting : The students are able to comprehend the Islamic motivational video.
3. Method of teaching : Lecturing method and discussion
4. Procedure of teaching

Introduction (10 minutes)

- Greeting (5 minutes)
- Check students attendance list (5 minutes)

Main Activity (80 minutes)

- Giving Posttest
 - ✓ Distribute paper of the test to the students (5 minutes)
 - ✓ Giving instruction to students that they will answer written test and retell the video orally (5 minutes)
 - ✓ Play the video (10 minutes)
 - ✓ Students answer the written test (20 minutes)
 - ✓ Students also do oral test by retelling the video (40 minutes)

Conclusion (10 minutes)

- End up the class by saying thanks for their cooperation in this research (10 minutes)

5. Media : Video, In focus, Laptop and Speaker.

Assessment : 1. Written test

In written test, there are 15 questions. There are three parts of question. Part I is fill in the blank, which are contained 8 blank. Part II is multiple choice question, there are provided 5 questions. Part III is tick to the answer, such as 2 questions.

- Part I

The score for each question is 7,5 maximum score is 60.

- Part II

The score for each question is 5, maximum score is 10.

- Part III

The score for each question is 6, maximum score is 30.

2. Oral test

The students have to retell the video by using their own word. The criterions of speaking are pronunciation, comprehension, grammar, fluency, and performance.

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
Students are able to comprehend the Islamic motivational video.	Written test	Listen to Islamic motivational video and answer fifteen questions related to the video.
	Performance	Retelling the video by using own word.

7. Rubric

a. Written test

Written test is including fifteen questions. There are three part of question, part I is 60 maximum score, part II is 10 maximum score, and

part III is 30 maximum score. The total score is 100. Each answer of the question includes four aspect of evaluation in listening rubric bellow.

Listening rubric

No	Aspect of evaluation	Criteria
1.	Ability to focus	The students are mostly attentive and usually able to listen with good concentration.
2.	General understanding	The students show a good general understanding of the vocabulary and information, with most questions completed.
3.	Listening for details	The students are able to include the most specific details in her/his answers.
4.	Accuracy of answers.	Answer are mostly accurate and related to the information given, with an only a few errors.

b. Oral test

Oral test will evaluate by using speaking rubric bellow. There are five aspects being evaluated such as pronunciation, grammar, comprehension, fluency, and performance. Each aspect has four criteria, and score one to four. Final score is total point x 5. Maximum score is 100

Speaking rubric

No	Aspect of evaluation	Criteria	Score
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1.	Pronunciation	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
2.	Grammar	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
3.	Comprehension	Well understand	4
		Understand	3
		Less understand	2
		Not understand	1
4.	Fluency	Speaking fluently	4
		Speaking generally at normal speed	3
		Speaking to slowly	2
		Speaking with many pauses	1

5.	Performance	Speaking clearly and loudly, good facial expression, and communicative.	4
		Speaking in normal, good facial expression, and communicative.	3
		Speaking with soft voice, but can be understood, good facial expression, and communicative enough.	2
		Mumbling, flat face expression, and less communicative.	1

8. Final Score

Written and oral score will be calculated by using

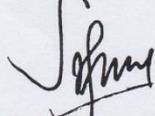
Score = $\frac{\text{written score} + \text{oral score}}{2}$

2

Score	Explanation
86-100	Excellent
72-85	Very Good
60-71	Good
50-59	Less good
0-49	Fail

Banda Aceh, 8 Mei 2017

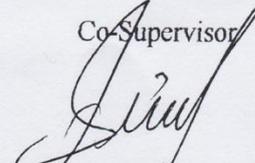
Main Supervisor



Dr. Safful Muluk, S.Ag., M.A., M.Ed

Nip. 197301021997031003

Co-Supervisor



Dr. phil. Saiful Akmal, S.Pd.I., MA

Nip. 198203012008011006

LESSON PLAN I

Name of University : UIN Ar-Raniry Banda Aceh

Lesson/Meeting : Advance Listening/ 1

Unit/Semester : 6/IV

Time Allocation : 100 minutes

1. Topic of material : Punishment Versus Test
2. The aim of meeting : The students are able to comprehend the Islamic motivational video.
3. Method of teaching : Lecturing method and discussion
4. Procedure of teaching

Introduction (10 minutes)

- Greeting and check students attendance list (2 minutes)
- Introducing myself and the purpose of my coming (3 minutes)
- Introducing the Islamic motivational video (5 minutes)

Main Activity (80 minutes)

- Giving Pretest (80 minutes)
 - ✓ Distribute the test to the students (5 minutes)
 - ✓ Give the instruction about the test, they will answer written and oral test also. (10 minutes)
 - ✓ Play the video (10 minutes)
 - ✓ Students answer written test (15)
 - ✓ Student also do oral test by retell the video (40)

Conclusion (10 minutes)

- Asking the students to read about Note Taking (5 minutes)
- End up the class by saying thanks for their cooperation (5 minutes)

5. Media : Video, In focus, Laptop and Speaker.

Assessment : 1. Written test

In written test, there are 15 questions. There are three parts of question. Part I is fill in the blank, which are contained 8 blank. Part II is multiple choice question, there are provided 5 questions. Part III is tick to the answer, such as 2 questions.

- Part I
The score for each question is 7,5 maximum score is 60.
- Part II
The score for each question is 6, maximum score is 30.
- Part III
The score for each question is 5, maximum score is 10.

2. Oral test

The students have to retell the video by using their own word. The criterions of speaking are pronunciation, comprehension, grammar, fluency, and performance.

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
Students are able to comprehend the Islamic motivational video.	Written test	Listen to Islamic motivational video and answer fifteen questions related to the video.

	Performance	Retelling the video by using own word.
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7. Rubric

a. Written test

Written test is including fifteen questions. There are three part of question, part I is 60 maximum score, part II is 30 maximum score, and part III is 10 maximum score. The total score is 100. Each answer of the question includes four aspect of evaluation in listening rubric bellow.

Listening rubric

No	Aspect of evaluation	Criteria
1.	Ability to focus	The students are mostly attentive and usually able to listen with good concentration.
2.	General understanding	The students show a good general understanding of the vocabulary and information, with most questions completed.
3.	Listening for details	The students are able to include the most specific details in her/his answers.
4.	Accuracy of answers.	Answer are mostly accurate and related to the information given, with an only a few errors.

b. Oral test

Oral test will evaluate by using speaking rubric bellow. There are five aspects being evaluated such as pronunciation, grammar, comprehension, fluency, and performance. Each aspect has four criteria, and score one to four. Final score is total point x 5. Maximum score is 100

Speaking rubric

No	Aspect of evaluation	Criteria	Score
1.	Pronunciation	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
2.	Grammar	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
3.	Comprehension	Well understand	4
		Understand	3
		Less understand	2

		Not understand	1
4.	Fluency	Speaking fluently	4
		Speaking generally at normal speed	3
		Speaking too slowly	2
		Speaking with many pauses	1
5.	Performance	Speaking clearly and loudly, good facial expression, and communicative.	4
		Speaking in normal, good facial expression, and communicative.	3
		Speaking with soft voice, but can be understood, good facial expression, and communicative enough.	2
		Mumbling, flat face expression, and less communicative.	1

8. Final Score

Written and oral score will be calculated by using

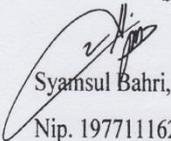
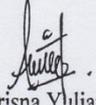
Score = written score + oral score

2

Score	Explanation
86-100	Excellent
72-85	Very Good

60-71	Good
50-59	Less good
0-49	Fail

Banda Aceh, 22 Mei 2017

Lecturer	Researcher
	
Syamsul Bahri, S.Ag., MA TESOL	Arisna Yuliani
Nip. 197711162003121002	Nim. 231324176

LESSON PLAN II

Name of University : UIN Ar-Raniry Banda Aceh

Lesson/Meeting : Advance Listening/ II

Unit/Semester : 6/IV

Time Allocation : 100 minutes

1. Topic of material : Punishment Versus Test
2. The aim of meeting : The students are able to comprehend the Islamic motivational video by using note taking technique.
3. Method of teaching : Lecturing method and discussion
4. Procedure of teaching

Introduction (10 minutes)

- Greeting (2 minutes)
- Check students attendance list (3 minutes)
- Asking about Islamic motivational video (5 minutes)

Main Activity (80 minutes)

- Introduce new materials about method of note taking (5 minutes)
- Divided the students into group (5 minutes)
- Asking students to discuss about method of note taking in group (10 minutes)
- Asking the students to explain method of note taking in group (20 minutes)

- Asking the students to listen to video, and taking note.
The video will play three times (20 minutes)
 - ✓ First play : 7 minutes
 - ✓ Second play : 7 minutes
 - ✓ Third play : 7 minutes
- The students are invited to share the information they got from the video. (10 minutes)
- Checking the answer and discuss about the video and how to get information from the video by using note taking. (10 minutes)

Conclusion (10 minutes)

- Concluding the materials (5 minutes)
- End up the class and saying thanks (5 minutes)

5. Media : Video, In focus, Laptop and Speaker.

Assessment : 1. Written test
2. Oral test (pronunciation, comprehension, grammar, fluency, and performance).

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
Students are able to comprehend the Islamic motivational video.	Written test	Listen to Islamic motivational video and answer five question related to the video.
	Performance	Retelling the video

		by using own word.
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7. Rubric

a. Written test

Written test is including ten questions. Each question is 10 point. Maximal score is 100 and minimum score is 10. Each answer of the question includes four aspect of evaluation in listening rubric bellow.

Listening rubric

No	Aspect of evaluation	Criteria
1.	Ability to focus	The students are mostly attentive and usually able to listen with good concentration.
2.	General understanding	The students show a good general understanding of the vocabulary and information, with most questions completed.
3.	Listening for details	The students are able to include the most specific details in her/his answers.
4.	Accuracy of answers.	Answer are mostly accurate and related to the information given, with an only a few errors.

b. Oral test

Oral test will evaluate by using speaking rubric bellow. There are five aspects being evaluated such as pronunciation, grammar, comprehension, fluency, and performance. Each aspect has four criteria, and score one to four. Final score is total point x 5. Maximum score is 100

Speaking rubric

No	Aspect of evaluation	Criteria	Score
1.	Pronunciation	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
2.	Grammar	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
3.	Comprehension	Well understand	4
		Understand	3

		Less understand	2
		Not understand	1
4.	Fluency	Speaking fluently	4
		Speaking generally at normal speed	3
		Speaking to slowly	2
		Speaking with many pauses	1
5.	Performance	Speaking clearly and loudly, good facial expression, and communicative.	4
		Speaking in normal, good facial expression, and communicative.	3
		Speaking with soft voice, but can be understood, good facial expression, and communicative enough.	2
		Mumbling, flat face expression, and less communicative.	1

8. Final Score

Written and oral score will be calculated by using

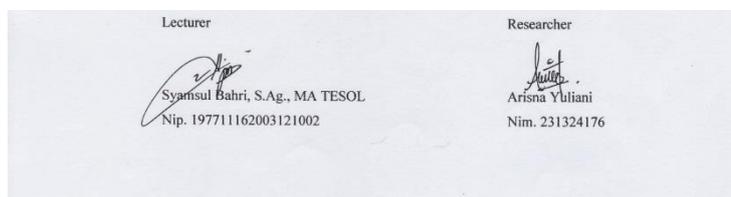
Score = written score + oral score

2

Score	Explanation
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86-100	Excellent
72-85	Very Good
60-71	Good
50-59	Less good
0-49	Fail

Banda Aceh, 29 Mei 2017



LESSON PLAN III

Name of University : UIN Ar-Raniry Banda Aceh

Lesson/Meeting : Advance Listening/ III

Unit/Semester : 6/IV

Time Allocation : 100 minutes

1. Topic of material : Excellent Advice from Allah
2. The aim of meeting : The students are able to comprehend the Islamic motivational video by using note taking technique.
3. Method of teaching : Lecturing method and discussion
4. Procedure of teaching

Introduction (10 minutes)

- Greeting (5 minutes)
- Check students attendance list (5 minutes)

Main Activity (80 minutes)

- Reviewing material about the method of note taking (20 minutes)
- Discuss about outlining method of note taking (10 minutes)
- Asking the students to listen to video, and taking note.
The video will play three times (20 minutes)
 - ✓ First play : 7 minutes
 - ✓ Second play : 7 minutes
 - ✓ Third play : 7 minutes
- The students are invited to share the information they got from the video. (20 minutes)
- Discuss about the information in the video (10 minutes)

Conclusion (10 minutes)

- Concluding the materials (5 minutes)
- End up the class and saying thanks (5 minutes)

5. Media : Video, In focus, Laptop and Speaker.

Assessment : 1. Written test
2. Oral test (pronunciation, comprehension, grammar, fluency, and performance).

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
Students are able to comprehend the Islamic motivational	Written test	Listen to Islamic motivational video and answer five

video.	Performance	question related to the video. Retelling the video by using own word.
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7. Rubric

a. Written test

Written test is including ten questions. Each question is 10 point. Maximal score is 100 and minimum score is 10. Each answer of the question includes four aspect of evaluation in listening rubric bellow.

Listening rubric

No	Aspect of evaluation	Criteria
1.	Ability to focus	The students are mostly attentive and usually able to listen with good concentration.
2.	General understanding	The students show a good general understanding of the vocabulary and information, with most questions completed.
3.	Listening for details	The students are able to include the most specific details in her/his answers.
4.	Accuracy of answers.	Answer are mostly accurate and related to the information given, with an only a few errors.

b. Oral test

Oral test will evaluate by using speaking rubric bellow. There are five aspects being evaluated such as pronunciation, grammar,

comprehension, fluency, and performance. Each aspect has four criteria, and score one to four. Final score is total point x 5. Maximum score is 100

Speaking rubric

No	Aspect of evaluation	Criteria	Score
1.	Pronunciation	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
2.	Grammar	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
3.	Comprehension	Well understand	4
		Understand	3
		Less understand	2
		Not understand	1

4.	Fluency	Speaking fluently	4
		Speaking generally at normal speed	3
		Speaking too slowly	2
		Speaking with many pauses	1
5.	Performance	Speaking clearly and loudly, good facial expression, and communicative.	4
		Speaking in normal, good facial expression, and communicative.	3
		Speaking with soft voice, but can be understood, good facial expression, and communicative enough.	2
		Mumbling, flat face expression, and less communicative.	1

8. Final Score

Written and oral score will be calculated by using

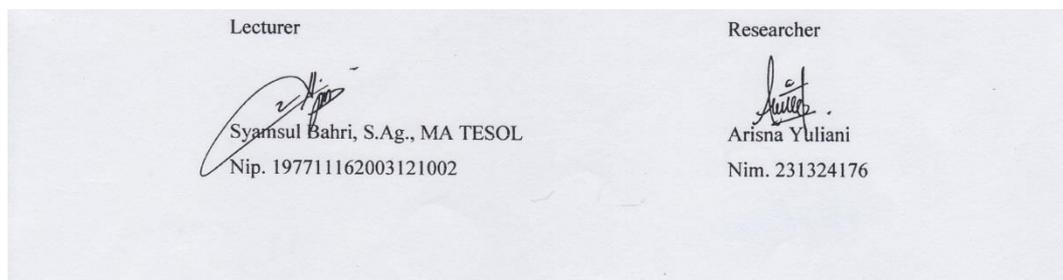
Score = $\frac{\text{written score} + \text{oral score}}{2}$

2

Score	Explanation
86-100	Excellent
72-85	Very Good

60-71	Good
50-59	Less good
0-49	Fail

Banda Aceh, 4 Juni 2017



LESSON PLAN IV

Name of University : UIN Ar-Raniry Banda Aceh

Lesson/Meeting : Advance Listening/ IV

Unit/Semester : 6/IV

Time Allocation : 100 minutes

1. Topic of material : Finding Inner Peace
2. The aim of meeting : The students are able to comprehend the Islamic motivational video.
3. Method of teaching : Lecturing method and discussion
4. Procedure of teaching

Introduction (10 minutes)

- Greeting (5 minutes)

- Check students attendance list (5 minutes)

Main Activity (80 minutes)

- Giving Posttest
 - ✓ Distribute paper of the test to the students (5 minutes)
 - ✓ Giving instruction to students that they will answer written test and retell the video orally (5 minutes)
 - ✓ Play the video (10 minutes)
 - ✓ Students answer the written test (20 minutes)
 - ✓ Students also do oral test by retelling the video (40 minutes)

Conclusion (10 minutes)

- End up the class by saying thanks for their cooperation in this research (10 minutes)

5. Media : Video, In focus, Laptop and Speaker.

Assessment : 1. Written test

In written test, there are 15 questions. There are three parts of question. Part I is fill in the blank, which are contained 8 blank. Part II is multiple choice question, there are provided 5 questions. Part III is tick to the answer, such as 2 questions.

- Part I

The score for each question is 7,5 maximum score is 60.

- Part II

The score for each question is 5, maximum score is 10.

- Part III

The score for each question is 6, maximum score is 30.

2. Oral test

The students have to retell the video by using their own word. The criterions of speaking are pronunciation, comprehension, grammar, fluency, and performance.

6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
Students are able to comprehend the Islamic motivational video.	Written test	Listen to Islamic motivational video and answer fifteen questions related to the video.
	Performance	Retelling the video by using own word.

7. Rubric

a. Written test

Written test is including fifteen questions. There are three part of question, part I is 60 maximum score, part II is 10 maximum score, and

part III is 30 maximum score. The total score is 100. Each answer of the question includes four aspect of evaluation in listening rubric bellow.

Listening rubric

No	Aspect of evaluation	Criteria
1.	Ability to focus	The students are mostly attentive and usually able to listen with good concentration.
2.	General understanding	The students show a good general understanding of the vocabulary and information, with most questions completed.
3.	Listening for details	The students are able to include the most specific details in her/his answers.
4.	Accuracy of answers.	Answer are mostly accurate and related to the information given, with an only a few errors.

b. Oral test

Oral test will evaluate by using speaking rubric bellow. There are five aspects being evaluated such as pronunciation, grammar, comprehension, fluency, and performance. Each aspect has four criteria, and score one to four. Final score is total point x 5. Maximum score is 100

Speaking rubric

No	Aspect of evaluation	Criteria	Score
----	----------------------	----------	-------

1.	Pronunciation	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
2.	Grammar	Almost perfect	4
		There are some mistakes but does not effect to meaning	3
		There are some mistakes and effect to meaning	2
		There are lot of mistakes and effect to meaning.	1
3.	Comprehension	Well understand	4
		Understand	3
		Less understand	2
		Not understand	1
4.	Fluency	Speaking fluently	4
		Speaking generally at normal speed	3
		Speaking to slowly	2
		Speaking with many pauses	1

5.	Performance	Speaking clearly and loudly, good facial expression, and communicative.	4
		Speaking in normal, good facial expression, and communicative.	3
		Speaking with soft voice, but can be understood, good facial expression, and communicative enough.	2
		Mumbling, flat face expression, and less communicative.	1

8. Final Score

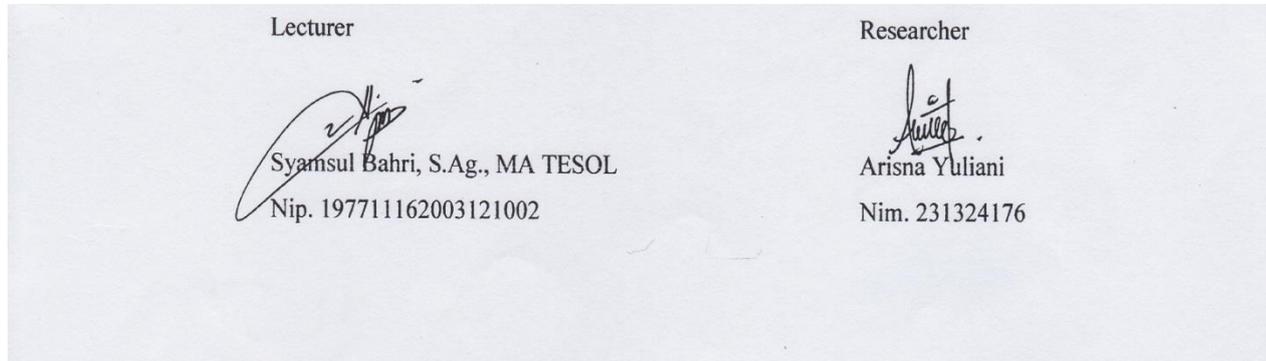
Written and oral score will be calculated by using

Score = written score + oral score

2

Score	Explanation
86-100	Excellent
72-85	Very Good
60-71	Good
50-59	Less good
0-49	Fail

Banda Aceh, 5 Juni 2017



Appendices V

Pretest

Name :

NIM :

A. Written Test

Questions 1 to 8

Listen to the video carefully and fill in the blank bellow.

In very brief, I want to share this concept with you, so it becomes clear Insyallah. When you drive a car over the speed limit, and you are going between three lanes, you know swerving this way, that way, other way, and then you got into accident, you don't get to say, "Allah wanted me to be in an accident. It's not my fault, it's the qadr of Allah SWT". What you can do? *Inna Allha 'Alakulli Syay-in Oadir.* (1) _____ come, whenever calamities come they are from Allah

On the other hand, there are things that enter out of your (5)_____. Issues related to your health may be entirely out of your control. Issues related to your death in the family may be entirely out of your control. Even a car accident may not be because of your (6)_____, it may be because of somebody else. You losing your job may not be entirely your fault. It may not be your fault at all. Your business going up or falling may not be your fault at all. A disaster, a natural disaster, that you got stuck in or a loved one you got stuck in, or something like that, there is no one to blame here. Those people are not sinful or you are not sinful for that. Those things you have to believe, “this is from Allah SWT and this is a test. It is not a (7)_____”. This world, when Allah SWT gives punishment in this world, He gives them when Prophet come, and destroy nation when they don’t listen to the warning. For other people than

Questions 9-13**Circle the appropriate letter.**

9. What is the source of information for the talk?
 - a. Qs. At-Taghaabun 64: 11
 - b. Qs. Ali Imran 3: 165
 - c. Qs. Ali Imran 3: 65
 - d. Qs. Ali Imran 3: 100

10. What is the topic of the talk?
 - a. The differences between results of human own action and test from Allah SWT.
 - b. The punishment from Allah SWT.
 - c. The calamity from Allah SWT.
 - d. The human responsibility of their faults.

11. How did the speaker describe “a test”?
 - a. The result of human action.
 - b. Exclusively from human wrongdoing.
 - c. Something is entirely out of human control and by Allah SWT permission.
 - d. Human’s faults

12. What does the word “punishment” mean according to the speaker?
 - a. Result of human action

- b. The human fault and irresponsibility of their actions.
- c. The power of Allah SWT to punish the human who are not listening to the warning.
- d. Something is by Allah SWT control to test human life.

13. Which of the following statement is **not true** about the talk?

- a. There are two thing that happened, first from human own action and second by Allah SWT permission.
- b. Allah SWT has control of calamity that happened and Allah SWT capable of everything.
- c. We should take responsibility from thing that we have done, and do not blame Allah SWT for thing Allah SWT doesn't to be blamed for.
- d. Your own shortcoming, and your own irresponsibility is called a test from Allah SWT.

Questions 14-15

Tick two other statements which are mention in the talk.

- | | |
|--|--------------------------|
| A. They don't have any peace anymore. | <input type="checkbox"/> |
| B. They are the one that committed to guidance. | <input type="checkbox"/> |
| C. They don't have any peace anymore. | <input type="checkbox"/> |
| D. Every test is from Allah SWT and you have to be patient. | <input type="checkbox"/> |
| E. By remembering Allah SWT your heart becomes calm. | <input type="checkbox"/> |
| F. No calamity hit you, nothing strike you except by Allah SWT permission. | <input type="checkbox"/> |

B. Oral Test

1. Please retell the information from the video by using your own word in two minutes!

Answer key:

- | | | |
|----------------|---------------|-------|
| 1. Calamities | 6. Negligence | 11. C |
| 2. The result | 7. Punishment | 12. C |
| 3. Shortcoming | 8. Test | 13. D |
| 4. The decree | 9. B | 14. D |
| 5. Control | 10. A | 15. F |

Transcript

Punishment Vs Test

By Nouman Ali Khan

Reciting surah Ali Imran ayah 165

I actually wanted to share this ayah with you, ayah 165 of surah Ali Imran for very particular purpose. A lot of people ask question about why Allah SWT put them through difficulty and it's a difficult question. You know, what did they do to deserve the difficulty. And also people ask sometimes, you know, when something bad happens, is it because "I did something bad, is because it's my

fault, or is it because it was just decreed, Allah SWT is just putting me through the test. How do I know which one is it?”. Then there are other people who whenever something bad happens, they blame themselves. They just say, “Allah SWT is just I must have done something bad, I must have been bad to my parents, I must have missed a prayer or something, and that’s why I got into a car accident or whatever”.

They correlate thing from the unseen to the seen realm. Now these are some of the ayah that help understand because on the one hand Allah SWT says, like in this ayah, *Awa lamma assabatukum musibatunqad asabtum mithlayha*. When at the battle of uhud, muslim had difficulty, Allah SWT says, “when calamity hit you, the likes of which you had already dished out to the enemy before”. *Qad asabtum mithlaya* “twice that, you did the damage to the enemy the year before”. *Qantum anna hadza*. You said, “how could this happen? How could Allah SWT let this happen?” *Qul huwa ‘aindi anfusikum*. Tell them “this is because what is within yourself”. This came specifically from you. This is your fault exclusively. *Inna Allaha alaikulli syay-in qadir*. Allah SWT in fact is capable of all things. In others word, had Allah SWT wanted, this is wouldn’t have happened. Allah SWT is capable of stopping the calamity from happening but he let it happen. And it is actually precisely because of you. Other places in the Qur’an, Allah SWT will say in surah 64:11. No calamity hit you, nothing strike you, except by Allah SWT permission. So how do you reconcile, on the one hand it is your fault and on the other hand it is by Allah’s permission?

In very brief, I want to share this concept with you, so it becomes clear insyaallah. When you drive a car over the speed limit, and you are going between three lances, you know swerving this way, that way, other way, and then you got into accident, you don’t get to say, “Allah wanted me to be in an accident. It’s not my fault, it’s the qadr of Allah SWT”. What you can do? *Inna Allha ‘Alakulli Syay-in Qadir*. Calamities come, whenever calamities come they are from Allah SWT. You don’t get to say that. You don’t get to say what is clearly the result of

your own deeds, your own shortcomings, and your own responsibility. Something happens, you don't get to blame the decree of Allah SWT. On the other hand there are things that enter out of your control. Issues related to your health may be entirely out of your control. Issues related to your death in the family may be entirely out of your control. Even a car accident may not be because of your negligence, it may be because of somebody else right. You losing your job may not be entirely your fault. It may not be your fault at all. Your business going up or falling may not be your fault at all. A disaster, a natural disaster, that you got stuck in or a loved one you got stuck in, or something like that, there is no one to blame here. Those people are not sinful or you are not sinful for that. Those things you have to believe, "this is from Allah SWT and this is a test. It is not a punishment".

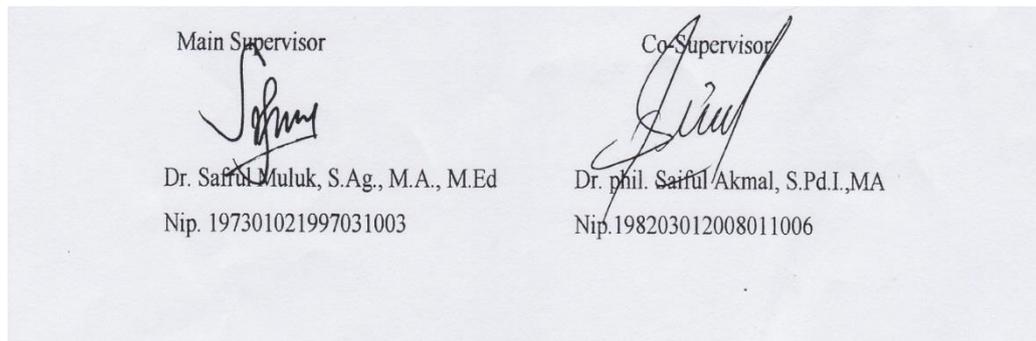
This world, when Allah SWT gives punishment in this world, He gives them when a Prophet comes, and destroys a nation when they don't listen to the warning. For other people than that, everything that you and I go through on this life is a test. And now when difficulty does come to you and it's clearly from your own doing, like you can directly draw a line between, "yes, I did this and therefore this happened", you can draw a line between those two things, then you cannot turn back to Allah SWT, "yeah, Allah SWT this is from you, it's not from me". Actually, *Huwa min 'aindi anfusikum*. So clearly in other places of the Quran, when big calamities come to you, Allah SWT says, Allah SWT is letting it happen. Like you know Muslims went through trouble in Makkah, didn't they? They got tortured in Makkah. And at that point it is as though Allah SWT is saying, "this is from Allah SWT. You have to be patient". But in Uhud, when the archers left their position and because of them leaving their position, they were told to keep, all kinds of terrible things happen in the Muslim army and so many people lost their lives. Even the Prophet Saw is deeply injured and he falls unconscious and they have to retrieve him back up the mountain. Surah 3:154. You are climbing up the mountain. You are not even turning around to look at anybody. When all of

that happens, you don't get to say, "This is because Allah wanted it to happen". This is because of you . you and I, we are learning in these ayah, personal responsibility, part of our iman, part of our personal relationship with Allah SWT is we don't blame Allah SWT for thing He doesn't deserve to be blamed for and we learn to blame ourselves only for things. We should take responsibility for things. And the opposite is also true. You don't blame yourself for everything. Something just in Allah hand, he does them and we have to learn to draw the line between those two is we are going to have healthy, sustained relationship with Allah SWT.

Final comments on this, there are people who don't understand this balance. What happen to them? On the one hand, they become completely complacent, "Allah SWT does everything, I do nothing". It is all Allah doing, and they actually become angry with Allah because "Allah put me through all this trouble". And on other extreme you get people who become angry with themselves and hopeless with themselves. "I am so bad, I am so messed up that Allah let me lose my job, and after that I had a flat tire, and after that I started balding, and after that my eyesight went bad, and after that I got a divorce... All the stuff that happened, it happened because of I am a bad person or I deserve it". And they start loathing themselves, Allah SWT doesn't want us to loath ourselves and he doesn't want us to loath Him. There is a love you have to have, not only for yourself but also through the love of Allah SWT you find love for yourself and esteem yourself. This is what the ayah teaches. The calamities that come, you have to learn to distinguish which one are as a result of your own action and which one come directly from Allah SWT as a test. So you can rise the occasion.

Wasalamualaikum warahmatullahi wabarakatuh.

Banda Aceh, 8 Mei 2017



Posttest

Name :

NIM :

A. Written Test

Questions 1-8

Listen to the video carefully and fill in the blank bellow.

How do you attain (1)_____ and is there a relationship between (2)_____ and peace, internal peace? Emotional, psychological states of peace. Allah says (*Alladhi na 'amanu wa lam yalbisu imanahum bidhulmin*) those who truly came to believe and did not (3)_____ their truth, or their faith with (4)_____. In other words, wrongdoing is a disturbance in your, not just in outside, when you do (dhulm) you are disturbing something on the outside or someone on the outside. But in this ayah, beautifully it is as though Allah is describing that when you do wrong to someone else you have actually (5)_____ something inside of you. Then Allah says if you are able to not do that and not wrong others and not do wrong, not do injustice of any kinds (*ula' ika lahumu al-'amnu*) those are the people that (6)_____ peace. They will have peace inside of themselves.

The people who can truly find faith and they don't replace their faith with wrongdoing. So, even if you are Muslim, it doesn't mean you have peace. Maybe you are (7)_____ your faith with wrongdoing. You need to stop doing the wrong, cut that out of your life and Allah will grant you (8)_____ of peace.

Questions 9-10

Tick two statements which are mentioned in the talk.

- | | |
|--|--------------------------|
| A. There are things that out of your control. | <input type="checkbox"/> |
| B. You have to be grateful. | <input type="checkbox"/> |
| C. We learn to blame ourselves for everything. | <input type="checkbox"/> |
| D. All of the things that we have don't in this life is a test | <input type="checkbox"/> |
| E. Allah SWT is capable of all things. | <input type="checkbox"/> |
| F. Allah SWT doesn't want us to loathe ourselves and He doesn't want us to loathe him. | <input type="checkbox"/> |

Questions 11-15

Circle the appropriate letter.

11. What is the topic of the talk?
- Finding a peace
 - The way of different people find peace
 - The people who attain peace in their life
 - Relationship between faith and peace
12. What is the source of information for the talk?
- Qs. Al-An'aam 6: 2
 - Qs. Al-An'aam 6: 22
 - Qs. Al-An'aam 6: 82
 - Qs. Al-An'aam 6: 62
13. What does the word "peace" mean according to the speaker?
- Feeling tranquility, not jittery, not disturbed, and they are the one are committed to the guidance.

- b. They are obedient person who doesn't do wrong
 - c. The feeling of being happy
 - d. The mindset of being happy that you set by yourself.
14. Which of the following statement is **not true** about the talk?
- a. The people who attain peace is who truly came to believe, did not disguise the truth, or with wrong doing.
 - b. The person who truly can find faith and do not do wrong is grant by Allah SWT to attain peace.
 - c. Every human in this world is looking for peace.
 - d. Human peace is depend on their religion
15. How did the speaker describe “people who doesn't deserve peace”?
- a. The Muslim people
 - b. The people who doesn't do wrong, not wrong others, not injustice of any kind and does not replace faith with wrongdoing.
 - c. The person who is replacing faith with wrongdoing and do wrong.
 - d. The obedient person

B. Oral test

1. Please retell the information from the video by using your own word in two minutes!

Answer key

- | | | |
|---------------|--------------|-------|
| 1. Peace | 6. Deserve | 11. A |
| 2. Faith | 7. Replacing | 12. C |
| 3. Disguise | 8. The gift | 13. A |
| 4. Wrongdoing | 9. E | 14. D |
| 5. Disturbed | 10. F | 15. C |

Finding inner Peace

By Nouman Ali Khan

Reciting surah Al-An'am ayah 82

Assalamualaikum Quran weekly. In the 82 ayah of surah Al-An'am, Allah tells us something. Ibrahim as said to the people (*fa'ayyu Al fariqayni*) ayah 81. In the previous ayah, which of the two groups do you think deserves peace more? Internal peace more? And so this ayah is about people who attain peace in their life. People suffer from all kinds of emotional imbalances, depression, sadness, anger, anxiety, you know? How do you attain peace and is there a relationship between faith and peace, internal peace? Emotional, psychological states of peace. Allah says (*Alladhi na 'amanu wa lam yalbisu imanahum bidhulmin*) those who truly came to believe and did not disguise their truth, or their faith with wrongdoing. In other words, wrongdoing is a disturbance in your, not just in outside, when you do (dhulm) you are disturbing something on the outside or someone on the outside. But in this ayah, beautifully it is as though Allah is describing that when you do wrong to someone else you have actually disturbed something inside of you. Then Allah says if you are able to not do that and not wrong others and not do wrong, not do injustice of any kinds (*ula' ika lahumu al-'amnu*) those are the people that deserve peace. They will have peace inside of themselves. Subhanallah.

You know, how many times do we see nowadays soldiers that come from war that have witnessed atrocities or been in setting where there was no oversight, committed atrocities or were silent witnesses to atrocities brethren committed during wars, they come back and commit suicide. Or they have nightmares or they are not able to have relationships or they can't go to sleep or they are all on kinds of medications. PTSD and you name it, not just for physical trauma. Physical trauma is something else, but just from emotional trauma of what they are experienced or what they may have been had to do. Or they did and got away with. Well, they got away with it in the sense of the authorities and the

government and all of that. But their insides have been damaged. They don't have any peace anymore. And they can't live with that. There are people who commit any and all kinds of crimes, not just against other human being but people like, you know for example, now there is people that are in the entertainment industry and in music industry. And maybe they are not even the top celebrities but people that are in a particular kind of industry that has to do with just sinning and just wrongdoing. You know? They are in clubbing industry. They are in one of dirty industries. These people have to literally stay on drags to be at peace because they are just, they are terrible to themselves and others when they are not in that states. They have to literally numb themselves away from reality to be able to cope. Just to be able to cope. Just to be able to deal. Subhanallah. Allah says people who truly found faith, they found something they could not find in a club, they could not find it at a party, they could not find it in a drug, they could not find it in alcohol, they could not find that peace anywhere. You know? And for those of you that are not into this terrible things, maybe you are just into entertainment. Watching movie after movie after movie after movie. And it's just messing you up on the inside. It's just tearing you apart and the only thing you can do is fill that empty space with more entertainment more entertainment more entertainment. It just doesn't stop. And one day you just decide and Alhamdulillah ramadhan has come so you decide to cut it. At least you decide to cut it down. Hopefully you cut it all together in this month.

And then you go to the masjid and you feel this peace and you haven't felt it in a long time so you can tell the difference between the toxic waste you have been putting inside of you, spiritual toxic waste and now this cleaning, just listening to the Quran. Just putting your head on the ground with everybody else. Just those few minutes even, what that does to you. And at the beginning when you have been eating terrible food for a long time, healthy food tastes bad. In the beginning when people come after a long time to a masjid, they say "I gotta get out of here quick. Is there a movie playing nearby? Can I do that instead?" I see a

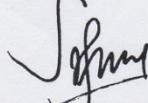
lot of young people especially want to hangout, outside the masjid. And they are all on their devices. Nobody is at peace. Nobody is sitting calmly. You know? This is what imam does- it gives you calm. It gives you peace. You are not jittery. You are not disturbed. You are not just constantly in the need for some other fix. You know? Whether for your eyes or for brain, for your tongue, for your limbs- you are not looking for that fix, you are just at rest.

Subhanallah. *Ula'ika lahumu al-'amnu wa hum muhtaduna* – and they are the ones that are committed to guidance. In other words, Allah is saying that this without commitment it's only going to come and go. You are going to have to show some commitment to be able to hold on to that peace. Allah in another place in the Quran he says "*ala bi dhikr Allahi tatma'inu al quloob* you should know that by remembering Allah, heart become calm. They become tranquil, they become at ease. This is what this ayah is about. Wallahi, the world, every human being on this earth is looking for peace. They are looking for tranquility inside of them. Something is bothering them and they just say to themselves, you just say to yourself, "if I just had that I'd be happy". And to put it on different words, being happy- "if I just had this much money, I'd be happy. If I got this girl, I'd be happy. If I had this car, I'd be happy. If I had this house, I'd be happy. If I bought that device, If I had that video game, if I did this, if I did that...". We always set these goals and say, "I would be happy". Guess what? The ones you set for yourself before and you said you'll get there and you'll be happy, how long did it last? And then you moved on to something else that you couldn't find satisfaction in. this is the ayah. That Allah teaches us through the words of Ibrahim As, timeless words, it was true back in the day, it's still true today. Subhanallah. The people who can truly find faith and they don't replace their faith with wrongdoing. So, even if you are muslim, it doesn't mean you have peace. Maybe you are replacing your faith with wrongdoing. You need to stop doing the wrong, cut that out of your life and Allah will grant you the gift of peace. May Allah make is all

the people of peace and may Allah make us all among (muhtaduna).
Assalamualaikum.

Banda Aceh, 8 Mei 2017

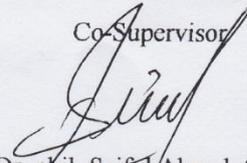
Main Supervisor



Dr. Saiful Muluk, S.Ag., M.A., M.Ed

Nip. 197301021997031003

Co-Supervisor



Dr. phil. Saiful Akmal, S.Pd.I.,MA

Nip.198203012008011006

Appendices VI

LAMPIRAN III

NILAI KRITIS DISTRIBUSI t

df	α for One-Tailed Test					
	.50	.20	.10	.05	.02	.01
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.012
14	0.692	1.345	1.761	2.145	2.624	2.977
15	0.691	1.341	1.753	2.132	2.602	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.819
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617
∞	0.674	1.282	1.645	1.960	2.326	2.576

* Lampiran III diambil dari Fisher dan Yates: *Statistical Tables for Biological, Agricultural and Medical Research* diterbitkan oleh Longman Group Ltd, London (sebelumnya diterbitkan oleh Oliver and Boyd Ltd, Edinburgh) dengan seizin penulis dan penerbit, serta diadaptasi dari buku E. W. Minium dan R. B. Clarke: *Elements of Statistical Reasoning*, John Wiley and Sons, 1982 (dengan seizin dari penerbit lain)

LAMPIRAN III

NILAI KRITIS DISTRIBUSI t
(lanjutan)

df	α for Two-Tailed Test					
	.25	.10	.05	.025	.01	.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.012
14	0.692	1.345	1.761	2.145	2.624	2.977
15	0.691	1.341	1.753	2.132	2.602	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.819
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
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Appendices VII

1. First Meeting



1.1 Introduction



1.2. Distribute Pretest



1.3. Doing the Pretest (written test)
test)

1.4. Doing the Pretest (Oral
test)

2. Second Meeting



2.1 Introduction



2.2 Main Activity (listening)



2.3 Discuss about the video that students
Listened



2.4. Researcher ended the clas

3. Third Meeting



3.1. Introduction

3.2 Discuss the Materials



3.3. Listen to the video



3.4. Discuss the video

4. Fourth Meeting



4.1. Introduction

4.2. Distribute the Posttest



4.3. Listen to video and answer the posttest
(written test)

4.4. Oral test of Posttest

- d. University : English Language Education Department of
Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh,
Entered in 2013 until 2017.

Banda Aceh, 21 July 2017

The writer