

**DEVELOPING A SUPPLEMENTARY LISTENING  
COMPREHENSION MATERIAL BASED ON  
TASK-BASED APPROACH FOR SENIOR HIGH  
SCHOOL STUDENTS**

**UNDERGRADUATE THESIS**



By:  
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FACULTY OF TARBIYAH AND TEACHING TRAINING  
STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember in  
partial fulfillment one of the requirement to obtain a bachelor's degree of  
Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Language Teacher Training Department



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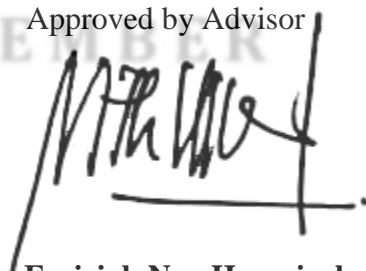
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English Education Program

Day : Thursday  
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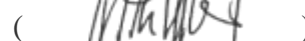
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## MOTTO

إِنِّي مَعَكُمْ أَسْمَعُ وَأَرَىٰ

*“Allah reassured ‘them’, “Have no fear! I am with you, hearing and seeing.”*  
(Qs. At-Thaha :46)\*



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\* Dr. Mustafa Khattab, English translation Quran; The Clear Quran  
<https://quran.com/20>

## DEDICATION

By giving thanks to God Allah SWT. For all his mercies and blessings. I gladly dedicate this thesis to:

1. My beloved parents, are great person who always been my encouragement, who always be ready to be my protector from the harshness of the world, who always gives affection with love, who always provides motivation. Thanks to Mr. Syafiq Ghonaim and Mrs. Shokhifatul Ilmiah who always gave prayers and supports, affection, given moral and material sacrifices.
2. The entire extended family especially to my only brother M. Iqbal Jamil and someone whom i love, thank you for protecting me as your old sister and as my companion. Thank you for your love, support, and prayer also.
3. My dearest best friends. You guys are rock. I really thankful God gives me chance to have you in my life. These beautiful girls made my life more colorful and I'm having so much fun with you guys. I beg you keep in touch even we will desperate after the graduation. See you on top and let's being a friend until we are old.

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## ACKNOWLEDGEMENT

First of all, I would like to say how grateful I am to Allah SWT. for giving me a blessed age so that I can feel an education at this level of lecture. All praises are to Allah SWT. almighty, because of His blessings and mercy I am finally able to finish my thesis. Therefore, in this occasion I would like to express my sincere thanks to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM., as a Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.
2. Dr. Abdul Mu'is, S.Ag., M.Si., as a Dean of Tarbiyah and Teacher Training Faculty State Islamic University of Kiai Haji Achmad Siddiq Jember, who has facilitated me to study in this university.
3. Dr. Nuruddin, S.Pd.I., M.Pd.I., as the head of Islamic and English Education Department.
4. Dewi Nurul Qomariyah, S.S., M.Pd., as the coordinator of English study program, who has approved to the seminar of the thesis proposal.
5. Dr. Mega Fariziah Nur Humairah, M.Pd as my supervisor who has helped, guided, and supported me to finish this thesis.
6. All the lecturers of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given a lot of knowledge.
7. Syamsul Ma'arif, S.Pd, M.Pd as the head of MAN IC Pasuruan, who has given me a permission and allowed me to do a research.



8. Toetik, M.Pd as the english teacher of MAN IC Pasuruan, who has guided and supported me to collect data research.
9. Tenth graders (XB) of MAN IC Pasuruan as participant of this research, who has helped me to conduct this research.

May Allah SWT. Repay all of the kindness of the people who helped me to finish this thesis. I believe that this thesis might have some weakness, but I hope this thesis will be useful for future researcher.

Jember, May 2025

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## ABSTRACT

**Shovy Nuril Laily :** Developing Supplementary Listening Comprehension Materials From Task-Based Approach for Senior High School

**Keywords:** *Listening Comprehension, Task-Based Approach, Supplementary Materials.*

Listening comprehension instruction in Indonesian senior high schools, particularly at MAN IC Pasuruan, remains predominantly teacher-centered and relies heavily on conventional methods, resulting in limited student engagement and inadequate development of listening skills. Despite the growing importance of listening competence in English language learning, most schools lack innovative supplementary materials that integrate task-based approach with digital technology. While existing materials typically consist of traditional worksheets, there is a critical need for interactive, technology-enhanced listening resources that can motivate students and provide flexible learning opportunities. This study aims to develop supplementary listening comprehension materials using task-based approach integrated with QR code technology for senior high school students.

Given the need for innovative listening materials that combine pedagogical effectiveness with technological engagement, this study addresses the following research question: How can supplementary listening comprehension materials be developed using task-based approach for senior high school students? The primary objective of this study is to develop supplementary listening comprehension materials that integrate task-based approach with QR code technology, transforming traditional MP4 audio files into interactive, semi-digital learning resources. Specifically, this study aims to: (1) design task-based listening activities that accommodate different proficiency levels, (2) integrate QR code technology to provide flexible access to listening materials, and (3) create a comprehensive materials that combines strategic listening exercises with digital media to enhance students' listening comprehension skills.

This study employed the Design and Development (D&D) research model following Peffers' six-step framework: (1) identify the problem, (2) describe the objective, (3) design and develop the draft, (4) test the draft, (5) evaluate testing results, and (6) communicate the results. The research was conducted at MAN IC Pasuruan with 23 tenth-grade students from class X-B, aged 15-16 years, selected through purposive sampling. Data were collected through multiple instruments including classroom observations, teacher interviews, student questionnaires, and expert validation rubrics. The analysis combined qualitative content analysis for observational and interview data with descriptive quantitative analysis for

questionnaire responses and expert validation scores, ensuring a comprehensive evaluation of the developed materials' practicality and feasibility.

The developed task-based supplementary listening materials demonstrated high levels of feasibility and practicality for senior high school implementation. Expert validation results indicated strong feasibility with an average score of 4.28/5 as High criteria. Practicality assessment revealed that 4.5/5 as Very High criteria. Students found the materials easy to use independently, while teachers reported efficient implementation with minimal technical preparation required. These findings suggest that task-based listening materials integrated with QR technology offer a feasible and practical solution for enhancing listening instruction in Indonesian schools. The study provides evidence that supplementary materials can be both technologically innovative and practically implementable within existing educational infrastructure constraints.



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# CHAPTER I

## INTRODUCTION

### A. Research Background

Mastering listening skill enables students to effectively acquire information and lessons understanding through listening something. Willis state that listening is not only considered listening, but also includes additional aspects of understanding, open attention, analysis and evaluation of spoken messages, and possibly behavior. Based on what you hear, this means that listening is an active process of translating the meaning of the words spoken. We can say that listening is not just listening, but there are processes that are activated in the brain by the task.<sup>1</sup>

Hearing is a physiological process while listening involves receiving stimulatory. The meaning of receiving here emphasizes that a person's listening activity means absorbing the stimuli received and then processing them in a certain way. For at least some time, the signals received are held and processed. In line with this, Janasz stated that to obtain a complete message from the sender or source, the recipient of the message must carry out listening activities using the five senses appropriately. Therefore, in active listening, it is necessary to pay attention to three dimensions, namely sensing, processing/evaluating and responding<sup>2</sup>

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<sup>1</sup> Willis, D., & Willis, J., *Doing Task-Based Teaching*. (Oxford: Oxford University Press, 2007), 67

<sup>2</sup> De Janasz, S. C., Dowd, K. O., Schneider, B. Z, *Interpersonal Skills In Organizations*. 3rd Edition, (New York: Mcgraw Hill, 2009), 245

Listening skills are an important aspect in creating interesting learning. In educational contexts, attention is often given to speaking, reading and writing skills, while the importance of listening skills is often overlooked. However, good listening skills have a significant impact on the learning process. The importance of listening skills in creating interesting learning. Good listening skills enable students to better understand material taught by teachers, follow instructions more closely, and interact effectively with peers and teachers. Apart from that, good listening skills also contribute to the development of students' cognitive abilities, such as the ability to process information, recognize language patterns, and improve memory. In interesting learning.<sup>3</sup>

The evidence shows that most teachers continue to rely on a lecture-based approach in descriptive text material, delivering materials through continuous speech. As a result, many students lose interest in the explanations.<sup>4</sup> This issue is particularly evident in listening subjects, where students struggle with their listening skills. The situation is further supported by the high number of students who previously failed a listening test, especially in the listening comprehension section. Besides, the English literature study program at senior high school in MAN IC Pasuruan does not have teaching materials in the form of workbook for the subjects reason,

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<sup>3</sup> Rahmat Sudrajat, *Pentingnya Ketrampilan Mendengar Untuk Menciptakan Pembelajaran Yang Menarik*, Prosiding Seminar Nasional Vol 8, 2023

<sup>4</sup> Freeman, S., et al. (2014). "Active learning increases student performance in science, engineering, and mathematics." *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415. DOI: 10.1073/pnas.1319030111

students do not have varied activities and result in boredom in the learning process.

Teachers can use various strategies and techniques to improve students' listening skills. For example, teachers can implement an active learning approach that involves group discussions, open questions, and role simulations.<sup>5</sup> In addition from Sihombing & Puspita (2020), the use of audiovisual media and multimedia resources can enrich students' listening experience. This is because listening skills have a crucial role in creating interesting learning. Improving students' listening skills can improve their comprehension, interaction, and cognitive abilities.<sup>6</sup> Therefore, it is important for teachers to pay sufficient attention to developing students' listening skills in order to create effective and interesting learning. Apart from that, giving listening assignments through a learning approach can also stimulate students to be active in learning. This is because frequently practicing listening tasks can improve understanding of strategies and accuracy in listening. Giving assignments to students is one of the most effective ways in Indonesia because doing assignments can increase students' learning motivation according to the students' decisions with the help of the teacher.<sup>7</sup> Where this assignment is an opportunity to facilitate learning in the classroom.

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<sup>5</sup> Gijbels, D., Dochy, F., Van den Bossche, P., & Segers, M. (2009). "Effects of problem-based learning: A meta-analysis from the angle of assessment." *Review of Educational Research*, 79(3), 575-613. DOI: 10.3102/0034654309332560

<sup>6</sup> Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*.

<sup>7</sup> Ngo Nhat Phuong Quynh, *The Disadvantages Of Learning Listening Via Moodle At Van Lang, Advances In Social Science, Education And Humanities Research*, Volume 621 18th International Conference Of The Asia Association Of Computer-Assisted Language Learning (Asiacall-2-2021) University,

Generally, listening comprehension materials improves more with tasks rather than with unrelated exercises. In a book from Dunkel with the title *Listening in the Language Classroom* (1986, p. 104) suggests that “The students should be required to do something in response to what they hear that will demonstrate their understanding”.<sup>8</sup> Among the different types of tasks Dunkel mentions, the author uses only a few types that have been adapted to the task model that is often used by research objects, it is multiple choice and matching.

Another reason why listening instruction in the classroom is insufficient is the poor quality of listening materials. While some materials exist, they are outdated and not well-developed. Additionally, the strongest reason is a pre-test showed low student scores in listening skills before the new materials were developed.<sup>9</sup> This pre-test aimed to assess students' existing knowledge before they encountered the new materials. The test was based on functional expressions for tenth graders from the English teacher material in the class. The form of the test was multiple choices. From several of these cases the author tried to develop listening task material that could improve students' abilities.

Tasks are usually given by teachers to determine what tasks students should do to support the success of teaching. Ellis stated that the use of

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<sup>8</sup> N. Maghsoudi & M. Golshan, *The Impact of Task-Based Language Teaching on Listening Skill of Iranian EFL Learners*, Journal of Applied Linguistics and Language Research, vol. 4, no. 6, 2017, pp. 243, ISSN: 2376-760X

<sup>9</sup> Sihombing, P., & Puspita, R. (2020). "Developing English listening materials based on the 2013 Curriculum: A needs analysis approach." Journal of English Language Teaching, 9(2), 105-118. DOI: 10.24036/jelt.v9i2.10762

various tasks in language teaching is intended to make language teaching more effective and efficient. Task-based language teaching can create language learning in the classroom that is closer to natural learning and can achieve a higher average increase in language mastery because this method provides students with communicative goals, the interaction needed to achieve the goal, which ultimately facilitates language mastery.<sup>10</sup>

Ellis also stated that task-based language teaching is an approach to teaching foreign languages that encourages students to use authentic language by giving them a series of tasks that must be completed. This approach offers an alternative approach for foreign language teachers. Then, Frost's task-based learning model provides benefits for students because this approach focuses on students so that it can build students' habits in learning language<sup>11</sup>

Swan suggests that tasks can shift teacher dominance; students get the opportunity to open and close conversations, interact naturally, interrupt, ask people (learners) to do things (tasks) and check that they have done those tasks. This will provide a fun and natural environment for students to practice the target language with others.<sup>12</sup>

It can be concluded that giving material using a task based approach is very sustainable with understanding the material and needs to be developed. Every lesson about listening comprehension, teachers and students usually

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<sup>10</sup> Wang, C, *Designing Communicative Task For College English Courses*. Asian-Efl-Journal, (China: School Of Foreign Language And Literature Chongqing Normal University & Yangtze Normal University, 2006), 534

<sup>11</sup> Ellis, R, *Task Based Language Learning And Teaching*, (Oxford: Oxford University Press, 2003), 312

<sup>12</sup> Swan, M, *Legislation By Hypothesis: "The Case Of Task-Based Instruction"*. Applied Linguistics, 2005, 26:376- 401



need something to support learning in the classroom for middle and high school students, both for high school and state Madrasah Aliyah.

This is also because many teachers and lecturers in Madrasas may not be used to or do not have adequate technological skills, and are not able to keep up with or master today's increasingly sophisticated technology.<sup>13</sup> This can hinder the use of technology in the learning process and reduce its appeal to students. Of course, this does not make MAN IC Pasuruan silent. Various learning approaches have been developed to create quality students so that they can attract the public's interest in sending their children to this madrasah..

Additionally, based on observations with English teachers at MAN IC Pasuruan, teachers usually looked for listening material on the YouTube channel and then students listened carefully in class together. There are many disadvantages to the large class comprehensive listening system as it has limited options for repeating some of the prepared listening material. This really affects several students who have different abilities in one class. Therefore, students have to wait for their teacher if they want to do listening lessons in English Language Learning. Poor listening skills in using YouTube as a listening medium include not paying attention to what is being said, interrupting others if they don't understand, multitasking during a described by listen a video, and falling into giving feedback. Each student has different

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<sup>13</sup> Abbas Pourhosein Gilakjani, *Learners' Listening Comprehension Difficulties In English Language Learning: A Literature Review*, English Language Teaching; Vol. 9, No. 6; 2016

abilities in repeating listening material, especially when the teacher places limits on listening to the repetition due to lack of class time.<sup>14</sup>

In recent years, this madrasah has implemented digital learning for listening classes. Currently, teachers who still use traditional media such as one sound system for one class in learning English are starting to become inefficient. Because using traditional media takes a long time to use and is not worth it. Moreover, each student's ability to hear and understand hearing is different.<sup>15</sup>

Therefore, researchers tried to carry out listening tasks in other ways through several digital teaching media to support a task-based approach. The digital teaching media in this research will use QR Code media for assignments and answers in the form of papers. QR Codes are easy to use and can make it easier for teachers and each student to access the listening material assignments that have been developed. QR codes can enhance the learning experience and provide authentic material. There is so much learning material in QR Codes, that it can serve many different types of learners. This research tries to develop listening comprehension material through assignments and this time the researcher combines listening material and assignments with media as support.

Every student has different listening abilities. Some of them can concentrate on listening together and some are the opposite. To avoid students' lack of listening comprehension during the learning process, teachers can use

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<sup>14</sup> Observasi In Man IC Pasuruan

<sup>15</sup> Abbas Pourhossein Gilakjani, *A Study On The Situation Of Pronunciation Instruction In Esl/Efl Classrooms*, Journal Of Studies In Education Issn 2162-6952 2011, Vol. 1, No. 1: E4



a task-based approach in comprehension loss activities supported by digital media in the form of mobile phones. So this research is suitable for home assignments to increase listening concentration. There are many benefits that can be gained by using a task-based approach, namely students doing something that is personal and relevant to them.<sup>16</sup>

Listening comprehension instruction remains English teacher dependent on conventional methodologies. This traditional learning often limits student engagement and hinders the development of essential listening skills. Although listening proficiency has become increasingly vital in English language education, many schools still lack innovative supplementary materials that integrate task-based learning with digital tools. Existing resources are predominantly limited to paper-based worksheets, underscoring a pressing need for interactive, technology-supported materials that can enhance learner motivation and provide greater flexibility. In response to this gap, the present study seeks to develop supplementary listening comprehension materials for senior high school students, employing a task-based approach combined with QR code technology.

Therefore, the importance of listening skills through this task based approach makes students more enthusiastic. This can also provide opportunities for learning facilities in the classroom because students and teachers need interaction to understand each other and facilitate understanding

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<sup>16</sup> Chen, S., Chen, X., Cheng, Q Dan Shevlin, T, *Are Family Firms More Tax Aggressive Than Non-Family Firms*, Journal Of Financial Economics, 95, 2010, 41-61.

of the material.<sup>17</sup> Based on these problems, researchers are very interest in conducting further research to find out how product development using a task based approach through the use of listening skills provides effective learning for students. Therefore, the researcher raised the title “Developing a Supplementary of Listening Comprehension Materials from Task Based Approach for Senior High School Students”.

### **B. Formulation of The Problem**

How supplementary listening comprehension materials can develop using task based approach for senior high school students?

### **C. Research and Development Objective**

To develop a supplementary listening comprehension material using task based approach for high school students.

### **D. Research and Development Significances**

#### **1. Theoretical Significances**

The task-based approach contributes to the theoretical understanding of listening comprehension by demonstrating how supplementary materials can be effectively implemented in the classroom. These tasks require students to listen for specific information, engage in problem-solving, or complete activities based on the information they hear. This research holds pedagogical significance as it supports the development of listening skills through meaningful, goal-oriented

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<sup>17</sup> Goh, C. C. M., & Taib, Y. (2006). *Metacognitive Instructional Strategies and Listening Comprehension*. *ELT Journal*, 60(2), 116-125.

activities that mirror real-life communication, thereby fostering more effective and interactive learning experiences.

## 2. Practical Significances

### a. For Teacher

The result of this study can be an inspiration or an additional lesson for teachers who will give listening task with QR-Codes digital.

### b. For Reader

The result of this research can improve reader understanding in the process of developing a supplementary task of listening comprehension material and can be used as a reference who conduct research with similar focus or as reference for developing this research product more creative and effectively, so that learning activities become more qualified. Furthermore, with this study students are more interested in listening learning in flexible way.

## E. Research Scope of Development

This study includes two variables, which are Listening Comprehension Material as Dependent variable and Task Based Approach as Independent variable.

The indicators of the research are obtained from big line of the variables. The indicators for the first variable is listening comprehension materials which are Listen for detail, Listen for global understanding, Listen for main ideas, Listen inference, Listen for predict , Listen selectively from Vandergift (2012). The second variable is Task Based Approach from Willis

(1996:52) developed one of the frameworks includes the stages of Pre-task, During Task, and Post-task. It will use TBA as media with QR Code and worksheet as supporting media.

The research was conducted test around 23 students in XB class as respondents. The level of this research is for tenth graders students. So that's researcher choose tenth graders of Senior High School in MAN IC Pasuruan. The learning material used Descriptive text (people and place) material, because the material is often used in students' daily activity and was follow according to the curriculum in the first semester in 2024. It is focused on listening skills that will be supported by worksheet for QR Code to MP4 access. This method can be supplementary materials in this case because the media just can do effective when student doing in weekend of MAN IC Pasuruan. So the researcher is trying to encourage students' learning motivation by designing a listening task idea. Due to adjusting to school condition and regulations students can only use mobile phones on weekends. So, this listening comprehension task can be done by students for study or as homework from a teacher.

## **F. Definition of Key Terms**

### **1. A Supplementary Listening Comprehension Material**

The listening comprehension section use an authentic materials or unscripted to understanding what a speaker's message and the underlying meanings. The listening material those look nice on worksheet to do a relevant to helpful advice for developing listening comprehension skills.

The researcher take Descriptive text material for this study specially description people and place according suggestion material from English Teacher at school. The material made in the form of audiovisual questions assisted by worksheets to clarify the instructions and question texts.

Supplementary materials referred to additional worksheet educational resources that supported and enhanced the main curriculum, providing students with extra practice and exposure to learning content. These worksheet took various forms, including listening scripts, interactive exercises, multimedia resources, and digital applications. according to Sari, well-designed supplementary materials helped reinforce key concepts, accommodated different learning styles, and offered students more opportunities to engage with the subject matter beyond the standard classroom materials.<sup>18</sup>

## 2. Task Based Approach

The **Task-Based Approach (TBA)** was a teaching method that centered around using tasks or activities as the core component of the learning process. In this approach, the primary objective was for students to complete tasks that reflected real-life situations, rather than focusing solely on grammar or vocabulary. The tasks were designed to encourage language use in context, promoting interaction and communication among students. By engaging in tasks, learners were encouraged to solve problems, think critically, and apply language in a meaningful and

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<sup>18</sup> Sari, D. F. (2018). *Teaching Listening Through Task-Based Language Teaching in Descriptive Text*. Retrieved from Academia.edu

practical way. The TBA fostered an environment in which language learning became an active process, allowing students to work with language to achieve specific outcomes.





## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

In this section the researcher lists various results of previous research related to the research to be carried out, then makes a summary, both research that has been published (thesis, dissertation, articles started in scientific journals and so on).

Several studies that are relevant to this research have been conducted previously, including the following:

1. Research by Zulfah Fakhruddin, 2020 with the title “Designing English Listening Materials through YouTube Video Editing: Training for English Teachers of Islamic Junior High Schools, Parepare, South Sulawesi” This study was conducted to help English teachers in designing English listening materials in form of audio and textbook through YouTube video editing. 18 English teachers of 10 Islamic junior high schools in Parepare were trained to write English listening materials in form of textbook and to edit video (download, import, cut, merge, and export video) in form of audio. 150 students were observed and tested to evaluate teachers’ products. After following training, teachers’ ability was categorized into good and fair in designing English listening materials. More than 50% teachers were categorized into good in editing video and 72% teachers were categorized into good in writing listening exercise. Students’ English listening learning outcome was categorized into good after learning by



using teachers' products and students have positive attitude in learning English listening skill.<sup>19</sup> This research focuses on YouTube and textbook as listening comprehension exercise. This research both discusses the development of listening material in different way. So, The differences from this study focused on writing a listening materials in Youtube.

2. Research by Nuricha Dian Agustin, 2021 with the title "Developing Task-Based Writing Supplementary Material of Descriptive Text Accompanied by Audio-Visual Media" The students' needs the material related to their life and designed in simply and attractive. This research is conducted to develop a set of task-based writing supplementary material of descriptive text accompanied by audio-visual media for grade VII students. The objects of this research were 25 students of class VII-A MTs Al-Muslihuun Tlogo in the academic year 2020/2021. This study is Research and Development model by Borg and Gall (2003) that modify by the researcher based on the need and context of the research. Here are six steps in this development: (1) conducting need analysis, (2) determine the specific material, (3) designing the product, (4) getting expert judgment, (5) revision, and (6) implementation. Questionnaires applied to obtain the data. Results of the material expert judgment shows that the product task based writing supplementary material get value 3.25. Results of media expert judgment shows that the video gets value 4.00. It is into the range of  $3.25 \leq$

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<sup>19</sup> Zulfah Fakhruddin, *Designing English Listening Materials through YouTube Video Editing: Training for English Teachers of Islamic Junior High Schools, Parepare, South Sulawesi*, Indonesian Journal of English Language Teaching and Applied Linguistics Vol. 4(2), 2020 www.ijeltal.org e-ISSN: 2527-8746; p-ISSN: 2527-6492

$x \leq 4.00$  which the product categorized “very good”<sup>20</sup> So the differences of this study is focus in writing skills and took descriptive text (accompanied) as material but, another explanation about product supplementary material is same with this research.

3. Research by Zhao Jing, 2024 with the title “Task-Based Supplementary Materials Design for English Learners’ Reading Skills” This study aims to design and develop supplementary materials using the Task-Based Language Teaching (TBLT) approach to improve students’ reading skills. The study focuses on the students’ needs analysis of the reading skills in the Comprehensive English (CE) course at one university in China. The research was carried out in three phases: needs analysis, design and development, and implementation and evaluation. Sixteen first-year English education students were selected through a purposive sampling technique. By employing a qualitative approach, the research involves the design of the TBLT supplementary materials, followed by data collection through focus group interviews, classroom observations, and students’ feedback. Preliminary findings suggest that using the TBLT supplementary materials positively meets the students’ needs for reading skills, including learning objectives, teaching procedures, teaching activities, and supporting resources to the textbooks they use. However, they are unsatisfied with the formative assessment in reading instruction. This study underscores the importance of developing supplementary materials aligned

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<sup>20</sup> Nuricha Dian Agustin, *Developing Task-Based Writing Supplementary Material Of Descriptive Text Accompanied By Audio-Visual Media*, Paria Education, Journal, Vol1, no.2, 2021

with TBLT principles to promote effective English reading teaching at a university in China.<sup>21</sup> Future research is needed to explore the long-term effects of TBLT implementation on students' language development that supports successful language learning in various educational contexts.

4. Research by Andree Rivan Kurniawan, 2021 with the title "Developing supplementary listening materials for vocational high school students using technology, education, and design online media" This study used an adapted the research and development designed by Hyland (2003) (1), which consisted of eight stages, namely (1) Need analysis, (2) Carrying Out Survey, (3) Developing the Product, (4) Experts Validation, (5) Revision I, (6) Product Try Out, (7) Revision II, and (8) Final Product. The instruments used in the need analysis were a questionnaire, an interview guide, and a classroom observation sheet. The students' data were calculated in percentages, and those from the teacher interview and classroom observation were described qualitatively.. The result from the questionnaires showed that the students liked the video animation and could answer the questions. That has been showed with the average score of all of the students was 86.6. They were interested in watching the video animation entitled Golden Cucumber. The data obtained from the questionnaires also showed that 55% of students said that the media really helped them, and 45% students said that the video animation quite helped

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<sup>21</sup> Zhao Jing, *Task-Based Supplementary Materials Design for English Learners' Reading Skills*, International Journal of Religion 2024 Volume: 5, Number 11, pp. 2620 – 2634 ISSN: 2633-352X (Print), ISSN: 2633-3538

them to understand the story and answer the questions.<sup>22</sup> The differences from this research is using different step of RnD and the product using video animation without textbook or worksheet. So we can know from this study that developing supplementary of listening materials is helpful for English students.

5. Research by Bradhiansyah Tri S, 2019 with the title “How To Teach Listening In Senior High School” The Purposes of the study are to overcome the difficulties in teaching listening; to improve teacher’s creativity in teaching listening; and to provide the teacher with some alternative methods of teaching listening. Based on the study it can be concluded that, first, the effective listening will produce successful listening. Second, the reason of using listening in the classroom is to let the students to hear different varieties and accent of English instead of the voices of their teacher which may be full of idiosyncrasies. Third, the listening materials are geared with the students’ needs, levels, and interests. Fourth, there six principles for listening; Encourage students to listen as often and as much as possible, help students prepare to listen, once may not be enough, encourage students to respond to the content of a listening, not just to the language, different listening stages demand different listening tasks, and good teachers exploit listening texts to the

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<sup>22</sup> Andree Rivan Kurniawan, *Developing Supplementary Listening Materials For Vocational High School Students Using Technology, Education, And Design (Ted) Online Media*, AMCA Journal Of Education And Behavioral Change Vol 1, No 1, April 2021, 8-12 DOI 10.29037/ajeb.v1i1.54

full.<sup>23</sup> This study explained about techniqly how to teach listening skills. It shows that teaching listening skills can support the development of other skills. So that the researcher choose a listening skills for the main topic of research.

**Table 2. 1**  
**The Similarities and Differences between Previous Research and This Study**  
**Were Presented in the Following Table**

No	Research Title	Similarities	Differences
1	2	3	4
1.	Research by Zulfah Fakhruddin, 2020 with the title “Designing English Listening Materials through YouTube Video Editing: Training for English Teachers of Islamic Junior High Schools, Parepare, South Sulawesi”	The similarity between this research and research conducted by researchers is that both analyzes relate to the design of additional listening comprehension materials Both use the RnD method Both use digital-based products	The difference between this research and research conducted by researchers is the difference in research variables where the previous research focused on developing additional listening comprehension material and a text-based approach, while the research conducted focused on designing listening material through editing YouTube videos. Differences in research location
2.	Research by Nuricha Dian Agustin, 2021 with the title “Developing Task-Based Writing Supplementary Material Of Descriptive Text Accompanied By Audio-Visual Media”	The similarity between this research and research conducted by researchers is that they both research related to the development of additional materials Jointly research related to digital-based approaches	The difference between this research and research conducted by researchers is the difference in variables, where the research conducted focused on listening material while previous research focused on writing activities Differences in research location

<sup>23</sup> Bradhiansyah Tri S., *How To Teach Listening In Senior High School*, Ijoel, VOL. 01 NO. 01, June 2019



3.	Research by Zhao Jing, 2024 with the title “Task-Based Supplementary Materials Design for English Learners’ Reading Skills”	The similarities between this research and research conducted by researchers are that they both research related to the design of additional understanding materials for students Both research related to Task Based Both use R&D methods	The difference between this research and research conducted by researchers is the difference in research variables where the previous research focused on reading skills while the research that will be conducted focuses on listening Differences in research location
4.	Research by Andree Rivan Kurniawan, 2021 with the title “Developing supplementary listening materials for vocational high school students using technology, education, and design online media”	The similarities between this research and research conducted by researchers are that they both research related to the development of additional materials for students using online media Both use the RnD method Both research related to listening	The difference between this research and research conducted by researchers is the difference in research variables Differences in research location
5.	Research by Bradhiansyah Tri S, 2019 with the title “How To Teach Listening In Senior High School”	The similarities between this research and research conducted by researchers are that they both research related to listening.	The difference between this research and research conducted by researchers is the difference in research variables Differences in research methods Differences in research location

Several previous studies have similarities and differences with research conducted by researchers. In previous research that mentioned above, there was 3 of 5 studied developing a supplementary task and 2 of 5 studied developing a supplementary of listening comprehension materials from task based approach for senior high school students, but still need deeply research

applied in Indonesia. So the researcher's research position is to continue previous research with different elements with the aim of seeing the results of developing a supplementary of listening comprehension materials from task based approach for senior high school students using QR codes.

## **B. Theoretical Framework**

### **1. Listening Comprehension Materials**

#### **a. Definition of Listening Comprehension Materials**

The fundamentals of listening comprehension must be achieved, including the readiness of the students, the facilities, and the teacher. Six principles are listed by Harmer (2007) to help students with listening comprehension: the tape and tape recorder need to be in good condition; the teacher and students need to be prepared; one listening lesson won't be sufficient; students need to be encouraged; different listening stages require different listening tasks; and a good teacher makes the most of the listening class by incorporating activities.<sup>24</sup>

Listening is the skill that we use mostly in everyday life, beside speaking, reading, and writing. Basically, listening and hearing are different. Listening is following and understanding the sound, it is hearing with a purpose. Hearing is an accidental and automatic brain response to sound that requires no effort. While listening is active, focuses, concentrated attention for the purpose of understanding the

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<sup>24</sup> Syafi'i, *Developing Listening Materials for the Tenth graders*, University of Ponorogo.



meaning by the speaker. Listening requires concentration so that our brain processes meaning from words and sentences.<sup>25</sup>

Listening comprehension must be an important skill to pointed goals in English Curriculum 2019 (K-19). English curriculum in Indonesia stated that the goal of English listening skill teaching for high schools students is students understand meaning of simple interpersonal and transactional oral discourse, formally and informally, in the form of recount, narrative, procedure, descriptive, and report, in the context of everyday life. Therefore, English listening material is generally prepared in form of dialogue and monologue in some listening situations such as listening conversation, announcement, news, entertainment, songs, lessons, lectures, and instructions.<sup>26</sup>

Listening is not just a physical matter. is an intellectual and emotional process. With this process, people collect and integrate input, physical, emotional and intellectual from other people and try to capture the message and its meaning. According to Courtland and John listening is the most important skill needed to get work done in the workplace. Effective listening strengthens organizational relationships, improves product delivery, prepares organizations for innovation opportunities, and enables organizations to manage in an era marked

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<sup>25</sup> Zulfah Fakhruddin, *Designing English Listening Materials through YouTube Video Editing: Training for English Teachers of Islamic Junior High Schools, Parepare, South Sulawesi*, Indonesian Journal of English Language Teaching and Applied Linguistics Vol. 4(2), 2020

<sup>26</sup> Kadagidze, L, *Different Types Of Listening Materials*. IBSU Scientific Journal, 1(1), 2006, 148–154.

by increasing diversity of the workforce and customers the company serves.

Furthermore, listening is a process of receiving and understanding information in spoken language. In pertaining to Underwood listening is the activity of paying attention to and trying to get meaning from something we hear. It means, where we listen the sound through ears and we try to understand the sounds in our mind and trying to understand the meaning from it. Listening requires an active process in comprehending what is being said by the speaker. In other words when we are listening, they use their organs and sense (e.g. brain and ears) to understand the information from listening material or teachers saying.

Listening is the first skill which is required to be taught. According to Nation and Newton state that listening is the natural signal to speaking; the first stages of language development in a person's first language and in naturalistic acquisition of other languages are dependent on listening. It means listening is the first communication skill, since we are born.<sup>27</sup> In pertaining to Howat and Daikin listening is the ability to identify and understand what others said including understanding speaker accent or pronunciation, grammar, vocabulary, and grasping the meaning. It means, listening to understand spoken language means understanding oral foreign

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<sup>27</sup> Nation, I. S. & Newton, J, *Teaching ESL/EFL Listening and speaking*, (New York: Routledge, Taylor & Francis, 2009), 219.

language which included accent, grammar, vocabulary, and the meaning, the listeners need to be able to focus and to pay more attention with the sounds.

In addition, according to Richards and Schmidt listening comprehension is the process of understanding speech in a first or second language. It can be concluded that listening comprehension is the ability to understand the meaning of message or knowledge that we hear to get information.<sup>28</sup>

Furthermore, listening is the first skill that we get before we can speak, read and write. Listening also becomes the important one in daily communication. Thus, without listening we cannot communicate with other people or even as the students we can't catch and understand what the teacher is saying

Effective listening is very important in the process of building trust not only between organizations, but also between individuals.

Understanding the nature of listening is the first step toward improving listening skills, which influence what they hear and the meaning they absorb.<sup>29</sup>

#### **b. Understand the Listening Process**

Effective listening skills not only develop relationships, but are also effective in avoiding conflict. Therefore, it is important to develop

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<sup>28</sup> Richards, Jack C and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 3rd Ed, (London: Pearson Education Limited, 2002), 313

<sup>29</sup> Courtland L. Bovee dan John V. Thill. *Business Communication*. Edisi 9 Jilid 1, (PT. Indeks, Courtland dan John, 2013), 66.

listening skills to produce effective communication. Without using effective listening techniques, a speaker will not be able to answer clearly or answer deviating from the questions asked, or the speaker may even ask the listener to repeat the questions asked. For this reason, it is necessary to understand how someone listens to a speaker effectively. In order to listen effectively, you need to do five different steps well:

- 1) Receiving: you begin to physically listen to the message and acknowledge that you are indeed listening. Physical reception can be disturbed by noise, poor hearing, or lack of attention. Some experts also include non-verbal messages as part of this stage, because these factors also influence the listening process.
- 2) Interpreting (decoding): your next step is to give meaning to the sound, which you can do according to your values, beliefs, ideas, hopes, needs and personal history.
- 3) Remembering: before you can act on the information, you need to store it first for future processing. You need to capture the information in short-term memory, then transfer it to long-term memory for safe storage.
- 4) Evaluate: after receiving the message from the speaker, your next step is to evaluate the message by applying critical thinking skills. Separate facts and opinions and evaluate the quality of the evidence.

- 5) Responding: after you have evaluated the speaker's message, you now react. When you communicate person to person or in a small group, the initial response is usually verbal feedback. If you are one of many in the audience, your initial response may be applause, laughter, or silence. Only then may you act on what you hear. The activity of listening to other people is an activity that is often done, whether done face-to-face or in a group. Every individual has various goals when listening to something, including interacting with other people, receiving information, solving problems, and sharing feelings with other people.<sup>30</sup>

### c. Indicator of Listening Comprehension

In pertaining with, Vandergrift & Goh stated that there are six core skills of listening to achieve comprehension:<sup>31</sup>

#### 1) Listen for detail

Involve listening for specific information such as key words, numbers, names, character, people, place, feeling, time and where etc.

#### 2) Listen for global understanding

Understand the general idea in a text example theme, or overall view of the speaker.

<sup>30</sup> Ambar Wulan Sari, *Pentingnya Ketrampilan Mendengar Dalam Menciptakan Komunikasi Yang Efektif*, Jurnal EduTech Vol. 2 No. 1 Maret 2016

<sup>31</sup> Vandergrift, Larry, & Goh, C. C. M, *Teaching and Learning Second Language Listening: Metacognition in Action*, (New York: Routledge, 2012), 316

### 3) Listen for main ideas

It is the activity to catch up the main point, what are the text tells about it is based on what speaker mean. Understand the key or propositions in a text example: points in support of an argument, or parts of an explanation. Understand the key points or propositions: like points in support of an argument, or part of an explanation.

### 4) Listen inference

It is the ability to fill in gaps in the input. Sometimes the speakers leave information out or they are being deliberately ambiguous because they assume the listeners already know it.

### 5) Listen for predict

Anticipate what the speaker is going to say before and during listening what are the speakers mean.

### 6) Listen selectively,

The activity only listening to specific parts of the input.

Listening comprehension task is one of skills that often using Digital teaching media that can make teacher helpful to their class. Because digital teaching media has become the main media in education. Both for teachers and students.<sup>32</sup>

The researcher using one tool of Canva application to make a barcode what will give in the listening task. Because Canva is

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<sup>32</sup> Nuricha Dian Agustin, *Developing Task-Based Writing Supplementary Material Of Descriptive Text Accompanied By Audio-Visual Media*, Paria Education, Journal, Vol1, no.2, 2021



suitable application for beginner or expert designer and canva can accessed and edit by phone everywhere we are (Image 2.1).



**Figure 2. 1 QR Code tools in Canva**

## **2. Task Based Approach**

### **a. Definition of Task Based Approach**

In language teaching, there are many designs of learning materials approaches. One of the learning materials methods is by using Task-Based Language Teaching or Task-Based Instruction.

Richards states that Task-Based is an approach which is based on communicative competence by using interactive tasks in language instruction. The core of developing materials by using Task-Based Instruction emphasizes the learning materials by using tasks as the primary unit that is used.<sup>33</sup>

Task-Based can be applied for developing materials, because many experts have proposed many theories about task based. Those

<sup>33</sup> Richards, *Communicative Language Teaching*, (Cambridge : Cambridge University Press, 2006), 78

experts believe that the approach are fitted with the students' needs, because it emphasizes the students' needs and the authentic materials in order to develop the learning materials, activities, tasks and etc.

According to Adnyana, task-based learning is an approach where learning achieves the completion of meaningful tasks. The task can stimulate students to actively learn individually and in groups, train creative thinking, and can encourage students to search for and manage their own information.<sup>34</sup>

The Task Based Approach is a learning approach in which students are given the opportunity to construct their knowledge, work together to solve problems, understand the material studied in depth, communicate their thoughts and respond to the arguments of other groups which leads to the development of critical thinking skills.<sup>35</sup>

Zhou, Q., Huang, H. Tian stated that the Task Based approach provides the opportunity for students to become the center of learning, educators only become mentors, supervisors, as well as monitoring students' thinking. So that students can learn to search for literature about what they are studying, formulate thoughts, make inferences and solve problems which results in students being able to develop creative and critical thinking skills

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<sup>34</sup> Adnyana, P.B. dan Citrawathi, D.M, *Effectiveness of Question-Based Inquiry Module in Learning Biological Knowledge and Science Process Skills*, International Journal ff Environmental & Science Education. Volume12, No 8,2017, 1871-1878

<sup>35</sup> Zhou, Q., Huang, H. Tian, *Developing Students' Critical Thinking Skills by Task-Based Learning in Chemistry Experiment Teaching*, Creative Education, 4, (12A), 40-45. 2013.

Therefore, designing learning materials by using Task-Based Instruction is suitable for the students because the tasks are based on the target needs. Developing the learning materials based on the students' needs makes the students can understand the materials easily. In addition, TBLT also focuses on how the students communicate in their daily life or outside the classroom in their learning materials by using an authentic text, because the students are expected to be able to communicate with other people outside the classroom.

This Task Based method has the advantage that each person in an individual or group has a different task role so that it can cause an activity or learning to be controlled and the activity process within the group is controlled. The role tasks given in the Task Based method are planning, collecting information, organizing data, designing schemes, preparing for the steps of an experiment and presenting or delivering.

Task-Based Language Teaching is related to designing many tasks as the core of learning materials. Tasks can be divided into two namely pedagogical tasks and real-world tasks. Real world tasks refer to tasks that reflect a real-world language use such as role play, while pedagogical tasks refer to tasks that are designed for classroom language teaching by using specific types of language such as presentation<sup>36</sup>

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<sup>36</sup> Richards, J. C, *Teaching Listening and Speaking from Theory and Practice (first; J. C. Richards, Ed.)*, (New York: Cambridge University Press, 2008), 78.

## b. Principle Task Based Approach

In line, Nunan purposes six principles of Task-Based Language teaching as follows:

- 1) A needs-based approach to content selection.
- 2) An emphasis on learning to communicate through interaction in the target language.
- 3) The introduction of authentic texts into the learning situation.
- 4) The provision of opportunities for students to focus not only on language but also on the learning process itself.
- 5) An enhancement of the students' own personal experiences as important contributing elements to classroom learning.
- 6) The linking of classroom language learning with language use outside the classroom<sup>37</sup>

Hatip also mentioned there are eight principles in implementing task based approach these principles are:

- 1) Task-based is based on the use of tasks as the core unit of planning and instruction in teaching
- 2) Tasks that involve real communication are essential for learning
- 3) Students learn material by interacting communicatively and deliberately when involved in activities and tasks
- 4) The focus is on the process rather than the product

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<sup>37</sup> Nunan, David, *Task-Based Language Teaching*, (Cambridge: Cambridge University Press, 2004), 67.

- 5) Language that is meaningful for students supports the learning process,
- 6) Activities and tasks are sorted according to level of difficulty,
- 7) The difficulty of the task depends on various factors including the previous experience of the learner, the complexity of the task and the language required to perform it, and
- 8) Mistakes are not considered failures but are a natural form of the learning process<sup>38</sup>

### c. Indicators of Task Based Approach

Task Based Approach according to Dave & Willis (1996: 52) developed one of the frameworks includes the stages of Pre-task, During Task, and Post-task.<sup>39</sup>

- 1) Pre-task, the initial stage of activities that teachers and students can do before they begin the task. At this stage, the teacher can provide an introduction to the topic or provide useful inputs, such as by using images, texts or describing something dialogs.
- 2) During task, the next step is more instructional. Generally students work in individual or small groups to complete assignments and the teacher monitors the students and helps them by giving instructions in completing assignments.

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<sup>38</sup> Hassan, A.A, *The Effect of Using Task Based Learning in Teaching English on the Oral Performance of the Secondary School Students*, Interdisciplinary Journal of Education, February 2014, 3(2)

<sup>39</sup> Dave & Willis.J, OUP 2007, "Doing Task-Based Teaching"



- 3) Post-task, the final step involves the two previous procedures (Pre-task and during task) to follow up on the completion of the tasks.

And the detail can seek in chapter III.

TBLT that has explained above can be support of TBA for this research. In the Task-Based Learning plan, J Wills, quoted by Sukris Sutiayatno, stated that there are at least six types of tasks that can be applied. These types of tasks are :<sup>40</sup>

- 1) Listing; practically, this activity aims to generalize the discussions that will be carried out in learning activities in an effort to find answers to ideas that arise in solving a problem. This activity process includes two things, namely:
  - a) Brainstorming where the learning activities of one student share their knowledge and experiences with friends in the class or group.
  - b) Fact-finding where learning activities are given the opportunity to look for something unknown by asking questions and having to refer to books. The result of this activity is a thought map (idea) design.
- 2) Arrangement and sorting (Ordering and sorting); This task consists of four main processes, namely:
  - a) Sort items, is an activity that requires arranging sequentially either logistically or chronologically

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<sup>40</sup>Sukris Sutiayatno, *Penerapan Task-Based Language Teaching And Learning Dalam Pembelajaran Bahasa Inggris*, Jurnal TRANSFORMASI, Vol. 10, No. 2, Desember 2014 : 1 - 10



- b) Ranking item ranking, related to individual values or specific criteria
  - c) Categorizing items, group according to the problem
  - d) Classifying goods in different ways This activity is not applied in grouping
- 3) Comparison; In general, this type of task involves comparing the same information but using several different sources or versions. This is intended to identify the same or different goals or purposes. These tasks include Matchmaking, carried out to identify specific things and to relate them to each other
- 4) Problem Solving

Problem solving tasks require students to have knowledge abilities in the form of intellect and strength in thinking. These tasks are interesting and fun activities for students to solve. The processes in terms of work and the time given to solve a problem vary greatly depending on the type, difficulty and complexity of the problem. The problems that can be related to this task can be from everyday life or the surrounding environment. The problems given to students can be problems related to hypotheses, describing experiences, and comparing alternatives in solving problems. The completeness of the tasks carried out is often based on the extract or essence of problem solving or the combination of several key words in a problem solution. The classification or report that is

made usually ends with a special study that is more complex, requires precision, thoroughness and in-depth observation in accordance with what is the basis of various certain criteria, and also often carries out a search for additional facts or investigations as reinforcement and support. in solving a problem.

#### 5) Sharing Personal Experiences with each other

Assignments like this are very helpful and encourage students to dare to speak more freely about what they have experienced about themselves and share information and their experiences with other students so that without realizing it, these tasks have an impact on students' self-confidence. The results of interactions between students are closely related to Videos about social life and society. This assignment has a different meaning from other assignments in that it is directly goal oriented so assignments like this are very good to do in class.

#### 6) Creative Tasks

These tasks are often referred to as projects or creating work that can be done individually or involving study groups for various types of creative tasks or for the same creative task. Such tasks have a greater level of difficulty and complexity in processing than other tasks. This task can also be carried out by combining several types of tasks; for example listing, ordering and sorting, comparing and problem solving. The most important ability in this task is to

carry it out in the form of organization and group work because it creates a lot of ideas and insights. The learning outcomes in the form of creating projects or works are highly appreciated and liked by both educators and students who are directly involved<sup>41</sup>

#### **d. Characteristics of The Task Based Approach**

There are five characteristics of task-based approach as follows:

- 1) Emphasis on learning to communicate through interaction in the target language
- 2) Introduction of authentic texts (teaching materials) into learning situations
- 3) Providing opportunities for students to focus not only on the material, but also on the learning process itself,
- 4) An enhancement of the learner's own personal experiences as an important contributing element to classroom learning, and
- 5) An attempt to link learning in the classroom with activation outside the classroom.

From the five characteristics of task based approach, it appears that this provides the widest possible opportunity for students to use the language, knowledge and information they already have in completing assignments.<sup>42</sup>

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<sup>41</sup> Syarifah Fatimah, *Application of Task Based Learning Methods in Improving German Speaking Skills of Unm FBS Students*, Final Report on Pnbp Fbs Research, 2020, 98

<sup>42</sup> Sinatra, A. F, *Optimizing Task-Based Activity to Improve Students* (. Solo: Universitas Sebelas Maret, 2009), 67

### e. Advantages and Disadvantages of the Task Based Approach

The advantages of a task based approach include:

- 1) Able to create opportunities for students to carry out natural communication in the classroom.
- 2) More emphasis on meaning than linguistic form
- 3) More able to foster motivation to learn because it is centered on students.

The disadvantages of task based learning include:

- 1) Teachers must master the concepts and procedures for implementing the task based approach
- 2) Teachers must be careful in maintaining time management
- 3) Teachers must pay attention to different student competencies.<sup>43</sup>

The task will be more expost in the next page. (Appendix 8)

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KIAI HAJI ACHMAD SIDDIQ  
JEMBER

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<sup>43</sup> Richards, J. C., and Rodgers, S. T, *Approaches and Method in Language Teaching*, (New York: Cambridge University Press, 2001). 278.

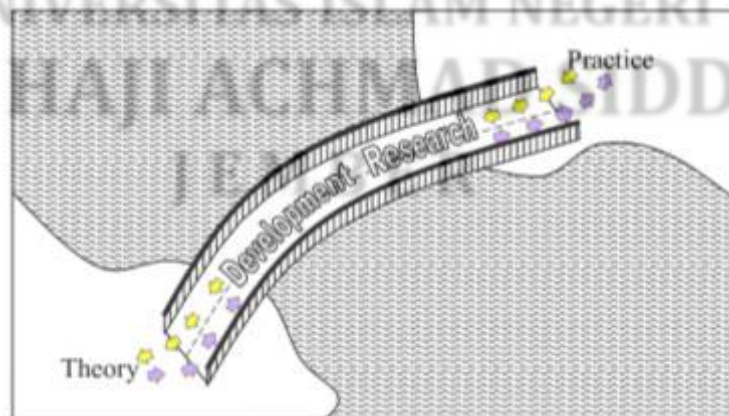
### CHAPTER III

#### RESEARCH AND DEVELOPMENT METHODS

This chapter will discuss the research and development model, research and development procedures, product trials, and trial design. Product trial includes an expert validation phase and product trial phase. The trial design included the student participant, types of data, collection of instrument data, and data of analysis technique.

##### A. Research and Development Model

The type of research used in this research is Development Research. This study employed Design and Development (D&D) research as the primary research design. Design and Development research is a systematic approach used to create educational products, tools, or materials that address specific instructional challenges while contributing to theoretical understanding of effective design principles (Richey & Klein, 2007).

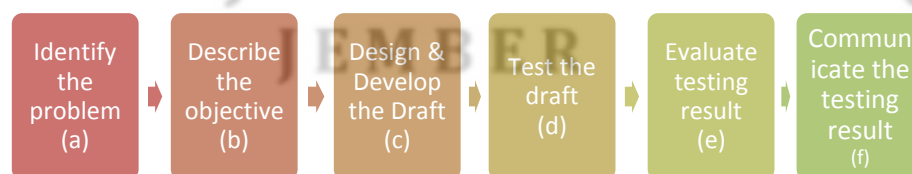


**Figure 3. 1 Design and Development Research Framework**

The choice of D&D research design was determined by the nature of the research problem. Based on preliminary observations at MAN IC

Pasuruan, the main issue identified was the lack of engaging supplementary listening comprehension materials that could integrate modern technology with effective pedagogical approaches. This problem requires the creation of new educational materials rather than investigation of existing phenomena, making D&D the most suitable research design.<sup>44</sup> So, the researcher decided to use design and development (D&D) research to help students with their problems by creating a QR Code worksheet of listening comprehension material of supplementary task that has been designed and development.

This study specifically adopts Peffers' Design and Development research framework, which provides a systematic six-phase approach: (1) identify the problem, (2) describe the objectives, (3) design and develop the a draft, (4) test the draft, (5) evaluate testing results, and (6) communicate the testing results. This framework was selected because it offers a structured methodology that ensures both research rigor and practical applicability for educational materials development.



**Figure 3. 2 Peffer's Theory Model**

<sup>44</sup> Timothy J. Ellish and Yair Levy, "A Guide for Novice Researchers: Design and Development Research Method, (Florida, USA: NOVA SOUTHEASTERN UNIVERSITY, 2010), 111.



The D&D research design enables the systematic development of supplementary listening comprehension materials integrated with QR code technology while maintaining academic research standards through multiple validation stages and iterative refinement processes.

The researcher also used Tomlinson & Mashuhara theory for being adapted developing materials, because adapted materials must maintain the principles of good materials, and adaptations are made to suit the context, student needs and learning objectives. Principles of adapted materials from Tomlinson & Mashuhara are:

1. Maintaining Authenticity, it means in the context of listening, adapted audio should still use natural language although perhaps showed down or simplified minimally.
2. Contextual and Relevant, it means adapted materials should be relevant to students' real experiences and needs, including their local interest and culture. In digital media, this can be translated into choosing themes that are familiar to students. For example daily activities topic.
3. Flexibility, adaptation should make the material more flexible for difference level or situation.
4. Encourage Language Interaction and Processing, it means adapted materials should remain cognitively challenging, encouraging students to think and respond actively. It can be in the form of

reflective assignment, analytical assignments after listening or collaboration in groups.

5. Accommodating Individual Differences, adaptations should take into account different learning styles, for example visual, auditory, or kinesthetic. In digital media, can include interactive features, visual or access to transcripts.

More details for developing this research you can see in Design & Developing the draft in this chapter and chapter IV.

## **B. Research and Development Procedures**

Procedures are the steps carried out by researchers before conducting development research. The Peffer's Theory Model design and development procedure consists of six steps, including:

### **1. Identify the Problem**

This initial stage involved comprehensive needs analysis to establish the foundation for materials development. The researcher conducted systematic data collection through multiple methods to ensure thorough understanding of the instructional challenges. At this stage, the steps taken by the researcher were conducting observations and interviews with the English teacher MAN IC Pasuruan.

#### **a. Observation Activities**

Classroom observations were conducted over a period of two weeks at MAN IC Pasuruan, focusing specifically on tenth-grade English listening classes. The observations revealed that students

demonstrated limited engagement during listening activities, particularly when traditional methods were employed. Most listening sessions involved teacher-centered approaches using YouTube videos projected for the entire class, which provided minimal opportunities for individual interaction or differentiated learning. The activity carry out in this stage is to find out the students' problem in MAN IC Pasuruan, through listening activity in the class. MAN IC Pasuruan is famous for its many achievements and very capable modern facilities. Of course the teachers and students there really understand the existence of digital learning. With various existing facilities, English learning can run smoothly without having to use a cellphone as a digital learning media, but it is different with learning activities on weekend. Students can use cellphones when they learn by themselves only in dormitory. So that the results of this research can be used as individual training or can be an inspiration for teachers as additional assignments

#### b. Interview Process

Semi-structured interviews were conducted with the English teacher and selected students to gather in-depth perspectives on existing challenges. The interviews explored current teaching practices, available resources, student preferences, and technological infrastructure. These conversations revealed that while MAN IC Pasuruan possesses modern facilities and both teachers and students

are familiar with digital learning concepts, there remained a significant gap in interactive, individual-use supplementary materials for listening comprehension.

#### c. Needs Analysis Findings

After knowing the problems above, the researcher adjusted the product to be designed according to the needs of students. Thus, researchers want to develop instructional material in listening skills for the tenth graders of Senior High School on Describing task. The data collection revealed several key issues: students' limited motivation toward listening activities, lack of self-directed learning materials, minimal integration of technology in listening instruction, and absence of task-based approaches in current curriculum implementation. Additionally, the investigation showed that students had access to personal devices during weekend dormitory study periods, creating an opportunity for individual supplementary learning materials. Problem Definition: Based on the comprehensive analysis, the research problem was defined as the need for engaging, technology-enhanced supplementary listening comprehension material.

#### 2. Describe the objective

This stage involved translating the identified problems into specific, measurable development objectives that would guide the design and evaluation processes.

- a. Primary Objective: To develop supplementary listening comprehension materials for tenth-grade senior high school students that integrate task-based language teaching approaches with QR code technology, thereby enhancing student engagement and providing flexible access to listening practice opportunities.
- b. Specific Objectives: The development process aimed to create materials that would: (a) increase student motivation and engagement in listening activities through interactive technology integration, (b) provide opportunities for self-directed learning that complement classroom instruction, (c) implement task-based approaches that mirror authentic communication scenarios, (d) ensure accessibility through user-friendly QR code technology that students can operate independently, and (e) support differentiated learning by allowing students to progress at their own pace.
- c. Success Criteria: Clear criteria were established to measure objective achievement, including expert validation scores indicating high feasibility and practicality, positive student feedback regarding usability and engagement, successful integration with existing curriculum requirements, and demonstrated technical functionality across various devices commonly used by students.

### 3. Design & Development the Draft

This comprehensive stage involved systematic design and iterative development of the supplementary listening materials, following

established instructional design from Tomlinson & Mashuhara principles while incorporating innovative technology integration.

a. Conceptual Design Phase

The development process began with creating a conceptual framework that integrated task-based language teaching principles with multimedia learning theory. This framework guided decisions regarding content selection, task design, technology integration, and assessment approaches. The design prioritized learner autonomy, authentic communication tasks, and seamless technology use.

The researcher has two plans about the worksheet and answer sheet: a. the answer sheet is combined with the worksheet layout on the last page. And b. The worksheet is directly shared to a student in PDF format, then they open it on their laptop, and the answer sheet consists of paper-based.

b. Content Development Process

Audio-visual material selection followed systematic criteria focusing on age-appropriate content, cultural relevance, clear audio quality, and alignment with descriptive text curriculum objectives. The researcher curated materials featuring people and places that would provide rich contexts for listening comprehension tasks while maintaining student interest and cultural sensitivity.



### c. Technical Development Stages

The technical implementation involved several sequential steps: (a) sourcing and quality-checking audio-visual content related to descriptive texts, (b) uploading selected materials to Google Drive to ensure reliable access and storage, (c) designing QR codes using Canva application to create user-friendly links between print materials and digital content, (d) developing comprehensive task-based questions that scaffold listening comprehension skills while promoting critical thinking, and (e) creating integrated worksheets that combine print-based guidance with digital media access.

### d. Quality Assurance Measures

Throughout development, systematic quality checks ensured technical functionality, content appropriateness, task effectiveness, and user interface clarity. Each component underwent multiple review cycles to identify and address potential issues before proceeding to validation stages.

## 4. Test the Draft

The testing phase involved comprehensive validation through expert review and preliminary user testing to ensure the developed materials met established quality standards for educational implementation. The validation focused on feasibility and practicality.

- a. Expert Validation Process: Two categories of experts provided systematic evaluation of the developed materials. Language Content

experts assessed technical quality, user interface design, accessibility features, and overall usability of the QR code integration. Language Content experts evaluated pedagogical soundness, curriculum alignment, task appropriateness, language level suitability, and instructional effectiveness of the materials.

- b. Validation Criteria: Expert evaluation focused on two primary dimensions: feasibility and practicality. Feasibility assessment examined whether the materials could be realistically implemented within existing school infrastructure, considering factors such as technological requirements, teacher preparation needs, and institutional resources. Practicality evaluation determined whether the materials would effectively support learning objectives while being manageable for both students and teachers in typical classroom contexts.

- c. Student Testing Protocol: Following expert validation, the materials underwent preliminary testing with a selected group of tenth-grade students at MAN IC Pasuruan. This testing phase involved systematic observation of student interactions with the materials, collection of immediate feedback regarding usability and engagement, and assessment of technical functionality across different devices commonly used by students.

- d. Iterative Refinement: Based on validation feedback and testing results, necessary modifications were implemented to address identified

weaknesses or enhancement opportunities. This iterative approach ensured that the final product incorporated insights from both expert knowledge and user experience.

In this study, the **Task-Based Approach** followed three main stages:

- a. **Pre-task** – The introduction and preparation phase where the teacher set the stage for the task by introducing the topic, explaining the goals, and providing any necessary background knowledge. This stage aimed to activate prior knowledge and prepare students linguistically for the task ahead.
- b. **During Task** – This stage involved the main activity where students actively engaged in completing the listening task by audiovisual barcode. The students worked individually to solve a problem or accomplish a task. Students can explore their listening abilities from the task.
- c. **Post-task** – The final stage focused on reflection, feedback, and consolidation. After completing the task, students reflected on their performance to questionnaire, and engaged in discussions to consolidate their learning. This stage aimed to help students. Analyze their use of language, analyze of product advantages and disadvantages, and reinforce their understanding of the task.<sup>45</sup>

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<sup>45</sup> Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.

## 5. Evaluate Testing Result

This critical evaluation stage involved systematic analysis of all feedback and testing data to determine the overall quality and readiness of the developed materials for broader implementation.

- a. **Data Integration Process:** Evaluation data from multiple sources were systematically compiled and analyzed, including expert validation scores, qualitative feedback from validators, student testing responses, technical performance assessments, and researcher observations during testing phases. This comprehensive approach ensured that evaluation conclusions were based on triangulated evidence from various perspectives.
- b. **Quality Assessment:** The evaluation process determined whether the developed materials met predetermined success criteria across all relevant dimensions. Assessment focused on pedagogical effectiveness, technical reliability, user satisfaction, practical implement ability, and potential for broader application in similar educational contexts.
- c. **Revision Decision Framework:** Clear criteria guided decisions regarding necessary revisions versus readiness for implementation. Materials demonstrating consistent positive evaluation across all measures proceeded to final preparation, while those showing deficiencies in any critical area underwent additional development cycles to address identified concerns. However, if there are no further

revisions then the media is suitable for implementation. Because the ultimate goal of evaluation is to measure the achievement of development goals<sup>46</sup>

- d. Documentation Process: Comprehensive documentation of evaluation results, including both strengths and limitations, provided transparent evidence for research conclusions and informed recommendations for future development efforts or broader implementation strategies.
6. Communicate the Testing Result

The activity carry out in this stage is the determination of the product that has been tested, and whether the product is feasible or not will be seen from the results of data collection. That consists of an observation checklist, interview guide, expert judgment rubrics, and questionnaire for students. Reporting the results of the product use has been delivered when the test and collecting the data are already done.

### C. Product Trials

Product trials are intended to collect data that can be used as a basis for determining the level of feasibility and practicality of the product produced. This product trial is very important to carry out in development research<sup>47</sup>

#### 1. Expert Validation Stage

There are two validation stages, namely validation of media experts, and language content experts:

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<sup>46</sup> Rahmat Arofah Hari Cahyadi, *Development of Teaching Materials Based on the Addie Model*, Halaqa: Islamic Education Journal Vol. 3, no. 1: 35-42, 2019..

<sup>47</sup> Aysyah Rengganis et al, *Research and Development*, (We Write Foundation, 2022), 110.

a. Media Expert

At the media expert stage, corrections to the media used in terms of design in learning media via QR codes were carried out by a lecturer at Kiai Ahmad Siddiq Jember State Islamic University who have expertise in media and an English teacher at MAN IC Pasuruan who have expertise about material in the topic . These experts were selected to evaluate the product and assess the practicality of the developed learning media.

b. Language Content Expert

The language content expert is carried out about instructional and material that used in tasks on feasibility of ptduct. The expert focused on evaluating the material that the researcher has prepared. The data obtained was analyzed and used to revise listening comprehension material development products with QR codes, to be improved it in the form of suggestions or feedback of the product. After revising the product, the researchers validated the product again to get an assessment of being suitable or even very suitable for use in student learning at school. The sample of media and language content expert judgment rubric can be seen in the appendices. (Appendix 4&5)

2. Product Trial Stage

Product trials were conducted after the learning media had been validated by both material experts and media experts. The trial stage aimed



to evaluate the effectiveness, feasibility and practicality of the developed QR code-based listening comprehension tasks when implemented in real classroom settings. Several systematic activities were carried out during the product trial phase , including:

a. **Systematic Classroom Observation** Structured observations were conducted on students who were studying using the developed QR code task products. This observational activity was carried out by the researcher to monitor students' learning behaviors, engagement levels, and technical interactions when using the QR code-based listening materials. The observation focused on assessing the effectiveness of QR codes when applied to students in listening learning contexts. This activity was conducted after the researcher had created the QR code materials and confirmed their readiness for student testing.

b. **Student Assessment through Digital Questionnaire** Students provided comprehensive assessment of the task product through structured questionnaires administered via Google Forms. Following the implementation of the QR code-based listening tasks, students completed evaluation forms to assess the effectiveness, feasibility, and practicality of the QR code application in their learning experience. This data collection method was specifically designed to gather student perspectives on the usability and educational value of the developed product.

- c. Comprehensive Data Analysis, The data obtained from both observation and questionnaire were analysis incorporated both quantitative data (including average scores and statistical measures) and qualitative data (through triangulation techniques to ensure data validity and reliability).
- d. Product revision and improvement based on the comprehensive data analysis results, any necessary revisions to the product were identified and systematically implemented. The researcher conducted iterative improvements to enhance the product's effectiveness and user experience.

In this study, the product trial has been carried out in tenth graders of MAN IC Pasuruan. The purpose of the product trial is to know the feasibility and practicality of the product that used by students in teaching learning process. According to Rina "The learning media developed can be said to be of good quality or worthy if they meet 3 standard assessment criteria, namely validity, feasibility, and practicality."<sup>48</sup>

#### **D. Trial Design**

This stage would describe including participant of research, types of data, and data of analysis technique.

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<sup>48</sup> Annisa Dwi Fitri, Muh. Khalifah Mustami, and Ainul Uyuni Taufiq, "Development of Picture Media Based on Local Potency for Learning Material Biodiversity in Class X SMA 1 PITU RIASE KAB SIDRAP," AULADUNA: Journal of Islamic Basic Education 4, no. 2 (December 2017): 17, <https://doi.org/10.24252/auladuna.v4i2a2.2017>.

## 1. Participant of Research

The research subjects were tenth grade students at MAN IC Pasuruan, consisting of one class with 23 students. This specific class was selected based on the English teacher's recommendation, considering factors such as always excited with a new learning experience.

The participant selection ensured a balanced representation of the target population for QR code-based listening comprehension material implementation.

## 2. Types of data

Data is evidence collected by researcher to answer the research question. In KBBI, the data is defined as true and real information. The type of data in this research is focused on qualitative and quantitative data (Analysis Descriptive). It is to know the feasibility and practicality of the product use.

### a. Qualitative data

Qualitative data was obtained through multiple sources to ensure comprehensive understanding: Interview guides with English teachers providing background information about students' ability. Expert feedback and suggestions regarding the product design, content quality and product layout. Observational notes capturing efficiency, usability of practicality and feasibility of product.

b. Quantitative data

Quantitative data was obtained from an observation checklist, expert judgment rubrics, and questionnaires for students. The main data is from students' responses about the feasibility and practicality of product use through a questionnaire in the form of Google form. The researcher used quantitative data to know the products' worthiness.

### **E. Data Collection Method**

The data collection used in this research were observation, interviews, questionnaires and documentation

1. Observation Checklist

Observations were carried out at MAN IC Pasuruan. This observation aims to find out how learning activities are going there and to find out the condition of the students and the infrastructure available at the madrasah. Researchers carried out initial observations to determine students' needs in the learning process, so research and development are needed, especially in learning media. (Appendix 2)

Initial data was gathered through interviews with English teachers and analyze english learning class. These semi-structured interviews aimed to identify the challenges students faced in improving their listening comprehension skills and to understand teachers' perspectives on existing teaching materials. The interviews also explored the expectations and preferences of both students and teachers regarding task-based listening activities. This information was crucial for designing supplementary

listening comprehension materials that addressed the specific needs of the learners.<sup>49</sup> Then the scoring scale there is in Table. (Table 3.4)

## 2. Interview Guide

Classroom interviews were conducted to observe how students engaged with the task-based listening activities. The researcher took detailed notes on students' participation, interaction with peers, and application of listening skills during the tasks. These interviews were essential for understanding how students processed spoken language in real-time tasks and how they adapted to different types of listening activities. This also provided insights into the classroom dynamics and areas where students faced difficulties<sup>50</sup>. In this case, the researcher conducted interviews with the English teacher at MAN IC Pasuruan to obtain information about activities at school, how learning is in class, and the learning media available at school.

The researcher used semi-structured interviews, this type of interviews fall between structured and unstructured types. These interviews typically rely on open-ended questions, encouraging participants to express their thoughts and perspectives in depth, share personal experiences, and use their own words. Although yes/no questions may be included, they are generally followed by open-ended questions that encourage further elaboration, clarification, or examples. through an English teacher.<sup>51</sup> (Appendix 3)

<sup>49</sup> Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.

<sup>50</sup> Ellis, R. (2021). *Task-Based Language Learning and Teaching*. Oxford University Press.

<sup>51</sup> Karatsareas.Petros, *Semi-Structured Interview*,P.100. Published online by Cambridge University Press <https://doi.org/10.1017/9781108867788.010>.

### 3. Questionnaire

The questionnaire was very effective if the respondent has significant ability and understanding and is in accordance with the information required by the researcher.<sup>52</sup> In this research, questionnaires were given to tenth graders students at MAN IC Pasuruan for students' responses to the learning media developed. In this study, the researcher used a questionnaire to collect data from respondents to obtain information about information about results of the product use in terms of feasibility and practicality. The sample of a questionnaire of this study can be seen in the appendices. (Appendix 6&7)

The various types of questionnaire that the researcher used in this study is a closed questionnaire using statements in the form of category selection. A closed questionnaire in which the answer has been provided or set so that the respondent only has to choose.<sup>53</sup>

**Table 3. 1**  
**Indicators of Feasibility**

No	Aspects	Description
1.	Feasibility	The task based approach with QR Code media display is clear and easy to understand by students.
		The audiovisual on the worksheet media looks clear to students
		The text in worksheet can be read clearly by students.
		The operation of task based approach with QR Code is easy to use by students.

<sup>52</sup> Muna Una, *Laporan Analisis Angket Bimbingan dan Konseling*, (Guepedia, 2021), 11.

<sup>53</sup> Dwi Satya Asri "The Level of Athlete's Confidence in the Kyorugi (Sparring) Competition in Taekwondo," (Undergraduate thesis, Indonesian Education University, 2013): 29.



**Table 3. 2**  
**Indicators of Practicality**

No	Aspects	Description
1.	Practicality	The use of task based approach with QR Code does not take a lot of time and effort to be operated by students.
		The use of task based approach with QR Code does not take a lot of cost.
		The use of task based approach with QR Code media makes students attracted to learn.
		The use of task based approach with QR Code media helped students understand the material easily.

#### 4. Expert Validation

Expert validation in this study using individual expert review method that experts can be contacted researcher to provide feedback on specific aspects of the research. After experts give their assessment and suggestion, expert was discussing with researcher to improve the product development.<sup>54</sup> Expert validation in this study there are two experts, such as Media expert

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<sup>54</sup> Gusti Adillah, Achmad Ridwan, and Wardani Rahayu, 'Content Validation through Expert Judgement of an Instrument on the SelfAssessment of Mathematics Education Student Competency', *International Journal of Multicultural and Multireligious Understanding*, 9.3 (2022), 780–90 <<http://ijmmu.comhttp://dx.doi.org/10.18415/ijmmu.v9i3.3738>>.

### Media Expert Judgment Rubric

No	Aspects	Description
1.	Relevance of the product and the respondents (Practicality)	Conceptual definition of the product.
		Operational of the product use.
		Accuracy functions of the product.
		Instruction for the respondents.
		Assessment of the product
2.	Eligibility of the product for media expert (Practicality)	Completeness of the product <i>componens</i> .
		The technical quality of the product.
		Product visualization accuracy
		Accuracy of the product illustration from the images.
3.	Feasibility of the product for the student	Convenience and safety.
		Interesting and meaningfulness.
		Usefulness.
		Implication for knowledge.
		Integration with science and technology.

### Material Expert Judgment Rubric

No	Aspects	Description
1.	Relevance of the product and the respondents (Feasibility)	Clarity of skills that must be achieved by students.
		Ability to deliver the material.
		Delivery of material attracts students' attention.
		Accuracy in the selection of learning material.
		The importance of the material presented.
		The benefits to the material presented.
		The attractiveness of the material presented.
		The truth of the learning concept materials.

## INSTRUCTION:

1. Put a check mark (✓) in the column according to your opinion!
2. If there is a need to be revised, please write in the column!

**Table 3. 3**  
**Observation Checklist**

No	Criteria	Score	Interval
1	Very Good	5	$4,5 \leq x \leq 5$
2	Good	4	$4 \leq x \leq 4,49$
3	Enough	3	$3 \leq x \leq 3,99$
4	Less	2	$2 \leq x \leq 2,99$
5	Very Less	1	$1 \leq x \leq 1,99$

Source: Widyaningrum, 2021.

**Table 3. 4**  
**Media and Language Content Expert Assessment Criteria**

Criteria	Scale
Very High	5
High	4
Moderate	3
Low	2
Very Low	1

**Table 3. 5**  
**Expert Judgment Rubric (Media and Language Content)**

Scale	Category	Interval
5	Very High	$4,5 \leq x \leq 5$
4	High	$4 \leq x \leq 4,49$
3	Moderate	$3 \leq x \leq 3,99$
2	Low	$2 \leq x \leq 2,99$
1	Very Low	$1 \leq x \leq 1,99$

**Table 3. 6**  
**Questionnaire (Feasibility and Practicality)**

Scale	Category	Interval
4	Very Worthy	$3,25 \leq x \leq 4$
3	Worthy	$2,25 \leq x \leq 3,24$
2	Enough	$1,75 \leq x \leq 2,24$
1	Not Worthy	$1 \leq x \leq 1,74$

Source : Erika, 2016

Alpha Cronbach formula was used to measure the practicality and feasibility in this research, especially in expert judgment. There were five possible points. They were Very high for 5 points, High for 4 points, Moderate for 3 points, Low for 2 points and Very low for 1 point. After that the researcher made a recapitulation and conclusion of the students, respondents" and expert answers.

#### **F. Data Analysis**

The data analysis technique in this research used qualitative content descriptive and quantitative statistic descriptive analysis techniques. Qualitative data here is used to find out data information obtained from observations, interviews, criticism, and suggestions given by validators during the validation process.

Meanwhile, quantitative data here is used to measure product feasibility, measure the results of validation of products that have been developed, and also measure the results of student responses. For qualitative data obtained from interviews and observations, the data obtained is more descriptive in nature and quantitative descriptive analysis is used to determine

the feasibility of the media being developed and the results of the questionnaire given to respondents.

The data analysis techniques used are as follows:

a. Qualitative data analysis

In this research, the results of interviews with tenth grade teachers at MAN IC Pasuruan were obtained suggestions and input from experts were used to make revisions (improvements) to the product design. The qualitative data in this study use data source triangulation that got from an expert judgment rubric (suggestion), Observation checklist and interview guided by English teacher. After collected the data, Researcher analyzed the data using analysis descriptive and from expert for scoring and give suggestion before came to location. The second, researcher observation in the class before doing test and give information to participant what should they prepared and the last, researcher interviewed with the English Teacher. According to Sugiyono said that data triangulation is a data collection technique that combines various existing data and sources.<sup>55</sup> In this study, the existing data that combine is an expert's suggestion using an expert judgment rubric about the product developed an information from an English teacher using an interview guide.

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<sup>55</sup> Feni Miawaty, "Revealing the Impact of Covid-19 on MSMEs culinary Sector." (Undergraduate thesis, Indonesian High School Economics Jakarta, 2021): 26.

Melong also stated that “Triangulation is a technique for checking the correctness of a data by using something else to compare it to”.<sup>56</sup> In line Melong’s theory, Susan Stainback stated that “The aim if triangulation is not to determine the truth of social phenomena, but to increase people’s understanding of whatever is being investigate”.<sup>57</sup> Thus, in this triangulation method is not aimed to find the truth, but increased the researcher’s understanding of the data and facts they have.

b. Quantitative data analysis

A feasibility study is a type of quantitative data analysis that has been used to understand the audiovisual listening materials of the development that carried out. Quantitative data analysis obtained from the first is observation checklist, expert judgment rubrics, and the last from questionnaire for students. The main data is from students’ responses about the practicality and feasibility of product use through a questionnaire in the form of Google form, the researcher used quantitative data to know the product’s worthiness. All those calculated as the following formula using mean and average score. The data from this questionnaire was measured by using Mean and analyzed by using formula proposed by Suharto (2008) which is:

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<sup>56</sup> Khabib Alia Akhmad, "Utilization of Social Media for Marketing Development (MSMEs)," *Scientific Journal of Information and Communication Technology* 9, no. 1 (September 2015): 48. <https://ojs.udb.ac.id/index.php/dutacom/article/view/537>.

<sup>57</sup> Bachtiar S. Bachri, "Ensure the Validity of the Data through Triangulation in Qualitative Research," *Educational technology Journal* 10, no. 1 (April 2010): 55.



Note:

Mn : Mean

$\Sigma f\chi$  : Total score

N : Total number of data Adopted: Erika, 2016.

$$Mn = \frac{\Sigma f\chi}{N}$$

In classifying the category of mean, theory proposed by Sugiyono (2007) about quantitative data average score was used.

$$\overline{X} = \frac{\Sigma X}{N}$$

Note :

$x$  : Average Score

$\Sigma x$  : The sum all of studen scores

$\Sigma N$  : Total number of students Source: Sugiyono, 2007.

Thus, researchers can conclude that data analysis was carried out to test the feasibility of the product. The results of data analysis are used as a basis for revising the products being developed. The results of the assessment are used to determine the quality and level of usefulness of the products produced based on user opinions.

Researchers conclude data by identifying important and concise points from the information obtained. Then, researchers synthesize information to draw clear and concise conclusions.

## CHAPTER IV

### RESEARCH AND DEVELOPMENT RESULT

#### A. Identify the Problem

This part explain the data obtained by the researcher in the field, in the form of tables and images to identify the problem. The consist of an observation checklist and interview guide.

##### 1. Observation

The initial observation was conducted to determine students' specific needs in the listening comprehension learning process and to assess the current state of English language instruction at MAN IC Pasuruan. This preliminary investigation was essential for understanding the educational context and identifying areas requiring improvement through the development of QR code-based learning media.

Observation Implementation Details on Friday, 22<sup>nd</sup> of Nopember 2024 for 30 minutes with 23 students. The observation employed a: non-participant approach, this activity researcher did observation passive participation that means the researcher present at the scene of action but does not interact or participate.<sup>58</sup> The observation was guided by a structured checklist focusing on the table above and more dtails can be seen in Appendix 2.

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<sup>58</sup> Sugiyono, *Research and Development*, 2022. Page, 225. ISBN: 978-602-289-158-1

Key Findings from Initial Observation Based on the systematic observation conducted on Friday before students do final examination researcher give a supplementary task for English learning additional, several critical findings emerged:

**Strengths Identified:**

- a. English language learning at MAN IC is still focused on reading and writing skills.
- b. All of students in MAN IC Pasuruan brought laptop in school and handphone in their dormitory which is included in the product use criteria.
- c. The concept of learning using the QR code task-based approach can be a supplementary task which is more flexible

**Areas Requiring Improvement:**

- d. English learning in MAN IC Pasuruan needs fun listening learning to attract students' attention in developing their listening skills.

**Technology Infrastructure Assessment:**

- a. Available Resources: Internet, laptop, handphone, answer sheet
- b. Technology Gaps: Students' handphones are kept in their dormitories and can only be used on weekends or at certain times.
- c. Student Digital Literacy: Very Good

The data on the table above uses mean analysis, which shows that the learning media is very good or worthy to apply for the tenth graders of MAN IC Pasuruan.

## 2. Interview

Semi-structured interviews were conducted with key educational stakeholders at MAN IC Pasuruan to gain comprehensive insights into the current state of listening comprehension instruction and identify specific areas for improvement. Interview was conducted on Tuesday, 26th of November 2024 at MAN IC Pasuruan with 15 minutes. The interview had been obtained with an English teacher and Vice Principal (Waka Curriculum) at MAN IC Pasuruan.

The interview data revealed several critical themes regarding listening comprehension instruction and the potential for QR code-based learning media implementation.

### **Theme 1:** Current Teaching Methods and Student Engagement

The interview revealed that students demonstrate significantly greater enthusiasm and motivation when task-based strategies and approaches are implemented in the classroom. The integration of digital media into the learning process has been found to enhance student engagement substantially. Traditional listening methods appear less effective compared to interactive, task-based learning approaches that allow students to participate actively and apply their listening skills in meaningful contexts.

*“Various media trigger students to be more active in class, so by providing a lot and various media, students can practice more actively in the class.”<sup>59</sup>*

This finding indicate several challenges had affected the overall learning experience. Time constraints had been one of the major obstacles, limiting the depth of listening comprehension instruction. Additionally, there had been a need for a new and more structured learning model specifically designed for listening materials. The researcher had chosen MAN IC Pasuruan for this study due to these identified needs and the potential for improvement through the integration of task-based learning. Addressing these challenges had been crucial in ensuring that students received adequate exposure to listening exercises and had opportunities to develop their comprehension skills effectively.

### **Theme 2: Media Flexibility and Accessibility**

The interview highlighted the importance of flexible learning media that can accommodate different learning contexts and schedules. Through this interview, the researcher had discovered that students demonstrated greater enthusiasm and motivation when taskbased strategies and approaches were implemented in the classroom. In particular, integrating digital media into the learning process had been found to significantly enhance student engagement. This finding had suggested that traditional listening methods might not be as effective as interactive, task-

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<sup>59</sup> English teacher interview on November 26, 2024

based learning, which allowed students to participate actively and apply their listening skills in meaningful ways.

*“The best part of usability from this media is can improve students’ listening skills through another way in the class or in outclass. Because this product is flexible to use.”<sup>60</sup>*

The concept of "flexible to use" refers to students' ability to practice listening skills anywhere and anytime they desire. This flexibility aspect is crucial because the students can study listening their skill everywhere anytime they want. Furthermore, the product's potential to increase student enthusiasm about learning when using media in classroom settings indicates improving listening skill with new experience.

### **Theme 3:** Listening Skill Development and Authentic Materials

The interview revealed post the most students enjoyed listening classes.

*“I think this media get into the listening skill, because they rely to listen the native speakers especially for listening, but maybe more some spare activity just like listening a song or watching a movie, they can do by themselves, but related to the specific information or specific topics like this, It’s good! I mean it is very useful and interesting for them.”<sup>61</sup>*

Furthermore, the interview results had indicated; however, several challenges had affected the overall learning experience. Time constraints had been one of the major obstacles, limiting the depth of listening comprehension instruction. Additionally, there had been a need for a new and more structured learning model specifically designed for listening

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<sup>60</sup> English teacher interview on November 26, 2024

<sup>61</sup> Ibid.



materials. The researcher had chosen MAN IC Pasuruan for this study due to these identified needs and the potential for improvement through the integration of task-based learning. Addressing these challenges had been crucial in ensuring that students received adequate exposure to listening exercises and had opportunities to develop their comprehension skills effectively.

#### **Theme 4:** Supplementary listening comprehension task

The providing supplementary materials adapted to task-based learning had been highly beneficial.

*“Supplementary listening comprehension task very useful for Senior high School Students, at least we can training their skill but still as I said before the we have to make improvements of the tools, just like do not force them to use two devices but provide more effective way like providing paper to the students.”<sup>62</sup>*

Moreover, the interview findings had highlighted that materials had served as valuable resources to enhance students' listening practice, allowing them to engage with a variety of audio content in different contexts. Teachers had also benefited from these supplementary materials, as they had offered additional support in designing engaging and interactive lessons. However, despite these advantages, the findings had also indicated that there were still areas in need of improvement. Certain challenges, such as refining the structure of task-based materials, addressing time constraints, and ensuring that digital tools were optimally utilized, had been identified. By addressing these areas, the

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<sup>62</sup> Ibid.

implementation of task-based learning strategies could be further enhanced to maximize their effectiveness in improving students' listening comprehension skills. The interview results for an English teacher can be seen in the appendices (Appendix 3).

## **B. Describe the Objective**

Based on the comprehensive problem identification and needs analysis, this stage outlines the specific objectives and goals for developing QR code-based listening comprehension materials for tenth-grade students at MAN IC Pasuruan. The primary goal of this research was to design and develop effective instructional materials incorporating audiovisual content for enhancing listening skills through task-based learning approaches integrated with QR code technology.

### **Specific Product Development Goals.**

**Content Development Goal:** Create authentic listening materials featuring Describing text (People and Place) that align with curriculum standards and student proficiency levels. The researcher conducted detailed content analysis of selected audiovisual materials to develop appropriate assessment questions aligned with learning objectives. Then researcher try to understand the contents of the downloaded videos as material and create questions as references from core stories points that are in accordance with the topic of describing people and places. for instructions on multiple-choice question.

**Technology Integration Goal:** Develop seamless QR code integration that facilitates facilities to facilitate access to listening learning and increase the efficiency of the learning process while maintaining user-friendly accessibility.

**Pedagogical Enhancement Goal:** Design task-based activities that promote emphasizes the importance of adjusting learning methods and strategies according to individual needs, abilities, and interests, and to help students understand listening materials in depth through discussions related to everyday life and active student engagement.

**Accessibility Goal:** Ensure materials are accessible across multiple devices and learning contexts, supporting students to be able to learn listening in class and outside class using fun learning media products.

**Content Selection Criteria and Rationale:**

The researcher conducted systematic content analysis to identify appropriate audiovisual materials based on predetermined criteria:

1. The topic is Describing People or Place in daily activity.
2. The conversation using english language.
3. The content of video suitable for beginner.
4. In the context of video without any *Closed Captioning* (CC).
5. In the context of video without any translation.

The researcher selected content source after comprehensive evaluation of multiple sources, the researcher selected materials from *Learning English by Pocket Passport* Youtube channel<sup>63</sup>.

### C. Design & Develop the Draft

This stage focused on designing and developing the instructional materials applied in the learning activity. Development Stages and Processes are:

Date	Progress	Application Support
10-09-2024	Researcher start search video about descriptive text (People or Place) on YouTube.	YouTube Application
19-09 2024	Researcher found YouTube channel that suitable with level criteria. Researcher immediately started editing video as listening comprehension task.	YouTube & CapCut Application
16-10-2024	After researcher edited all videos, the videos upload in Google Drive for achive and need edited video link for integrated QR Code. Reasearcher make several question and answer key from video.	Google Drive & Stationery
17-10-2024 s/d 19-10-2024	Researcher organized the questions based on the video and the question model to be used and integrated QR Code to combine with the task question. Researchers create an answer sheet on EvaluasiBee, which has been arranged according to the researcher's needs.	Canva & EvaluasiBee Application

#### Stage 1: Content Preparation and Processing.

The researcher has to determine people or places from the audiovisual because they are used for listening tasks in descriptive text materials. Then, the researcher edited the videos on the Capcut Application according to the

<sup>63</sup> Learning English by Pocket Passport Youtube Channel  
(<http://www.youtube.com/@LearnEnglishbyPocketPassport>) \_

questions that had been prepared and uploaded them to the Google Drive Album (for making a barcode from the Google Drive link).<sup>64</sup>

### **Stage 2: QR Code Generation and Integration**

Researcher integrated a question and generated the QR code of video that had been previously created from the Google Drive link using the Canva application.

### **Stage 3: Worksheet Design and Development**

Researchers create worksheets in the Canva application. The researcher organized the questions based on the video and the question model to be used.

### **Stage 4: Assessment Integration**

After all the materials have been arranged, the file is saved in PDF format to maintain the arrangement. Researchers create an answer sheet on EvaluasiBee, which has been arranged according to the researcher's needs.

English teachers and researchers agreed to send questions in PDF format so that students could utilize all the available facilities (laptops and cellphones in the classroom) and still use answer sheets in paper form. Finally, the product completed the listening comprehension task with a QR Code that can be used for additional tests or homework.

## **D. Test the Draft**

Testing the draft is to know the validation of the product. The validation focused on feasibility and practicality of the product. This study

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<sup>64</sup> Google Drive Folder\_Learning Material  
([https://drive.google.com/drive/folders/1tVg2DxygofwRFzj0WVumFU31pgHwBq7u?usp=drive\\_link](https://drive.google.com/drive/folders/1tVg2DxygofwRFzj0WVumFU31pgHwBq7u?usp=drive_link))

aim to the result of producibility and usability. The product has been tested by validator such as Expert judgment media and Expert judgment material.

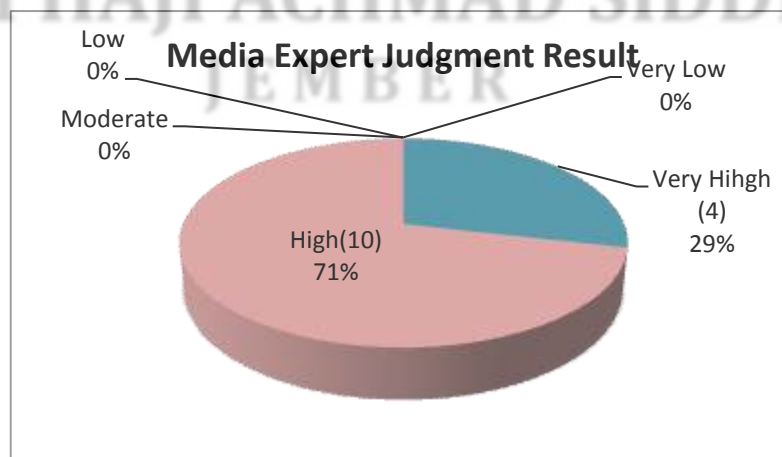
# 1. Expert Judgment Rubric

## a. Media Expert Judgment Rubric

Media expert in this study focus on assessing the practicality of the product. So, The results of the table below show assessment data that focuses on the practicality of the product.

**Table 4. 1**  
**Average of Media Expert Validation Results**

No	Aspect	Total Description	Scoring Scale
1	Relevance of the product and the respondents (practicality)	5	20
2	Eligibility of the product for media expert (Practicality)	4	17
3	Feasibility of the product for the students	5	23
<b>Total</b>		<b>14</b>	<b>60</b>
<b>Mean</b>			<b>4,28</b>



**Figure 4. 1 Diagram of Media Expert Judgement Result.**



The relevance of the product includes concept, operational, accuracy function, assessment of the product and instruction for the respondent is high criteria. The eligibility of the product for media expert includes completeness of compononet, technical quality, product visualization accuracy is high criteria and accuracy of the product illustration from the video is very high criteria. The last is feasibility of the product for students includes convenience and safety, interesting and meaningfullnes, usefulness, implication for knowledge and integration with science and technology is in very high criteria.

The data presented above is obtained from one of the lecturers of the Islamic State University of Kyai Haji Achmad Siddiq Jember. The data is taken on Tuesday, 19<sup>th</sup> of Nopember 2024. After got the result from media expert, researcher still need revision according to the suggetions given before come to school. Looking at the table above, the data is used for precentage analysis and for the product's result show that the mean score is 4,28 poin, which means the product is High or worthy to apply to tenth graders of MAN IC Pasuruan.

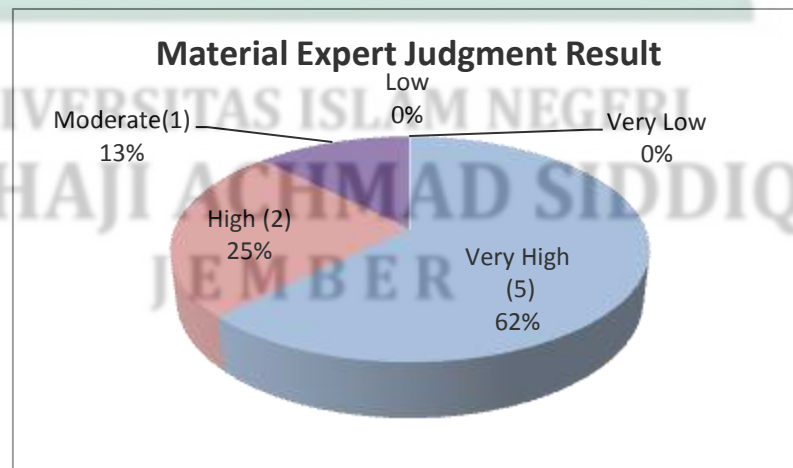
b. Language Content Expert Judgment Rubric

Language content expert in this study focus on assessing the material and feasibility of the product. So, The results of the table below show assessment data that focuses on the question material and feasibility of the product.

**Table 4. 2**  
**Average of Language Content Expert Validation Results**

No	Aspect	Description	Scoring Scale
1.	Relevance of the product and the respondents	Clarity of skills that must be achieved by students.	5
		Ability to deliver the material.	4
		Delivery of material attracts students' attention.	5
		Accuracy in the selection of learning material.	3
		The importance of the material presented.	5
		The benefits to the material presented.	5
		The attractiveness of the material presented.	5
		The truth of the learning concept materials.	4
Total		8 description	36
Mean			4,5

**Figure 4. 2 Diagram of Material Expert Judgment Result**



The data presented above is obtained from English teacher in MAN IC Pasuruan named Toetik, M.Pd. Researcher choose one of the English teacher in that school because teachers understand the abilities of each student and the material that has been or has been delivered to

students. The data is taken 22<sup>nd</sup> of Nopember 2024 when researcher doing observation in the class and confirmation to students who has been participants in this research. Looking at the table above, the data is used for precentage analysis. The material results for the product show that the mean score is 4,5 poin that is Very High criteria, which means the material product is worthy or practical to apply to tenth graders of MAN IC Pasuruan.

### E. Evaluate Testing Result

After test the draft, there is an evaluation stage. This product still find deficiencies or weakness based on validation by experts and responses of english teacher. So, this stage it's time to revisions the product that suitable with the suggestion for implemention. There are the differences the product before and after revisions :



**Figure 4. 3 Before and After revision the product**

The image above shows several significant changes, one of which can be seen clearly is the change in the placement of the QR Code which is neater and makes the layout of the questions more concise. Other changes such as replacing several questions and sentences that need to be changed are also carried out according to expert advice that same with TOEFL layout and greatly supports product development. The next is changes some of question, one of example is number 20;

Before being replaced a question researcher wrote,

*20. How is Donna's hometown?*

After being replaced with the help of learning material expert,

*20. How is Donna's life condition?*

The changes to the questions have been adjusted to the grammar rules and student ability standards that have been discussed with experts so that the product is worthy to apply for the first class of senior high school. The language content expert which as English teacher there gave suggest to present worksheet products in pdf format so that the worksheet is in digital form and is also worked on with a digital model. However, in this technique, it can make it difficult for students when using various media tools as supplementary support (laptops, cellphones and answersheets in paper form). The product questions that have been approved by experts can be seen in full in the attachment. (Appendix 9)

#### **F. Communicate Testing Result**

This activity carry out in this stage is reporting the results of the product use delivered when test and collecting the data are already done.

Researcher used questionnaire for students to make sure a feasibility and reability the product from students experience. The aims to find the advantages and disadvantages of the product from the students' perception. It can be proven by the results of the student tests and the final results of the questionnaire which have been filled out truthfully.

#### 1. Result of the Student Tests

**Table 4. 3**  
**Average Students' Score Test**

SCORE	FREQUENCY	Total Score
40 (Perfect)	1	40
38	9	342
36	5	180
34	3	102
32	2	64
28	3	84
<b>Total</b>	<b>23</b>	<b>812</b>
<b>Average</b>		<b>35,30</b>

From the data, 1 from 23 students can did perfect and 9 from 23 students just wrong one question. It means, average this score show the students can improve their listening skills from the task. So, all participants can solve all problems easily, flexible to rewatch and fun.

#### 2. Questionnaire

The data was gather through questionnaire on Google Form and analysed using the average (Mean). Total all participant is 23 students, but the answer of respondent there are 24 answer because the English teacher filled out questionnaire too. So, researcher consist count 23 participant who has filled out it. The type of questionnaire used closed

questionnaire through GoogleForm and this stage to find out the advantages and disadvantages about the media from respondents.

#### a. Feasibility

The data on feasibility is obtained from the tenth graders of MAN IC Pasuruan (Xc). The data is taken on Tuesday, 26<sup>th</sup> of November 2024. There are 4 point question about feasibility of product, We can see the results below:



We can observe the all results of the following diagram:

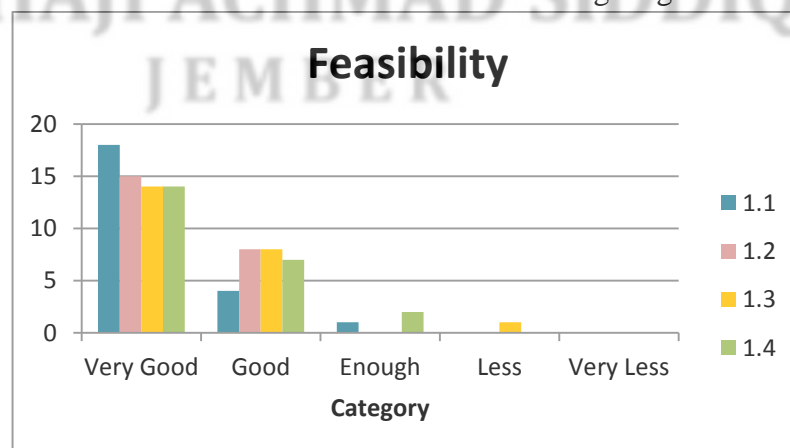


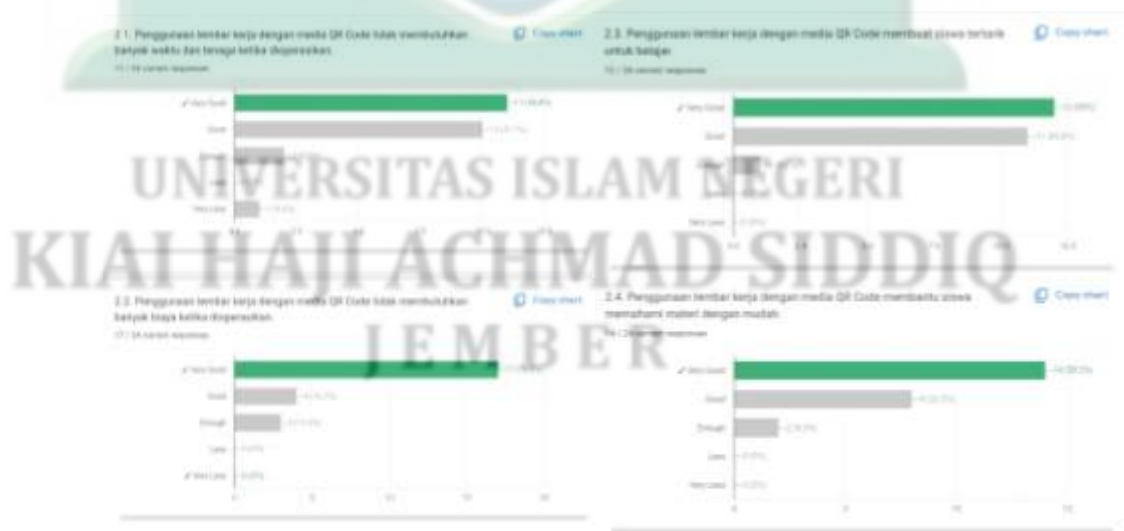
Figure 4. 4 Diagram of Questionnaire (Feasibility)



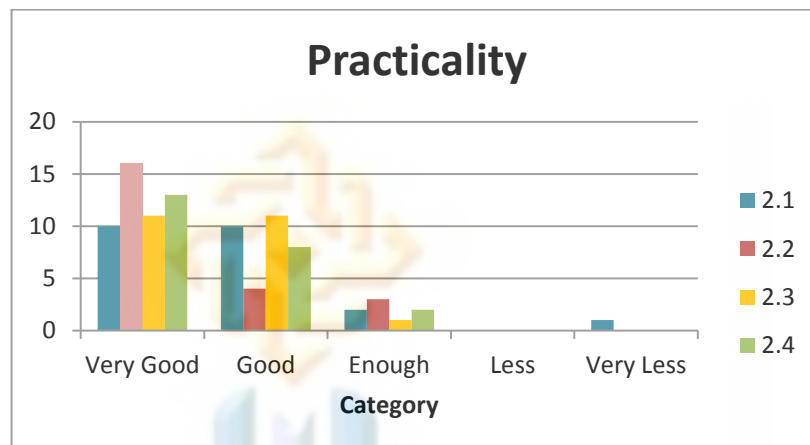
The result of the product use indicated (72%) which mean the product is very worthy to be applied in MAN IC Pasuruan and other Senior High school. The results above prove that students' interest in learning listening increases when faced with questions packaged with audiovisuals. The more complete contents of the questionnaire are in the appendices. (Appendix 6)

#### b. Practicality

The data on practicality is obtained from the tenth graders of MAN IC Pasuruan (Xc). The data is taken on Tuesday, 26<sup>th</sup> of Nopember 2024. The data was gathere through questionnaire on Google Form and analysed using the average (Mean). There are 4 point of practicality of product in the questionnaire, Which are:



We can observe the results of the following diagram:



**Figure 4. 5 Diagram of Questionnaire (Practicality)**

The result of the product use indicated (63%) which mean the product is very worthy to be applied in MAN IC Pasuruan and other Senior High school. It can be proven by suggestion from English teacher and one of participant on the result of Questionnaire. He said “*Penggunaan lembar kerja dengan QR code memang bisa menambah ketertarikan siswa untuk belajar, namun hal itu juga bisa merepotkan siswa yang hanya memiliki satu device karena masih harus berpindah dari web pemindai QR ke lembar kerja*”. This could be a consideration for further research or further development learning media. So, from the results of questionnaire this product is very interested and gave more learning experience for students, but still need develop a lack of product. The more complete contents of the questionnaire are in the appendices. (Appendix 7)

## **G. Discussion**

The current Design and Development (D&D) research focused on examining how to develop supplementary listening comprehension material

for senior high school students, particularly in a tenth-grade class in MAN IC Pasuruan, were influenced by the use of supplementary materials designed with a task-based approach. This study also explored the impact of implementing these task-based supplementary materials on students' overall listening development. Based on the research findings, four key conclusions were drawn. First, identify the problem and describe the objective. In this step, researcher used observation and interview to english teacher to analyze students' experiences while learning with task-based supplementary listening materials; then researcher developed instructional material for the product. Second, Design & Develop the draft was already decided to apply in the learning activity. Third, Test the draft, an Expert Judgment Rubric was used to assess students' responses to the task-based listening materials. Lastly, evaluate and communicate the testing result. In this steps researcher did a revision of the product according to suggestions from experts and gave a questionnaire for students to administer to gather quantitative data on the effectiveness and practicality of the materials.

The first finding was the presentation of observation data and interview with English teacher. This aligns with previous research indicating that task-based language teaching (TBLT) enhances learners' ability to process spoken language in meaningful contexts<sup>65</sup>. The results showed that the highest observation score was categorized as "Good", indicating that task-based

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<sup>65</sup> Zulfah, Fakhruddin, *Designing English Listening Materials through YouTube Video Editing: Training for English Teachers of Islamic Junior High Schools, Parepare, South Sulawesi*, Indonesian Journal of English Language Teaching and Applied Linguistics Vol. 4(2), 2020 [www.ijeltal.org](http://www.ijeltal.org) eISSN: 2527-8746; p-ISSN: 2527-6492.

strategies and approaches are feasible and practical to implement in the classroom. The result of interview results revealed that most students had enjoyed the listening class; however, several challenges had impacted their overall learning experience. These results indicate that students are able to engage with the activities effectively and the materials make a positive contribution to the development of their listening comprehension. The results of the observations and interview further strengthen the suitability of the task-based approach for grade X students at MAN IC Pasuruan, confirming its potential as a valuable teaching method in teaching listening.

The second findings were, design & develop the draft. This finding aligned with designing and developing the instructional from raw material (MP4) become a worthy product for supplementary task. Researcher was carried out to edit video material on Capcut application, compile questions from video material that are appropriate to the topic, then reasearcher made barcode (QR Code) video material and compile the lay out in Canva Application. Additionally, there had been a need for new and more structured learning models specifically designed for listening materials. Addressing these issues had been crucial to ensuring that students received sufficient exposure to listening exercises and had the opportunity to enhance their comprehension skills effectively.

The third finding, related to students' positive responses to task-based learning as reflected in the expert assessment results, indicated that the materials developed for the product were deemed feasible and practical for use

with tenth grade secondary school students in MAN IC Pasuruan. The materials received a mean score of 4.5 point, it mean very high, indicates that the materials have the potential to support listening comprehension skills effectively. The media received a mean score 4,28 point, it mean high criteria. Research shows that interactive and student-centered approaches promote greater engagement and deeper learning<sup>66</sup>. These positive results reflect the ability of the task-based approach to engage students in active learning, particularly through authentic tasks that mimic real-life situations. The expert assessment further confirmed that, with some adjustments, the materials could be refined to better meet students' needs, ensuring that they align with their learning preferences and enhance their ability to understand and engage with spoken language.

The final finding presents the results of evaluate the product and communicate the product. the results of evaluate the product from expert assessment, researcher did two point for revision on product; the first change in the arrangement of sentences in the form of questions that are adjusted to the class level and the adjustment of videos to questions, the second change is the focus on the arrangement of the paper layout, slightly tidying up the barcode section with the questions to comply with the standard for arranging questions. Then, after revision and do the test with students, researcher gave questionnaire to students on product feasibility and practicality. The feasibility test revealed a Very worthy to apply, indicating that the product was highly

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<sup>66</sup> Research by Zhao Jing, 2024 with the title "Task-Based Supplementary Materials Design for English Learners' Reading Skills .



suitable for implementation in high schools. Regarding practicality, the product usage (practicality) is worthy, suggesting it was also practical for use in high schools in Pasuruan. This outcome supports the view that the Task-Based approach fosters active participation and boosts student confidence in language learning<sup>67</sup>. The feedback from both the English teacher and a student in the questionnaire further emphasized the product's effectiveness. One student noted, "Using LKS with QR codes can indeed spark students' interest in learning, but it may cause difficulties for those with only one device, as they need to switch between the QR scanner web and LKS." This insight offers valuable considerations for future research or the development of learning materials.

Although this study yields valuable and interesting insights into English language teaching and learning methods, it has two important limitations. First, due to the short duration of the study and the students' preparation for the final semester exam, there were constraints on the researcher's ability to consistently observe students' learning when implementing the digital storytelling technique. Therefore, it is hoped that future studies allocated more time and adopt a well-structured approach to effectively address this gap. Second, the assessment of speaking fluency learning was not conducted properly. For future studies, a more

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<sup>67</sup> Research by Andree Rivan Kurniawan, 2021 with the title "Developing supplementary listening materials for vocational high school students using technology, education, and design online media."



comprehensive examination of progress in the acquisition of specific speaking fluencies is recommended.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This final chapter would discuss the revised product development review, suggestion for the product use, dissemination, and further product development.

#### A. Revised Product Review

This study successfully developed a listening comprehension worksheet with a QR code, designed as supplementary material for Senior High School students. The product was intended to enhance students' listening skills by providing a digital and interactive approach. It could be accessed on a laptop by opening the PDF file of the worksheet or on a mobile phone by scanning the QR code. This dual-access feature made the material versatile and easy to use, catering to different devices. After the product underwent revisions, the results were highly satisfying, with improvements noted in both the design and functionality, ensuring better alignment with students' learning needs.

The data obtained from the field tests revealed varied results across different evaluation instruments, reflecting the product's feasibility and practicality. The observation sheet recorded a mean score of 4.2, it means High criteria. While the media expert assessment rubric was ranked 4.28, it means High criteria. In addition, the material expert assessment rubric scored 4.5, it means Very High criteria, indicating areas for improvement in content. The feasibility questionnaire reached Very Worthy criteria, suggesting that the product was highly practical for use in high schools, and the practicality

questionnaire got Worthy criteria, showing that students found it reasonably accessible. These findings highlighted the procedures of the task-based approach and the supplementary listening comprehension material, though there were areas for further refinement to maximize its potential in classroom settings.

## **B. Suggestion**

### **1. Suggestion for Product Use**

Suggestion for using Listening worksheet product are as follows:

- a. Students are expected to bring laptop to access worksheet PDF file and handphone for scanning the QR Code to access to video material.
- b. Teacher are expected to have EvaluasiBee to make a answer sheet tamplate and input the answer key that can directly corrected there.
- c. Students are expected to listen carefully what a speaker are saying in the video descriptive, so they can understand how to correctly describe the object behind each QR Codes.

### **2. Suggestion for Further development**

- a. Anyone interested in enhancing the listening worksheet materials can contribute additional content and assignments via the provided QR Code. Everything is centralized in one place, so the users (students) later can study independently because everything they need is available behind the QR Code.
- b. Anyone who wish to further develop listening worksheet media can see the effectiveness of the product.

- c. Anyone who wish to further develop listening worksheet media can share the task in the form of hard files to the user (students) through semi-digital platforms. Such as pocket book, or printed and etc. So that the resulting product is more comprehensive to be used and can be focused in 1 device only.



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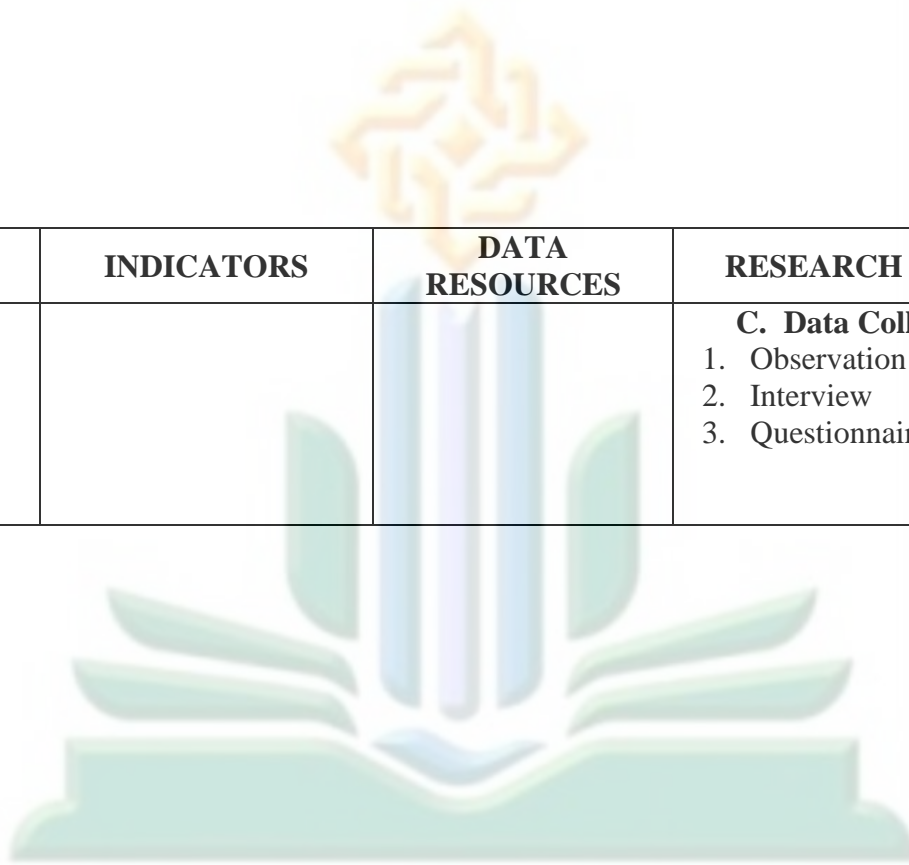
## Appendix 1

### RESEARCH MATRIX

Name : Shovy Nuril Laily

NIM : T20196077

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM
DEVELOPING A SUPPLEMENTARY OF LISTENING COMPREHENSION MATERIALS FROM TASK BASED APPROACH FOR SENIOR HIGH SCHOOL STUDENTS'	1. Listening Comprehension materials 2. Task Based Approach	1. Listening Comprehension Materials a. Listen for detail b. Listen for global understanding c. Listen for main ideas d. Listen inference e. Listen for predict f. Listen selectively 2. Task Based Approach a. Pre-Task b. During Task c. Post Task	1. Observation Checklist 2. Questionnaire of tenth graders of MAN IC Pasuruan academic year 2022-2023 3. Interview with English teacher and the students of tenth graders for Senior high school at MAN IC Pasuruan	<b>A. Research and Development Model</b> The type of research used in this research is Development Research or what is commonly known as Research and Development (R&D). development procedure consists of five steps, including: a. Analysis b. Design c. Development d. Implementation e. Evaluation <b>B. Research Subject</b> • The tenth graders of MAN IC Pasuruan	Research Question : How is the development a listening comprehension materials from task based approach by QR Code media for Senior High School students'? Research Objective : To design and develop listening



TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	PROBLEM
				<b>C. Data Collection</b> <ol style="list-style-type: none"> <li>1. Observation</li> <li>2. Interview</li> <li>3. Questionnaire</li> </ol>	comprehension task with QR Code media for the tenth of Senior High School.

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## DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Shovy Nuril Laily  
Place, date of birth : Malang, 04 July 2001  
Address : Jl. Masjid, Pagentan, Singosari, Kab. Malang  
Faculty : Education and Teacher Training  
Program : English Education Department

States that thesis entitle **“Developing a Supplementary Listening Comprehension Material Based On Task-Based Approach For Senior High School Students ”** is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Do to the fact, I am the only person responsible for the thesis if there is any objection or claim for other.

Jember, 27<sup>th</sup> March 2025  
Author

  
Shovy Nuril Laily  
SRN. T20196077

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## Appendix 2

### Observation Checklist

No	Indicators		Criteria	Scoring Scale					Note
				1	2	3	4	5	
1	2		3	4					5
1.		Efficiency	Ability: The use of a task based approach with QR Code can provide benefits to students learning in the classroom.					√	
			Satisfaction: The use of task based approach with QR Code can encourage students' motivation to learn.					√	
			Errors: The use of task based approach with QR Code does not make students feel bored in learning.				√		
2.		Practicality							
		Usability	Attractiveness: The use of a task based approach with QR Code attract students' attention to learn.				√		
			Learn ability: The use of task based approach with QR Code is easy for students to operate.				√		
			Efficiency: The use of a task based approach with QR Code does not spend a lot of time, money, and effort					√	



No	Indicators		Criteria	Scoring Scale					Note
				1	2	3	4	5	
1	2		3	4					5
			to apply for students.						
3.			Communicative: The use of task based approach with QR Code can transfer the message of the material conveyed to students properly.				√		
			Creativeness: The use of a task based approach with QR Code design is a unique, to attract students' attention.				√		
	Feasibility	Layout & Content	View: The use of task based approach with QR Code provides clear visualizations (video material) to students so that they do not reduce the clarity of the material's content and are easy to remember.					√	
			Layout design: Placement of task based approach with QR Code placed strategically so that the students do it easily.		√				You have to revise the layout between question and QR Code on worksheet.

### Appendix 3

#### Interview Guide for English Teacher

No	Indicator	Questions	Answers
1.	Practicality	According to you, what the best part of usability from this media for listening comprehension task?	The best part of usability from this media is can improve students' listening skills through another way in the class or in outclass. Because this product is flexible to use.
2.		Do you think students are more enthusiastic about learning when teacher use media in learning class?	Sure, various media trigger students to be more active in class, so by providing a lot and various media, students can practice more actively in the class.
3.		According to you, what the benefit (output) for students using this media for listening comprehension task?	I think this media get into the listening skill, because they rely to listen the native speakers especially for listening, but maybe more some umm... spare activity just like listening a song or watching a movie, they can do by themselves, but related to the specific informations or specific topics like this, It's good! I mean it is very useful and interesting for them.
4.		Is this media really efficiency for senior high school student's ?	Yeahh.. I think we can reuse this kind of media because every years especially for the tenth graders, they always get their material in mainly descriptive and maybe we can use this kind of media to make activity more interesting.
5.		Does the provision of a supplementary task-based approach from QR Code support the effectiveness of listening comprehension in improving skills?	According to me yes, but some parts must be revised just like the speed, the speed of every videos are different the beginning, in the first video, the speed is really fast but quiet or totally different from the second and the third videos. I think as in the future we have to adjust the speed

No	Indicator	Questions	Answers
			of the video. Maybe for the first video it is slow and then a little bit faster for the second and the fastest for the third video so we can improve the listening skill of the students by improving the speed of the videos.
6.	Feasibility	According to you, what the best part of layout and content from this media for listening comprehension task? And why?	It is the part of the activity is the contain of the video itself because the video is very interesting, colorful, and also the plot of the story is easy to understand. Moreover all the activities or the content presented in the video, related to the students daily activities.
7.		Is this a supplementary listening comprehension task very useful for senior high school student's?	Of course, at least we can training their skill but still as I said before the we have to make improvements of the tools, just like do not force them to use two devices but provide more effective way like providing paper to the students.

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## Appendix 4

### Media Expert Judgment Rubric

	Aspects	Description	Scoring Scale					Note
			1	2	3	4	5	
1.	Relevance of the product and the respondents (Practicality)	Conceptual definition of the product.						
		Operational of the product use.						
		Accuracy functions of the product.						
		Instruction for the respondents.						
		Assessment of the product from respondents through a questionnaire (a closed questionnaire type) in the Google form.						
2.	Eligibility of the product for media expert (Practicality)	Completeness of the product <i>componens</i> .						
		The technical quality of the product.						
		Product visualization accuracy						
		Accuracy of the product illustration from the images.						
3.	Feasibility of the product for the student	Convenience and safety.						
		Interesting and meaningfulness.						
		Usefulness.						
		Implication for knowledge.						
		Integration with science and technology.						

**VALIDITY SHEET**  
**Media Expert Judgment Rubric**

Researcher: Shovy Nuril Laily

Title:

Developing a Listening Comprehension Materials from Task Based Approach for Senior High School Students'

Instructional Media: Listening Comprehension Task (QR Code Video)

Subject : English

Material : Descriptive Text

Sub Material : Describing people and place

**A. Instruction**

1. The students prepare each laptop, handphone and pen for completing assignment.
2. Each student scanned the QR Code on the task (PDF) in laptop and that were already shared in the classgroup.
3. Students listen carefully to the video from QR Code and answer it on the answer sheet (*Lembar jawaban*) provided.
4. Listening video using headphone or headset will give a better experience.
5. The answer sheet will be directly corrected using the Evaluasibee application.

**B. Rated Aspect**

No	Aspects	Description	Scoring Scale					Note
			1	2	3	4	5	
1.	Relevance of the product and the respondents (Practicality)	Conceptual definition of the product.				✓		
		Operational of the product use.				✓		
		Accuracy functions of the product.			✓	✓		
		Instruction for the respondents.				✓		
		Assessment of the product				✓		
2.	Eligibility of the product for media expert (Practicality)	Completeness of the product <i>components</i> .				✓		
		The technical quality of the product.				✓		
		Product visualization accuracy				✓		
		Accuracy of the product illustration from the images.				✓	✓	
3.	Feasibility of the product for the student	Convenience and safety.					✓	
		Interesting and meaningfulness.					✓	



		Usefulness.				✓		
		Implication for knowledge.					✓	
		Integration with science and technology.				✓		

Note:

1. Put a check mark (✓) in the column according to your opinion.
2. If there is a revision in each point, please write in the column note.

#### Expert Assessment Criteria

No	Criteria	Score
1	2	3
1		5
2		4
3		Very High
4		High
5		Moderate
		Low
		Very Low

#### C. Comments and Suggestions

There are some numbers of questions that don't match with the written part.

#### D. Conclusion\*

Listening comprehension materials from task based approach using QR Code video for listening skills at Senior High School students.

1. Worthy to apply in the field without revision
- ② Worthy to apply in the field with revision
3. Unworthy to apply in the field

\*) Circle one of the criteria above!

Jember, 11 December 2024



(Nina Hayuningtyas, M.Pd)  
NIP. 198108142014112003



## Appendix 5

### Material Expert Judgment Rubric

No	Aspects	Description	Scoring Scale					Note
			1	2	3	4	5	
1.	Relevance of the product and the respondents	Clarity of skills that must be achieved by students.						
		Ability to deliver the material.						
		Delivery of material attracts students' attention.						
		Accuracy in the selection of learning material.						
		The importance of the material presented.						
		The benefits to the material presented.						
		The attractiveness of the material presented.						
		The truth of the learning concept materials.						

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## VALIDITY SHEET

### Material Expert Judgment Rubric

Researcher: Shovy Nuril Laily

Title:

Developing a Listening Comprehension Materials from Task Based Approach for Senior High School Students'

Instructional Media: Listening Comprehension Task (QR Code Video)

Subject : English

Material : Descriptive Text

Sub Material : Describing people and place

#### A. Instruction

1. The students prepare each laptop, handphone and pen for completing assignment.
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3. Students listen carefully to the video from QR Code and answer it on the answer sheet (*Lembar jawaban*) provided.
4. Listening video using headphone or headset will give a better experience.
5. The answer sheet will be directly corrected using the Evaluasibee application.

#### B. Rated Aspect

No	Aspects	Description	Scoring Scale					Note
			1	2	3	4	5	
1.	Relevance of the product and the respondents	Clarity of skills that must be achieved by students.					✓	
		Ability to deliver the material.				✓		
		Delivery of material attracts students' attention.					✓	
		Accuracy in the selection of learning material.			✓			
		The importance of the material presented.					✓	
		The benefits to the material presented.					✓	
		The attractiveness of the material presented.					✓	
		The truth of the learning concept materials.				✓		

Note:

1. Put a check mark (✓) in the column according to your opinion.
2. If there is a revision in each point, please write in the column note.

**Expert Assessment Criteria**

No	Criteria	Score
1	2	3
1		5
2		4
3		3
4		Very High
5		High

Moderate  
Low  
Very Low

**C. Comments and Suggestions**

Questions and answer on the worksheet should be revised. It is better to check again the Answer key all of the questions.

**.D. Conclusion\***

Listening comprehension materials from task based approach using QR Code video for listening skills at Senior High School students.

1. Worthy to apply in the field without revision
2. Worthy to apply in the field with revision
3. Unworthy to apply in the field

\*) Circle one of the criteria above!

Pasuruan, 22 November 2024

(Toetik, M.Pd)

NIP. 197806262011012004

## Appendix 6

### Questionnaire for Students

No	Aspects	Description	Scoring Scale					Note
			1	2	3	4	5	
1.	Feasibility	The task based approach with QR Code media display is clear and easy to understand by students.						
		The audiovisual on the worksheet media looks clear to students						
		The text in worksheet can be read clearly by students.						
		The operation of task based approach with QR Code is easy to use by students.						



## Appendix 7

### Questionnaire for Students

No	Aspects	Description	Scoring Scale					Note
			1	2	3	4	5	
1.	Practicality	The use of task based approach with QR Code does not take a lot of time and effort to be operated by students.						
		The use of task based approach with QR Code does not take a lot of cost.						
		The use of task based approach with QR Code media makes students attracted to learn.						
		The use of task based approach with QR Code media helped students understand the material easily.						

Scan this barcode  
to access Questionnaire



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## Appendix 8

### KISI-KISI SOAL LISTENING COMPREHENSION BERSTANDAR NASIONAL

**Jenjang Pendidikan :** SMA/MA  
**Mata Pelajaran :** BAHASA INGGRIS  
**Program :** IPA/IPS/BAHASA  
**Kurikulum :** 2013

**Alokasi Waktu :** 40 menit  
**Jumlah Soal :** 20 soal  
**Bentuk Soal :** 20 Pilihan Ganda  
**Materi :** Descriptive Text

No	Kompetensi yang diuji	Lingkup Materi	Materi	Level Kognitif	Indikator Soal	Bentuk Soal	Nomor Soal
1	2	3	4	5	6	7	8
1.	Peserta didik dapat mengidentifikasi topik sebuah percakapan sederhana berbentuk deskriptif tentang lingkungan dan sosial ( <i>Descriptive text</i> )	Fungsi sosial	Pengalaman Pribadi ( <i>Describing place and people</i> )	L.1	Diperdengarkan sebuah percakapan sederhana kurang lebih 3 setengah menit dalam bentuk audiovisual, peserta didik dapat menentukan jawaban atas pertanyaan tentang topik dari materi.	Pilihan Ganda	1, 2, 3, 4, 5, 6 dan 16
2.	Peserta didik dapat mengidentifikasi dan memahami konteks sebuah cerita sederhana berbentuk deskriptif tentang lingkungan dan sosial ( <i>Descriptive text</i> )	Fungsi Sosial	Pesan	L.3	Diperdengarkan sebuah percakapan berbentuk deskriptif tentang liburan, peserta didik dapat menentukan jawaban atas pertanyaan tentang pesan pendek dari cerita tersebut.	Pilihan Ganda	7, 8, 9, 11, 13 dan 19
3.	Peserta didik dapat memahami struktur teks dan unsur kebahasaan sebuah percakapan sederhana berbentuk deskriptif tentang lingkungan dan sosial ( <i>Descriptive text</i> )	Struktur Teks dan unsur kebahasaan	Pesan	L.2	Diperdengarkan sebuah percakapan berbentuk deskriptif tentang liburan, peserta didik dapat menentukan jawaban atas kalimat yang sesuai dengan cerita tersebut.	Pilihan Ganda	10, 12 dan 18
4.	Peserta didik dapat	Berfikir Kritis	Pendapat	L.3	Diperdengarkan sebuah video	Pilihan	14, 15, 17

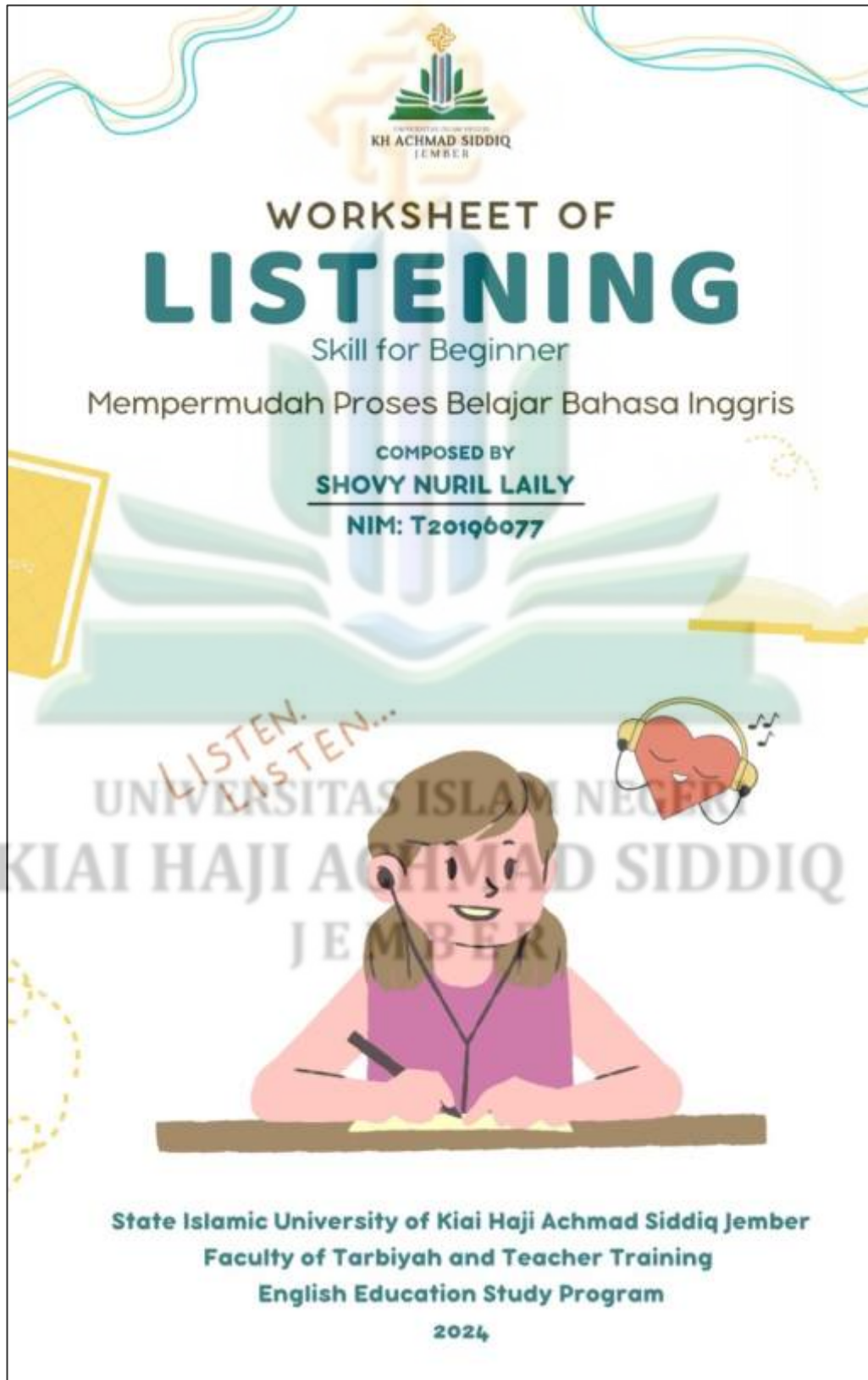


No	Kompetensi yang diuji	Lingkup Materi	Materi	Level Kognitif	Indikator Soal	Bentuk Soal	Nomor Soal
1	2	3	4	5	6	7	8
	menyimpulkan makna dan mengevaluasi topik melalui teks lisan dan tulis berbentuk descriptif secara kritis, kreatif dan jujur terkait topik mendeskripsikan sesuatu ( <i>Descriptive text</i> ).				deskripsi tentang lingkungan fisik dan sosial sekitar, peserta didik dapat menentukan jawaban atas pertanyaan tentang pengandaian, kesimpulan ataupun fakta dalam cerita tersebut.	Ganda	dan 20

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Appendix 9

Worksheet



## Questions

Please scan the barcode material on your each phone! Listen carefully to the description and choose the correct answer!

Scan this QR Code to answer number 1 until 5!

Listen carefully and choose the correct picture from the description on video!



1. Which is the correct answer from the picture in the video?
  - a. Picture C
  - b. Picture B**
  - c. Picture D
  - d. Picture C & D
  - e. Picture A
2. Which is the correct answer from the picture in the video?
  - a. Picture B
  - b. Picture B & D
  - c. Picture D**
  - d. Picture A
  - e. Picture C
3. Which is the correct answer from the picture in the video?
  - a. Picture C
  - b. Picture A**
  - c. Picture D
  - d. Picture B
  - e. Picture A & C
4. Which is the correct answer from the picture in the video?
  - a. Picture B & C
  - b. Picture C**
  - c. Picture A
  - d. Picture D
  - e. Picture B
5. Which is the correct answer from the picture in the video?
  - a. Picture D
  - b. Picture B
  - c. Picture A & C
  - d. Picture A**
  - e. Picture C

Scan this QR Code to answer number 6-10!

Listen carefully this conversation about  
describing people on video!



6. How many people that have been described in the video?
- a. Just one person
  - b. There are three people
  - c. There are four people
  - d. There are five people
  - e. **There are two people**
7. How tall is George Hawkins ?
- a. 74 inch
  - b. **64 inch**
  - c. 65 inch
  - d. 14 inch
  - e. 16 inch
8. How is George Hawkins' body?
- a. He is overweight
  - b. He is thin
  - c. He is fat
  - d. He has ideal body
  - e. **He is little overweight**
9. What type of Jessica's hair?
- a. Blonde Hair
  - b. Long Black Hair
  - c. **Long Blonde Hair**
  - d. Short Blonde Hair
  - e. Short Black Hair
10. What is the meaning of "I can't picture him" in the video?
- a. **I can't imagine him**
  - b. I can't describe it
  - c. I can't understand it
  - d. I can't make it happen
  - e. I can't think about it

Scan this QR Code to answer number 11-15!

Listen carefully the conversation about describing place on this video and choose the correct answer!



11. When will they go to holiday?

- a. Winter
- b. Summer
- c. Rainy
- d. Spring
- e. Autumn

12. "But, I think I prefer somewhere more relaxing"

What the antonym word from the underline?

- a. Cozy
- b. Enjoy
- c. Uncomfortable
- d. Convenient
- e. Calm

13. What place does the boy want to go?

- a. Beach
- b. Mountain
- c. Lake
- d. City
- e. Historical place

14. Why did the girl refuse Jane to go on holiday?

- a. Because according to her the city is not fun
- b. Because the city too boring for holiday
- c. Because she dislikes in the nature place
- d. Because the city so crowded and busy
- e. Because she is not interested in the city

15. What the decision from the conversation?

- a. They decided to go to one location but reach all their desires
- b. They will go according to their respective goals
- c. They decided to go to only two places
- d. They choose one of the desired places
- e. They didn't go on holiday together

Scan this QR Code to answer number 16-20!

Listen carefully the story telling about describing your hometown on this video and choose the correct answer!



16. Where is Donna's hometown ?

- a. France
- b. Germany
- c. Belgium
- d. Spain
- e. Italy

17. Why does Donna like to live in a small house on a hill ?

- a. Because it makes her easy to get fishing
- b. Because it gives her a good view of the whole town
- c. Because she will make a small business there
- d. Because she already feels comfortable there
- e. Because of paying taxes there is very cheap

18. What does Donna likes to do in the great beach ?

- a. Surfing
- b. Fishing
- c. Driving a boat
- d. Make a Sandcastle
- e. Looking for shells

19. Does Donna like to go to surfing in the summer ?

- a. A local park
- b. The whole town
- c. A hill
- d. Beach

e. Shinning star lighthouse

20. How is Donna's life condition ?

- a. It has many tourist attraction
- b. It has many good places to visit
- c. It is a very quiet and relaxing
- d. It is a very quiet and beautiful place to live
- e. It is a very crowded and beautiful place to live

~Good Luck!~





## Bonus Video



## Appendix 10

## Answer Sheet using Evaluasibee Application

<p>Instruction for filling the sheet</p> <ol style="list-style-type: none"> <li>1. This sheet should not be folded or crushed</li> <li>2. Use only blue/black ball pen or 2HB pencil</li> <li>3. Circle should be darkened completely and properly</li> <li>4. Erase marked circle completely for deselect</li> </ol>		<p>WRONG METHOD</p>  <p>CORRECT METHOD</p> 
NAME :		
EXAM :	DATE :	

Roll No		Listening Comprehension					A B C D E					
<div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div>		Descriptive Text					13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	<input type="radio"/> <input type="radio"/>	A	B	C	D	E	14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/> <input type="radio"/>	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/> <input type="radio"/>	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/> <input type="radio"/>	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/> <input type="radio"/>	4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/> <input type="radio"/>	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/> <input type="radio"/>	A	B	C	D	E	20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/> <input type="radio"/>	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
8	<input type="radio"/> <input type="radio"/>	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
9	<input type="radio"/> <input type="radio"/>	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
		9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
		10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
		11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
		12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						

## Appendix 11

### Learning Stage

No	Activities		Time allocation
	Teacher	Student	
1	2	3	4
1	<b>Pre-task</b> <ul style="list-style-type: none"> <li>Teacher greets students and check the students attendance list</li> <li>Teacher gives brainstorming or leading question related to the topic</li> </ul>	<b>Pre-activity</b> <ul style="list-style-type: none"> <li>Students respond to teacher's greeting</li> <li>Students respond to the brainstorming or leading question given by the teacher</li> </ul>	1'  2'
2	<b>During Task :</b> <ul style="list-style-type: none"> <li>the teacher asks students to prepare their handphone, laptop and earphone to get good experience.</li> </ul> <b>Analysis</b> <ul style="list-style-type: none"> <li>Teacher ask student to analyse the question from worksheet and audiovisual from scan QR Code.</li> <li>Teacher ask students to answer the question in their answersheet.</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>Teacher does corrects student work from Evalbee Apps on the class</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare their tools before doing listening task.</li> <li>Students pay attention to question on their video on handphone.</li> <li>Students give a best answer on their answersheet.</li> <li>Student do Analysis by themselves about student's work</li> </ul>	5'  20'  10'
3	<b>Post Activities:</b> <ul style="list-style-type: none"> <li>Teacher gives feedback and evaluation</li> <li>Teacher gives chance to student to ask something did not understand that related to the topic</li> <li>Teacher close the subject and say salam</li> </ul>	<ul style="list-style-type: none"> <li>Students get feedback and evaluation</li> <li>Students ask to teacher related to the topic</li> <li>Students respond teacher's salam</li> </ul>	3'  3'  1'

No	Activities		Time allocation
	Teacher	Student	
1	2	3	4
Total Time Allocation			40 mnt/ 2jp



## Appendix 12

### Final Score the Students

NO	INICIAL NAME	SCORE / 40,0	SCORE	FREQUENCY	PERCENTAGE (%)
1	FAR	40,0	40	1	4,35%
2	AAB	38,0	38	9	39,13%
3	HKRH	38,0	36	5	21,74%
4	HAZN	38,0	34	3	13,04%
5	MN	38,0	32	2	8,70%
6	MMA	38,0	28	3	13,04%
7	RSA	38,0	<b>Total</b>	<b>23</b>	<b>100%</b>
8	SKA	38,0			
9	VSA	38,0			
10	ZAH	38,0			
11	AAI	36,0			
12	DNA	36,0			
13	MAP	36,0			
14	MFAA	36,0			
15	NSAA	36,0			
16	IMF	34,0			
17	KZA	34,0			
18	NS	34,0			
19	ADH	32,0			
20	ARS	32,0			
21	INLN	28,0			
22	MNH	28,0			
23	SI	28,0			
<b>Average (mean)</b>		<b>35,30</b>			



## Documentation of the Research







## Appendix 14

### Research Liscense Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Melanang No. 01 Mangli Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.uinkhas-jember.ac.id](http://www.uinkhas-jember.ac.id) Email: [karhiyah@uinkhas-jember.ac.id](mailto:karhiyah@uinkhas-jember.ac.id)

Nomor : B-9326/In.20/3.a/PP.009/11/2024

Sifat : Biasa

Perihal : Permohonan Ijin Penelitian

Yth. Kepala MAN IC Pasuruan

Dusun Kajarkuning, Kedawung Wetan, Kec. Grati, Pasuruan, Jawa Timur 67184

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196077

Nama : SHO'VY NURIL LAJLY

Semester : Semester sebelas

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Developing a Supplementary Listening Comprehension Material from Task Based Approach for Senior High School Students" \* selama 3 ( tiga ) hari di lingkungan lembaga wewenang Bapak Syamsul Ma'arif, S.Pd, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 November 2024

an. Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

## Appendix 15

### Research Finished Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN  
MADRASAH ALIYAH NEGERI INSAN CENDEKIA PASURUAN**

Dusun Kajarkuning Desa Kedawung Wetan Kecamatan Grati Kabupaten Pasuruan, 67184  
Tlp. : (0343) 481201 Website : <http://kcpasuruan.sch.id/> email : [insancendekiapasuruan@gmail.com](mailto:insancendekiapasuruan@gmail.com)

---

**SURAT KETERANGAN**

Nomor : B-962/Ma.13.09.03/06/2025

Yang bertanda tangan di bawah ini :

Nama : Syamsul Ma'arif, S.Pd. M.Pd.  
NIP : 197507042005011004  
Pangkat/Gol. : Pembina IV/a  
Jabatan : Kepala Madrasah Aliyah Negeri Insan Cendekia Pasuruan

Dengan ini menyatakan bahwa mahasiswa yang beridentitas :

Nama : Shovy Nur Laily  
NIM : T20196077  
Program Study : Pendidikan Bahasa Inggris

Telah selesai melakukan penelitian dan pengambilan data penelitian di MAN Insan Cendekia Pasuruan, untuk memperoleh data penelitian dalam rangka penyusunan skripsi berjudul **"Developing A Supplementary Listening Comprehension Material From Task Based Approach For Senior High School Students"**

Demikian surat ini dibuat dan untuk dipergunakan sebagaimana mestinya.

UNIVERSITAS ISLAM Negeri

KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Pasuruan, 12 Juni 2025  
Kepala Madrasah,



SYAMSUL MA'ARIF



Dokumen ini telah ditanda tangani secara elektronik.

Token : 4D3f4mz1e

## Appendix 16

### Journal of Research

No	Date	Activities
1.	Thursday, 19 <sup>th</sup> of November 2024	Sending a permission letter for doing research.
2.	Friday, 22 <sup>nd</sup> of November 2024	Prelimery Study (Observtaion and Interview) in the school.
3.	Tuesday, 26 <sup>th</sup> of November 2024	Test the product with a participants (23 Students).
4.	Tuesday, 26 <sup>th</sup> of November 2024	Material Expert Judgment (Assessment).
5.	Wednesday, 11 <sup>th</sup> of December 2024	Media Expert Judgment (Assessment).
6.	Thursday, 12 <sup>th</sup> of June 2025	Asking researcher finished letter.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER



## Appendix 17

### CURRICULUM VITAE



#### Personal Information:

Name : Shovy Nuril Laily  
NIM : T20196077  
Gender : Female  
Place, Date of Birth : Malang, 04<sup>th</sup> of July 2001  
Address : Jl. Masjid, Pagentan, Singosari, Kab. Malang  
Religion : Islam  
Department/ Major Course : English Department  
Email Address : [shovynuril04@gmail.com](mailto:shovynuril04@gmail.com)

#### Education Background:

2006-2012 : MI Al-Ma'arif 02 Singosari  
2012-2015 : SMP Unggulan Al-Yasini Pasuruan  
2016-2019 : MAN 2 Pasuruan