



**THE EFFECT OF TRANSLATION MACHINE APPLICATION TO
STUDENTS' LISTENING ABILITY AT MAS YAYASAN PENDIDIKAN
BUDAYA**

SKRIPSI

*Submitted in Partial Satisfaction of the Requirements for the
Scholar Degree of English Education*

By:

DESVA ARLIROSANTI

NIM. 34.15.4.142

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA MEDAN**

2021



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2021



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SURAT PENGESAHAN

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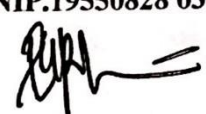
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil dari karya saya sendiri. Kecuali kutipan-kutipan dariringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, makagelar dan ijazah yang diberikan oleh universitas batal saya terima.

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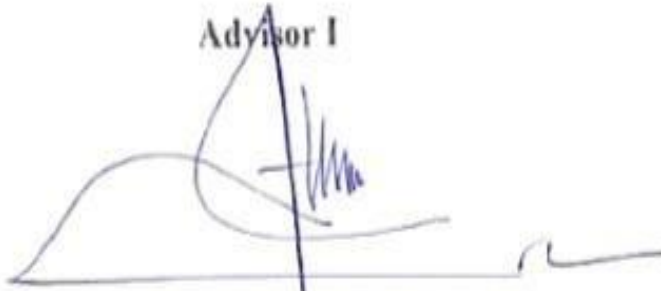
Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Desva Arli Rosanti** yang berjudul **:The Effect of Translation Machine Application to Students' Listening Ability at MAS Yayasan Pendidikan Budaya** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian surat ini kami sampaikan, atas perhatian saudaraku kami ucapkan terima kasih.

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ABSTRACT

Desva Arli Rosanti : The Effect of Translation Machine Application to Students' Listening Ability at MAS Yayasan Pendidikan Budaya

Keywords : Listening, Teaching of English, Translation Machine Application, Google Translate.

This study was conducted to find out the effect of translation machine application to students' listening ability. The sample of the study was 50 students taken from XI.A and XI.B at MAS Yayasan Pendidikan Budaya of the second grade with the saturation or census sampling as a sampling technique. The method used in this study was quantitative method and the design was a comparison design. In collecting the data, the listening test was used. Data analysis technique that was used in this study by using *Microsoft Excel 2013* and *SPSS v. 23.0* for windows.

Based on the analysis in chapter IV, the researcher found that there were some effects that influencing students in learning listening skill in English being taught Translation Machine Application. It was proved by the level of significance of methods that refers to post test for experimental and control class is exactly done through using T-test that t_{count} is bigger than t_{table} , they are $10.9 > 2.796$ and $11.07 > 2.796$ with the total of $N = 50$ students. In conclusion, it was considered that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

ACKNOWLEDGEMENT

In the name of Allah SWT, the most gracious, most merciful.

All praise is due to Allah, Lord of world, who has given the writer love and blessing to finish a last assignment in her study, “Skripsi”. Peace and salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence.

It is a pleasure to acknowledge the help and contribution to all of lectures, family, friends, and institution who have contributes in the different ways hence this thesis is processed until it becomes a complete writing which will be presented to the Faculty of Tarbiyah and Teachers’ Training in partial fulfillment of the requirement for the degree S.Pd in English Language Education.

The first, I would like to thank to her dearest parents **Beny Sumarli** and **Tanty Rosmawati** for their greatest love, prayer, attention, moral, and financial support during academic years in completing my study at State Islamic University North Sumatera.

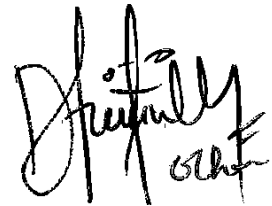
Secondly, the researcher also realized that I never finish this thesis without the help of some people around me. Therefore, the writer would like to give gratitude to:

1. **Dr. Amiruddin Siahaan, M.Pd.**, as the Dean of Faculty of Tarbiyah and Teachers’ Training at State Islamic University North Sumatra.
2. **Dr. Sholihatul Hamidah Daulay, M.Hum.**, as the Head of English Education Department and **Reflina, M.Pd**, as the Secretary of English Education Department.
3. **Dr. H. Amiruddin, M.S, M.A, M.B.A, PH.D.**, as the first advisor who had given much of his time, suggestions, knowledge, and generosity to guide in preparing and finish this thesis and **Siti Ismahani, M. Hum.**, as the second advisor who had given much of her time, advice, attention, and support to guide in preparing and finish this thesis.

4. All the lectures in English Education Department who advised and guided me during the academic time and The Library at State Islamic University of North Sumatera.
5. All loves for the committees that are available in Head of English Department office especially for **Dr. Sholihatul Hamidah Daulay, M. Hum, Reflina, M.Pd, and Dian Zul Rahmi, S.Pd.I.**
6. **Binsar Sy. Arifin Mangku Alam Munte**, as my beloved husband who always give motivation, prayer, and helps me to complete this thesis.
7. **Muhammad Amjad Kaisan Munte**, as my beloved son who always give loves and laugh to complete this thesis.
8. **The Big Family of Samsuddin Munte and Nurhasanah** as my parents-in-law wand my big family from my husband who always give prayer, love, support, and something useful during my study.
9. **Dayu Liwa Darma, Dea Vinni Erpia, Dewi Ayu Distria, and Dio Abiansyam Eljasir**, as my little brothers and little sisters who give prayers, loves, support during my study.
10. **Tya, Aisyah, Arsyah, Dina, Revi, Indah, Irul, Angga**, as my big family who give advices, prayers, supports, and financial during my study.
11. **Regita Yuliska, S.Pd**, as my best friend who give advices, prayers, and supports to finish this thesis.
12. **Ade Rahmayani Irawan, and Agus Cykyta Dewi**, as my best friends who give advices, prayers during my study.
13. All of my friends in **Kos Cantik Pinus 32, Kos Grand Muslimah, PPL, and KKN.**
14. All of my friends in **English Education Department-V**, especially my best friends, Annur Risqi Hrp, Christina Suriani Debataraaja, S. Pd, Sutria Dewi, Rahmah Hasanah Lubis, S. Pd, Ilham Sinaga S. Pd, Henidar Rambe, S. Pd, Puput Rosalina, S. Pd, Zuhijjah Damai Yanti, S. Pd, Putri Fadhilah Nst, Tukma Putri Anti, S. Pd, Nurul Anida, S.Pd, and etc.

Furthermore, the researcher would like to express my best gratitude and appreciation for all people who love and help me. Finally, the researcher hopes that my thesis will be useful for the readers, especially the students of English Education Department who want to conduct similar research. May Allah the Almighty bless of us.

Medan, June 5th 2020

A handwritten signature in black ink, appearing to read 'Desva Arli Rosanti', with a stylized flourish at the end.

Desva Arli Rosanti

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CHAPTER I

INTRODUCTION

A. The Background of Study

The English teaching and learning process in school is aimed at developing the students' competence in English, spoken and written, to achieve the level of functional literacy. Besides, it is also aimed at raising the students' awareness of the nature and importance of English that can improve their nation's competitiveness in the global society. The English teaching and learning process is also aimed at developing the students' understanding of the relationship between language and culture.

There were some problems found at school in the context of the English teaching and learning listening, especially at grade XI. For example, the listening class was seldom conducted there, it was just conducted in two or three times in a month. It made the students become unfamiliar with the listening itself and also unfamiliar with listening to the English native speaker. The students then also had a problem in the spelling words. They could not write what they hear correctly. The last problem was that the listening input given by the teacher is rudimentary.

Living in this wide world, people cannot avoid interacting with other people from other countries that have different languages. That is why people will have difficulties in communicate with other people who come from different places. For example, *Bahasa Indonesia* that is used in the daily life of Indonesian certainly differs from English. So, Indonesian people will have difficulties to communicate

with English people. Their intention may not be understood by people whom they talk to. Translation is the best solver to answer this problem.

Along with world development, many people need to widen their knowledge about the world. Achieving the knowledge from many countries can be easier if the sources for learning are available, such as books. However, it will not be easy if the books are written in a foreign language since the knowledge cannot be perceived perfectly. It will take a long time to understand the books by learning the language first. Getting the translated edition of the books will be the easiest way in learning the knowledge someone wants to. It is one of important reason why the need for translating is increasing from day to day, since knowledge is developing.

As the technology develops, like computer technology, people can do their job easily and quickly since people are forced to. The inventions of machine translators are also make people do their translating activities easier and quicker. Machine translators can help people to be able to finalize translating faster although people cannot depend fully on the result of translation by a machine translator. A machine translator can help to quicken translator performance in translating so that a translator can fulfill the work demand in time facet without putting aside quality of translation.

The very beginning idea of using computers to translate natural languages was first proposed in the 1940s but the first investigation began in the 1950s. In the early 1950s research on Machine Translation was necessarily modest in its aims. It was constrained by the limitation of hardware; especially by inadequate computer memories and slow access to storage, and the unavailability of high-level

programming languages. Many earlier researchers have assumed that Machine translation would produce poor quality results that need human involvement in editing.

Since 1940s until now, many machine translators have been invented, for example, Systran, Logos and Tranced which offer full automatic translations. It means that the translator can choose to use the either for the whole text or for selected sentences, and can accept or reject the result as appropriate. A translator needs to edit the results from a machine translator to create a good translation.

One of the most popular of search engines is Google. The search engine is first developed by Larry Page and Sergey Brin in 1996. Google Inc. is not only a company but also one of SEO (Search Engine Optimization) that is famous all over the world. This is a site that functions as a tool for finding information, whether it is the world's information, news, or other things like downloading music, videos and eBook. Larry Page and Sergey Brin as developers of Google Inc, make Google developing as a complex search engine that is more useful for users. Talking about translation and technology, Google Inc. has already published the work of Google development introduced to public in 2008, called "Google Translate". The "Google Translate" is an invention of Google that is published to the public by the end of 2008. The latest Google's feature is a development of php ajax which will produce a media of translation called translator. "Google Translate" is a media that serves a service of online translation. This feature is the first that is introduced to public.

The advantageous of “Google Translate” is the ability to translate more than 50 languages worldwide¹.

Google Translate will help us to translate texts or webs pages from one language into other languages automatically, from source language (SL) into target language (TL) so that it helps readers as they are trying to understand the content of a web page. Och pointed that “because we want to provide everyone with access to all the world’s information, including information in every language, one of the exciting projects at Google Research is machine translation”². Machine that is used in Google can be classified in term machine translation whose abbreviation is MT. Imam Santoso argued that MT is a computerized system responsible for the production of translations with or without human assistance³.

Today, Google Translate is growing to be a complex MT. There are many researches do to analyze it. Stephen in his research, Global Internet Ranking Results for FMTs, provides Google Translate as the highest rank on translating sentences with a formal register even though he still find some of translation results from Google Translate need to be studied further more⁴.

In fact that, there are so many students who are confused to learn listening, the students should the students to pronounce the words that hearing from native

¹ Google Research, accessed in www.googleresearchblogspot.com, retrieved on 3rd February 2020, at 1 a.m

² Google Research, accessed in www.googleresearchblogspot.com, retrieved on 3rd February 2020, at 1 a.m

³ J. Hutchin, *Reflection on the History and Present State of Machine Translation*, retrieved on February 3rd, 2020.

⁴ Stephen Hampshire, *Translation and the Internet: Evaluating the Quality of Free Online Machine Translators* (Spain: Facultat de Belles Arts, University de Barcelona, 2010), Published Thesis, p. 11.

speaker in Google Translate. It makes the students will understand about the words in English and improve their listening skill also.

Based on the explanations above, the researcher is motivated to conduct a research with the title **“The Effect of Translation Machine Application to Students’ Listening Ability at MAS Yayasan Pendidikan Budaya“**.

B. Identification of Study

Based on the background of the study above, the researcher identifies some problems dealing with the study, they are:

1. The students are lack of interest in learning English especially for listening subject.
2. The students’ listening skill is low.
3. The teachers are still confuse to use the learning strategy in teaching listening.

C. The Limitation of Study

Based on identification of problems, there are some factors that can cause the low of students’ listening skill, such as habit, motivation, interest, economic background, and quality of teacher when they teaching listening. Therefore, the researcher gives limitation of the problem on the effect of listening students’ ability by using translator machine application.

This limitation is based on some reasons. Firstly, students can be focus and give their time to observe the object of study. By analyzing the object of study immediately, it will be easy for students to understand about the object, develop

their ideas, and to start listening on the paper. Secondly, listening by using translator machine application is the activities which is easy to conduct in the class.

D. The Formulation of Study

Based on the background and objective of the problems. It is an obligation for researcher to give a rise the problems which are going to be investigated. Hence, the researcher's questions can be formulated as:

1. What are the effects of translation machine application to students' listening ability?
2. Is there any significant of the effect of listening students' ability by using translator machine application?

E. The Objective of Study

Based on the research question above, this study has objective, it is:

1. To know the effects of translation machine application to students' listening ability.
2. To find out the significant of the effect of listening students' ability by using translator machine application.

F. The Significances of Study

The findings of this research are expected to provide useful information about listening students' ability by using translator machine application either theoretically or practically. Theoretically, this study is expected to provide scientific contribution to expand the education science in the world. Whereas practically, this study is expected to be useful for:

1. The principal, it can give direction to English teacher method, that should be suitable with the material in teaching learning process.
2. The English teachers, it can give idea for teacher to add the frequency of listening through translator machine application to make the students are not bored, practice their pronunciation and the students get enjoy of this leaning.
3. The students of the second grade of senior high school as consideration to increase their motivation in learning English especially in listening skill especially in pronunciation and also adding knowledge for students in technology by using translator machine application.
4. The other researchers, it can contribute the ideas for further researchers which can be as reference for who are interested in conducting similar students in the next time.
5. The readers who want to enrich their knowledge about listening skill especially in listening by using translator machine application.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In this chapter the researcher gives a theoretical framework that supports the study of listening students' ability by using translator machine application for students in the second grade of senior high school by reviewing the theoretical framework, conceptual framework, related study, and hypothesis to prevent possible misunderstanding between the readers. In other word, the next is considering important to discuss so that the readers will get the points clearly.

A.1. Definition of Listening

Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active progress of receiving and responding to spoken (and sometimes unspoken) messages.

Helgesen states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things are higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listener combine what they have

listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind⁵.

Rost defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation)⁶. Listening, then is a complex, active processes of interpretation in which listeners match what they hear with what they have already known.

Rivers in Hasyuni states that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance⁷. So, we can say that listening is like a cooking process, there is the recipe, and then we gather the ingredients, start to process to cook and finally we eat that. The process will be successful if we prepare the right dose, as well as listening, we can get the right words if we listen well and know all of the sentences.

From the definition above, it can be concluded that listening is a complex, active process of interpretation in which listeners match what they have heard with

⁵ Helgesen, *Listening in Practical Language Teaching*, (Edited by David Nunan: Mc-Graw Hill, 2003), p. 24.

⁶ Rost, *Teaching and Researching Listening*, (UK: Longman, London,2002), p. 177.

⁷ Hasyuni, *The Students' Preferred Activities for English Listening Classes (A Survey Conducted to the Second and Fourth Semester Students of English Department of FKIP Universitas Bengkulu Academic Year 2005/2006)*, p. 8.

what they have already known. It is a process to start mind. We must pay attention first with the listening, then we can easily study the other skills.

A.1.1. The Teaching of Listening

Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than that of the learners. One of the main principle of teaching listening, should be “Language material intended to used for training listening comprehension should never be presented visually first”⁸. Good listening lessons go beyond the main listening task itself with related activities before and after the listening. It means that the teaching of listening should beyond the understanding, then the action.

The importance of listening in language learning and teaching demand the language teachers to help their students become effective listeners. For instance, the school establishes one day in a week to use English language, so the students will be familiar with listening process.

There are some principles of teaching listening skill that should be known by the teacher. First, listening should receive primary attention in the early stage of ESL instruction. It means that to learn English language, students should be familiar

⁸ Brown, *Principle of Language Learning and Teaching*, (San Francisco: San Francisco University, 2000), p. 7.

first with the listening process. Second, listening should maximize the use of material that is relevant to students' real life. It can make students know how important the material in the real life. Third, listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses difficult word. Fourth, listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level and genre. The purpose of that principle is to make the students interested in the material given in every meeting. Fifth, the teacher should always ask the students to listen to the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first.

A.2. Media in Teaching English

The word media, plural of medium, is from the Latin word of middle and describes which is stand between the receiver and the source of the message. It is commonly used to describe ways to convey information and entertainment. The term multimedia often describes highly sophisticated technology, such as CD-ROM and Internet web sites, which incorporate text, sound, vision and animation. In general, we understand technology to embrace things like radio, TV, video, telephone, fax machines and computers⁹. In this modern era, the word media have already been familiar for us in the relation with teaching and learning process.

⁹ Terry, *Doing Your Research Project 4th Edition* (New York: Open University Press, 2000), p. 208.

The same source also mentions that not all media involve technology, of course. Books and newspapers do not conjure up images of technology, although a good deal of technology goes into its creation. It means so many media that we have from many sources.

Media refers to any communication method that conveys information, or that allows interaction between teachers and students. According to Arsyad, in teaching and learning activities using the media, the teaching was replaced by terms such as tool of view heard, teaching materials, communication of view heard, education teaching aids of view, educational technology, teaching aids, and explanatory media. It can be concluded that many things can define the media itself in the context of learning process¹⁰.

From the definition above, we know that media are grown by technology, and now we can find it in many sources. Media is an important things in teaching and learning process. It can set the level of students' interest with a lesson.

A.3. Definition of Translation

In globalization era translation is something important because the world always develops. A good deal information come every day. Misunderstanding of language can make problems in the borderless modern society. This phenomenon push scientist to study deeper about the concept of translation. Thus, translation has important role. Translation has become an important issue since the world began to

¹⁰ Arsyad, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2003) p,15.

globalize. Much information from other parts of the world is now easy to get, but the way people interpret the information can be a serious issue.

The act of translation has already begun since a long time ago, like the command from Allah to learn other language of tribes to make our live easy in communication and making a cooperation¹¹.

Translation has been defined in many ways by different expert in the field, depending on how they view language and translation. According to Newmark, translation is rendering the meaning of a text into another language in the way that the author intended the text. The definition describes that translating is about rendering the message from one language to another¹². It was stated in Holy Que'an Surah al-Kahfi verse 93:

حَتَّىٰ إِذَا بَلَغَ بَيْنَ السَّدَّيْنِ وَجَدَ مِنْ دُونِهِمَا قَوْمًا لَا يَكَادُونَ يَفْقَهُونَ
قَوْلًا ﴿٩٣﴾

*“Until, when he reached between two mountains, he found, before (near) them (those two mountains), a people who scarcely understood a word. (Al-Kahfi:93)*¹³

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ
لَكُمْ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

¹¹ Al Maragi, Ahmad Mustafa, *Tafsir Al-Maragi*, (Indonesian version) translated by Bahrun Abu Bakar et.al., (Semarang: Karya Toha Putra, 1993), p. 237.

¹² Newmark, *A Text Book of Translation*. (Hertforshire: Prentice Hall International, 1988), p. 5.

¹³ Al-Kalam Digital, DVD Program Version 1.0, (Bandung: Penerbit Diponegoro, 2009) Surah al Kahfi, verse 93.

“And it is He who produced for you hearing and vision and hearts; little are you grateful” (Al Mu’minun:78)¹⁴

وَهُوَ الَّذِي أَنشَأَكُمُ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ قَلِيلًا مَّا تَشْكُرُونَ

“And Allah has extracted you from the wombs of your mothers not knowing a thing, and He mad for you hearing and vision and intellect that perhaps you would be grateful” (An Nahl:78)¹⁵

Besides, Nisa and Taber say that translation means reproducing to the receptor language the closest natural equivalent of the source language message, firstly in terms of meaning and secondly in terms of style. Both definitions above imply that translation involves two languages; the source language (SL) and the target or receptor language (TL), and an act of translating is an act of reproducing the meaning of the SL text into that of the TL text. The definition tells that translation is reproducing meaning from one language to another¹⁶.

From the notions above it can be concluded that translation includes the act of transferring message from the source text to the target text. The aim of translation is to find the equivalent meaning of the source language expression in the target language. Thus, meaning is important in translation and it must be held constant.

¹⁴ *Ibid*, verse 78.

¹⁵ *Ibid*.

¹⁶ Nida, and Taber, *The Theory and Practice of Translation* (Boston: BRILL, 1982), p. 12.

Furthermore, translating a literary work into another language is creating a new literary work in another language.

A.4. Machine Translation

The topic of the book is the art or science of Automatic Translation, or Machine Translation (MT) as it is generally known as the attempt to automate all, or part of the process of translating from one human language to another. The idea is to give the reader a clear basic understanding of the state of the art, both in terms of *what* is currently possible, and *how* it is achieved, and of what develop¹⁷.

In increasing demand for translation, the complexity involved in the process of translation and the absence of a competent translators, the scientists and linguists have to be collaborated to automate translation or to aid the human translator in terms of specially designed software or program with an in built mechanism for substituting the structures in the source language into target language. The invasion of the internet in every walk of life has enhanced the role of translation in modern life and has facilitated the use of machine translation in a big way¹⁸. While taking decisions whether to use machine translation or a professional human translator, the people should take into account of some important factors like cost, timeliness, target audience, quality and legal implications of the text being translated and complexity of the subject matter.

¹⁷ Arnold, *Machine Translation: An Introductory Guide* (London: Blackwells, 1994), p. 36-37.

¹⁸ Koemeijani, *A Framework for Translation Evaluation* (Blackwell Publishers Inc: Cambridge, 1994, p.1.

Sometimes, in human translations, the intervention of machine translation has the potential to enhance the speed of translation to deliver the products in time. A translator is also benefited if she or he is supplied with substitutes for technical jargon, specific terminology or keywords or a glossary to meet his or her requirements during the process of translation. However, it is almost impossible to think that machines can altogether replace human translators¹⁹. From the statement above, it can be concluded that translation and human translations have different roles and cannot replace each other.

Machine translation (MT) has a long history of ambitious goals and unfulfilled promises. Early work in automatic, or “mechanical” translation, as it was known at the time, goes back at least to the 1940s. Its progress has, in many ways, followed and been fueled by advances in computer science and artificial intelligence, despite a few stumbling blocks like the ALPAC report in the United States²⁰. Machine translation has exceptional goals and increase in computer science and artificial intelligence, despite a few stumbling blocks like the ALPAC reported in the United.

Availability of greater computing power has made the access and usage of machine translation more straightforward. Machine translation has also gained wider exposure to the public through several dedicated services, typically available through search engine services. Most internet users will be familiar with at least one

¹⁹ Cheragui, *Theoretical Overview of Machine Translation* (Algeria: African University, 2012), p. 28.

²⁰ Hutchins, *Cognition in the Wild* (Canada: MIT Press, 2003), p. 109.

of Babel Fish, Google Language Tools, or Windows Live Translator²¹. Therefore, machine translation was developed mostly from the internet.

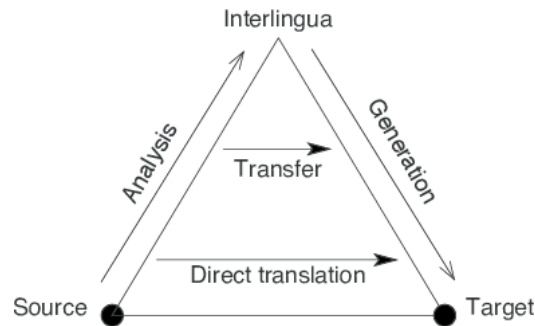


Figure 1.1 The Machine Translation Pyramid

The machine translation approaches are very depending on how much analysis and generation is needed. The interlingua approach does full analysis and generation, whereas the direct translation approach does a minimum of analysis and generation. The transfer approach is somewhere in between²². Based on the statement above, the machine translation pyramid result always change the number of the analysis and generation needed.

A.4.1. Google Translate

The “Google Translate” is an invention of Google that is published to the public by the end of 2008. The latest Google’s feature is a development of php ajax which will produce a media of translation called translator. “Google Translate” is media that serves a service of online translation. This feature is the first that is

²¹ Goutte, Cancedda, Dymetman, Foster, *Learning Machine Translation* (USA, 2009), p. 290.

²² *Ibid*, p. 291.

introduced to public. The advantageous of “Google Translate” is the ability to translate more than 50 languages worldwide.

“Google Translate” will help us to translate texts or webs pages from one language into other languages automatically, from source language (SL) into target language (TL) so that it helps readers as they are trying to understand the content of a web page. Och states that because we want to provide everyone with access to all the world’s information, including information in every language, one of the exciting projects at Google Research is machine translation²³. Machine that is used in Google can be classified in term machine translation whose abbreviation is MT. Imam Santoso argued that MT is a computerized system responsible for the production of translations with or without human assistance²⁴.

A.4.2. The Advantages and Disadvantages of Google Translate

For those that need fast or multiple translations, Google Translate is very appealing. Since launching over 10 years ago, it has built up a reputation for being the best online, free translation tool, with over 200 million users every day. It supports over 100 languages at various levels and can be the perfect tool for getting a quick translation whilst on holiday. Hence, some advantages and disadvantages of Google Translate, are:

²³ Google Research, accessed in www.googleresearch.blogspot.com, on 3rd February 2020 at 2 a.m

²⁴ J. Hutchin. 1995. Reflection on the History and Present State of Machine Translation.

Table.A.1

The Advantages and Disadvantages of Google Translate

Advantages	Disadvantages
<p>It's free – for those with no budget the free aspect of Google Translate is what draws them in. The tool costs nothing and compared to other free translation devices it's often superior.</p>	<p>It makes mistakes – while the tool does translate words there are often mistakes, particularly with grammar, structure, and context.</p>
<p>It's fast – Google Translate results are almost instant. As you type in your content, the tool will translate and results are delivered in a blink of an eye.</p>	<p>There's no quality control – there's no way for mistakes in translations to be reported. Of course, you can hire a translator to review the content but that can negate some of the benefits of using the tool.</p>
<p>It's convenient – with the advancements in mobile tech it's possible to access Google Translate just about anywhere on a smartphone.</p>	<p>The quality varies – less popular language pairings tend to be less accurate, so while an English to French translation may be usable, a translation from Thai to Basque may not be²⁵.</p>

²⁵ Language Insight, accessed in <https://www.languageinsight.com/blog/2019/google-translate-vs-professional-translation/>, on 3rd February 2020, at 2 a.m.

B. Conceptual Framework

In conceptual framework part, the researcher describes about the framework that consist of this research. The researcher describes about listening, machine translator and google translate. Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active progress of receiving and responding to spoken (and sometimes unspoken) messages. The topic of the book is the art or science of Automatic Translation, or Machine Translation (MT) as it is generally known as the attempt to automate all, or part of the process of translating from one human language to another. The idea is to give the reader a clear basic understanding of the state of the art, both in terms of *what* is currently possible, and *how* it is achieved, and of what develop.

Google Translate will help us to translate texts or webs pages from one language into other languages automatically, from source language (SL) into target language (TL) so that it helps readers as they are trying to understand the content of a web page. Och states that because we want to provide everyone with access to all the world's information, including information in every language, one of the exciting projects at Google Research is machine translation.

By applying google translate for listening' students skill is expected to get much input through the voice of native speaker that will be given by the teachers in the outside class and produce the language or pronounce the English words through discuss with their group in the classroom. Therefore, the students have many

opportunities to speak, to listen, and to interact with their friends in English. It is expected to make the students are more confident, enthusiast, and also reduce their anxiety.

In this research study, the researcher not only practicing listening students' skill but also their pronunciation to pronounce the English words in teaching and learning to find out the new method and it can make the improvisation for students in learning machine translator. The teacher role is a facilitator to help the students who find difficulties in the process of teaching and learning and they who need suggestion from their teacher.

C. Related Study

In the related study, the researcher includes the related study in this part. There are two related study that connect with this research. They are; (1) The research was conducted by Veronica Mustika Heni (2013). The title of their research is "Improving Students' Listening Skills Through Podcasts At SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academic Year of 2012/2013". She conducted the research at SMP Bopkri 1 Yogyakarta, the researcher conducted that podcasts could improve students' listening skill. It could be seen from the improvement of students at each meeting for two cycles. The researcher created some fun activities using podcasts for the students. During the teaching and learning process, she often used the audio podcasts to motivate them in learning listening. In addition, she also completed the audio with varied assignments, so they did not get bored. During the teaching and learning activities, the researcher always provided some questions (WH+H Question) to simulate students' skills in terms of

vocabulary mastery. It is believed that podcasts could improve students listening skill. The students problem about listening English sounds and spellings could be successfully solved through podcasts. The use of podcasts could make the listening activities more enjoyable and interesting. By using podcasts, the students get more opportunities to listen to the recording. As a result, they could answer many questions with the right answer and spelling.

(2) The research conducted by Maria Ulfah (2015). The title of this research is “An Accuracy Analysis in Indonesian-English Translation Using “Google Translate” Machine Translation”. This study used qualitative approach. The data collection technique of this research was selecting sentences, translating the sentences, and analyzing the sentences. This study was conducted based on five parameters: word-level equivalence, above word-level equivalence, grammatical equivalence, textual equivalence, cohesion equivalent. After analyzing and interpreting the data, the writer comes to the conclusion that the effectiveness of “Google Translate” in translating Indonesian sentences to English sentences is very low (12.3%). Most of the sentences, which are used as the data, are translated incorrectly. Based on the chapter 4 (table B), the highest percentage of correct translation is at Academic complex sentences (18.75%), while most of the other sentences percentage are very low (< 12.5%). This mistakes found in the translation result mostly are mistakes at minor detail, so the translation mistakes are not too serious. But the writer also finds a case where the mistake is very serious. Moreover, the writer finds that there are some cases where the “Google Translate” often makes mistake. Each parameter has at least one case in which “Google Translate” often mistakes.

D. Hypothesis

Based on theoretical and conceptual framework, the researcher formulate the following hypothesis:

Ha: There is significant effect of listening students' skill by using translator machine application.

H₀: There is no significant effect of listening students' skill by using translator machine application.

CHAPTER III

RESEARCH METHOD

A. Time and Place of the Study

This research will be conducted at MAS Yayasan Pendidikan Budaya. The researcher chooses the location because the researcher ever done the observation especially with the English teacher at school and also the researcher chooses the school that support in technology especially in computer. Moreover, the researcher will give the contribution for the school to develop and to improve the students' skill in listening by an application of machine translator.

B. The Population and the Sample

In this part, the researcher will describe the population and the sample of this research. Hence, the population and sample are:

B.1. Population

The larger group is called population. According to Arikunto, population is all element of research. In Encyclopedia of educational written: a population is a set (or collection) of all elements processing one or more attributes of interest²⁶.

Moreover, population is objects or subjects that reside in a region and meet the requirements of certain conditions related to research problems²⁷. Based on the definition, it is concluded that population is all the research subjects. The population

²⁶ Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: PT. Rineka Cipta, 2010), p. 173.

²⁷ Dodiet Aditya Setyawa, *Populasi & Sampel* (Surakarta: Hand Out, 2016), p.3.

in this research is the second grades or the eleventh grades students of senior high school at MAS Yayasan Pendidikan Budaya from 2 parallel classes.

Table B.1

Population of The Research

No.	Class	Population
1	XI.A	25
2	XI.B	25
Total		50

(Source: The population of the class is taken from the school)

B.2. Sample

In this part, the researcher will describes about the sample that is used for this research. According to Bret Hanlon and Bret Larget states that sample is a subset of the individuals in a population²⁸. Based on the definition, it can be understood that simple is a part of population that will be researched and represent the characteristic of population. In this case, because the population is not too large, so all of them taken by the researcher. The researcher used saturation or census sampling techniques. According to Sugiyono census sampling is a techniques of determining the sample when all members of the population used as a sample. This often done when the population is small relatively. Another term census sample is where all members of the population are going to be sampled²⁹.

²⁸ Bret Hanlon and Bret Larget, 2011, *Samples and Populations*, Madison: University of Wisconsin, <http://www.stat.wisc.edu/~st571-1/03-samples-4.pdf>, p.7.

²⁹ Sugiyono, *Metode Penelitian Bisnis* (Bandung: Alfabeta, 2001), p. 388.

C. Research Design

In this study, the researcher uses a quasi – experimental method. The research design is a pre-test and post-test design. It involves a group of students in the experimental group and a group of students in the control group. According to Bell, “the principle of the experimental is that if two identical groups are selected, one of which (the experimental group) is given special treatment and the other (the control group) is not, then any differences between the two groups at the end of the experimental period may be attributed to the difference in treatment³⁰”. The collect the data, the sample divided into two classes. One of the class that was taught listening without using the machine translator application and the other one that was taught listening by using machine translator application.

“Google Translate” will help us to translate texts or webs pages from one language into other languages automatically, from source language (SL) into target language (TL) so that it helps readers as they are trying to understand the content of a web page. Och states that because we want to provide everyone with access to all the world’s information, including information in every language, one of the exciting projects at Google Research is machine translation³¹. Machine that is used in Google can be classified in term machine translation whose abbreviation is MT. Imam Santoso argued that MT is a computerized system responsible for the production of translations with or without human assistance³².

³⁰ J. Bell, *Doing Your Research Project 3rd Edition* (Philadelphia: Open University Press, 1999), p.15.

³¹ Google Research, accessed in www.googleresearch.blogspot.com, on 3rd February 2020 at 2 a.m

³² J. Hutchin. 1995. Reflection on the History and Present State of Machine Translation.

Both of classes were given different treatment. After the treatments, both the class were given test about Listening, answering 5W + 1H Questions and their scores were the main data of the study.

Finally the students' score of class XI.1 and XI.2 were compared to see the machine translator application is better in listening skill.

Table C.1.

Design of Research

Class	Pre-Test	Treatment	Post Test
Experimental Group	Pre-Test XI.A	Translation Machine Application	Post Test XI.A
Control Group	Pre-Test XI.B	Google Translate Method	Post Test XI.B

D. Instruments of the Research

The instruments for collecting data in this study is test. The test is pre-test and post test and it is used to collect the data of students' ability in listening skill. The test will be given for each students to see their ability in listening skill by using machine translator application.

E. Data Analyses

To analysis the data, the researcher will use Cronbach-Alpha. The reason in using Cronbach-Alpha formula that is a measure reliability for a test with binary variables. A collection of new reliability measures was introduced by *G.F. Kuder*

and M.W. Richardson³³. The aim was to get rid of the difficulties caused by the usage of the Spearman-Brown formula and the split-half method³⁴.

E.1. Validity of Instrument

This part is about the validity of instrument that support the analyzing of data. Hughes states that the term ‘validity’ in testing and assessment has taken understood to mean discovering whether a test measures accurately what it is ended to measure. In this study, the researcher used a writing test to measure the students’ listening ability. The instrument which is used by the researcher is a test. The listening test was given twice, in the pre-test and post-test to answer the key point of research question “*Is there any significant of the effect of listening students’ ability by using translator machine application?*”. The validity that is applied in the listening test is content validity.

In this study, the listening tests are develop in reference to the Competence and Basic competencies of School Based Curriculum of the first grade of first semester of the English Subject in Senior High School. Then, the judge is asked to look at the tests and evaluate them for their representativeness within the content area.

³³ Kuder & Richardson, *The Theory of the Estimation of Reliability*, *Psychometrika*, Vol. 2 (3), Kuh, dkk, p. 153.

³⁴ Kimmo Vehkalahti, *Realibility of Measurement Scales* (Finland: University of Helsinki, 2000), p. 7.

In the listening tests, there are five aspects to assess the writing. The aspects are comprehension, accuracy, pronunciation, vocabulary, and spelling. The scoring of students' listening test is done by the researcher and the English teacher³⁵.

E.2. Score Categorization

The categorization of scores gained by students is made to find out the level of students' listening ability. The scores organization of students' listening ability is based on the ideal score. The highest score are 100 and the lowest score is 25. The ideal mean score (Mi) and ideal standard deviation (SDi) can be calculating using the formula is as following:

$$\begin{aligned} \text{a. Ideal Mean (Mi)} & : \frac{1}{2} (\text{highest score} + \text{lowest score}) \\ & : \frac{1}{2} (100 + 25) \\ & : 62.5 \end{aligned}$$

$$\begin{aligned} \text{b. Ideal Standard Deviation (SDi)} & : \frac{1}{3} (\text{highest score} - \text{ideal mean}) \\ & : \frac{1}{3} (100 - 62.5) \\ & : 12.5 \end{aligned}$$

To make the categorization of the score of students' listening ability, the ideal mean score (Mi) and the ideal standard deviation score (SDi) should be found

³⁵ S.C Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), p. 116.

first. The score of students' listening ability can be categorized into six levels, namely, excellent, very good, good, fair, poor, and very poor³⁶.

E.3. Reliability of Instrument

Reliability refers to the consistency of a measure. A test is considered reliable if it provides the same result repeatedly. For example, if a test is designed to measure a thing then each time the test is administered to a subject, the results should be approximately the same. The reliability of the writing test can be known by its reliability coefficient. In order to know the categorization of the reliability coefficient, the researcher used the categorization based on Suharto offers. The value of reliability coefficient he suggests is presented in table E.2³⁷.

Table E.2.

The Value of Reliability Coefficient

No.	Reliability Coefficient	Category
1	0,800 – 1,000	Very High
2	0,600 – 0,799	High
3	0,400 – 0,599	Fair
4	0,200 – 0,399	Low
5	0,00 – 0,199	Very Low

³⁶ *Ibid*, p. 117.

³⁷ Suharto, Responsiveness, Customer Relationship Management, Confidence and Customer Loyalty, *Social and Economic Sciences*, Vol.3 (2), 2016, p. 61.

E.4. Test of Normality

The normality test was used to see whether the distribution of responses to the instrument is normal or not. Therefore, the Kolmogorov-Smirnov test is used in this study. Theoretically, if the values of p is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution.

E.5. Test of Homogeneity

A homogeneity test was used to analyze whether or not the sample variance is homogeneous. In this study, the Levene's test is used. It is a formal statistical test of the assumption of homogeneity of variances.

E.6. Technique

In this study, the researcher uses the techniques to analyze the data through using KR 21 Formula. According to Sri Wahyuna, the procedure in T-test are as in the following:

1. Mean of sample 1 (experimental group)

$$M^1 = \frac{\sum X_1}{n_1}$$

2. Mean of sample 2 (control group)

$$M^2 = \frac{\sum X_2}{n_2}$$

3. Standard deviation of sample 1 (experimental group)

$$SD1 = \sqrt{\frac{\overline{\sum x^2}}{n_1}}$$

4. Standard deviation³⁸ of sample 2 (control group)

$$SD2 = \sqrt{\frac{\sum x^2}{n2}}$$

5. T-test Formula

$$t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Note:

t = score of computation

MD = average difference between pre-test and post test

$\sum D^2$ = different scores squared, then summed

$(\sum D)^2$ = difference scores summed then squared

N = subject of sample

d.b = decided by N-1

³⁸ Sri Wahyuna, *Statistik Pendidikan* (Medan: University Islamic Studies, 2016), p. 82-83.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the descriptive analysis, the result of the inferential analysis, interpretation and the discussion of the finding. The descriptive analysis describes the score of students' writing test and the inferential analysis presents pre-testing and post-testing analysis. Meanwhile, interpretation deals with the descriptive and inferential analysis and the discussion of the findings explains the result of the hypothesis testing.

A. Descriptive Analysis

The data description explains the result of the tests. As mentioned earlier, there were two kinds of test in this research. They were pre-test and post-test. In this research, the researcher used essay writing tests to examine the students' listening ability. The followings are the result of those tests.

A.1 Data of Experimental Class

The data was analyzed by quantitative data. The quantitative data were taken from the mean of the students' score in taking listening. This research was conducted in two classes with 50 students. This research was accomplished in two cycles. Each cycle consisted of four steps (planning, acting, observing and reflecting). Before implemented of machine translator method in listening students' ability, the researcher gave pre-test for students. After that, continue of the first cycle conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken the test as the post test.

The data of experimental class are divided into three sections: the data of pre-test score, the port-test score and the comparison between both of them. The data of the pre-test score and post-test score of the experimental class in Table 4.1. and it is explained as follow:

Table 4.1.

The Score of Pre-Test and Post Test of Experimental Class

No.	Initial Name	Score			
		Pre-Test	Note	Post Test	Note
1	AR	50	Failed	70	Failed
2	AT	65	Failed	75	Success
3	AN	50	Failed	85	Success
4	AH	45	Failed	75	Success
5	AA	65	Failed	80	Success
6	AP	55	Failed	80	Success
7	DA	40	Failed	70	Failed
8	FL	65	Failed	85	Success
9	JA	65	Failed	90	Success
10	JF	60	Failed	80	Success
11	KM	65	Failed	70	Failed
12	MRM	65	Failed	85	Success
13	MRR	50	Failed	75	Success
14	MI	70	Failed	80	Success
15	MRA	75	Success	85	Success
16	NPA	75	Success	90	Success
17	NE	65	Failed	75	Success
18	PA	70	Failed	90	Success
19	RA	65	Failed	80	Success
20	RI	70	Failed	90	Success
21	SA	50	Failed	75	Success
22	SS	65	Failed	80	Success
23	TS	85	Success	90	Success
24	TR	60	Failed	75	Success
25	WM	75	Success	70	Failed

a. Data of Pre-Test Scores of the Experimental Class

Based on the result of statistical calculation by using calculator, accounting manually and calculating in Microsoft Excel 2013, the mean score was 62.6 with the standard deviation of 10.6. The maximum score was 85 and the minimum score was 40. The statistical data can be seen in Table 4.2 while the complete data analysis in Appendix.

For accounting mean (\bar{x}):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1565}{25}$$

$$\bar{x} = 62.6$$

For accounting standard deviation (SD) and varians:

$$SD = \sqrt{\frac{\sum x^2}{n} - \bar{x}^2}$$

$$= \sqrt{\frac{25 \cdot 100675 - 2449225}{25}}$$

$$= \sqrt{\frac{2516875 - 2449225}{25}}$$

$$= \sqrt{\frac{67650}{25}}$$

$$= \sqrt{2706}$$

$$S = \sqrt{122.75}$$

$$= 10.6$$

Meanwhile, the frequency distribution of the pre-test score on the experimental group is presented in Table 4.2.

Table 4.2
Frequency Distribution of the Pre-Test Score on Students' Listening Ability of the Experimental Class

No.	Interval	f	Percent	Cumulative Percent	Categorization
1	31-40	1	4%	4%	Very Poor
2	41-50	5	20%	24%	Poor
3	51-60	3	12%	36%	Fair
4	61-70	12	48%	84%	Good
5	71-80	3	12%	96%	Very Good
6	81-90	1	4%	100%	Excellent

Table 4.2 shows that there was students classified into very poor category and excellent category. There was 1 students (4%) in very poor category, 5 students (20%) in poor category, 3 students (12%) in fair category, 12 students (48%) in good category, 3 students (12%) in very good category and 1 students (4%) in excellent category.

It can be concluded that most students belong to very poor category on the pre-test or before they were given the treatment by using Google Translate Method.

b. Data of Post-Test Scores of the Experimental Class

Based on the result of statistical calculation by using calculator, accounting manually and calculating in Microsoft Excel 2013, the mean score was 80 with the standard deviation of 6.9. The maximum score was 70 and the minimum score was

90. The statistical data can be seen in Table 4.3 while the complete data analysis in Appendix.

For accounting mean (\bar{X}):

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{X} = \frac{2000}{25}$$

$$\bar{X} = 80$$

For accounting standard deviation (SD) and variances:

$$SD = \sqrt{\frac{\sum x^2}{n} - \bar{X}^2}$$

$$= \sqrt{\frac{25.161150 - 4000000}{25.24}}$$

$$= \sqrt{\frac{4028750 - 4000000}{600}}$$

$$= \sqrt{\frac{28750}{600}}$$

$$= \sqrt{47.9}$$

$$S = \sqrt{47.9}$$

$$= 6.9$$

Meanwhile, the frequency distribution of the post-test score on the experimental group is presented in Table 4.3.

Table 4.3.**Frequency Distribution of the Post-Test Score on Students' Listening Ability of the Experimental Class**

No.	Interval	f	Percent	Cumulative Percent	Categorization
1	61-70	4	16%	16%	Fair
2	71-80	12	48%	64%	Good
3	81-90	4	16%	80%	Very Good
4	91-100	5	20%	100%	Excellent

Table 4.3 shows that there were no students in poor and very poor category. There were some students classified into excellent. There were 4 students (16%) in fair category, 12 students (48%) in good category, 4 students (16%) in very good category, and 5 students (20%) in excellent category on the post-test or after they were given treatment using Google Translate or Translation Machine Application. It means that the mostly students belong to good category after the treatment given.

A.2 Data of Control Class

The data was analyzed by quantitative data. The quantitative data were taken from the mean of the students' score in taking listening Google Translate or Translation Machine Application. This research was conducted in one class (XI.B) with 25 students. This research was accomplished in two cycles. Each cycle consisted of four steps (planning, acting, observing, and reflecting). Before implemented of listening translation machine application or google translate method in listening ability for students, the researcher gave pre-test for students. After that, continue of the first cycle conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken the test as the post test. The data of control class are divided into three

sections: the data of the pre-test score, the post test score and the comparison between both of them. The data of the pre-test score and post-test score of the control class in Table 4.4 and it is explained as follow:

Table 4.4.

The Score of Pre-Test and Post Test of Control Class

No.	Name	Score			
		Pre-Test	Note	Post Test	Note
1	AS	60	Failed	80	Success
2	AEP	65	Failed	80	Success
3	AAV	65	Failed	85	Success
4	BY	70	Failed	80	Success
5	DSD	75	Success	85	Success
6	DA	60	Failed	80	Success
7	DP	65	Failed	80	Success
8	FWA	60	Failed	85	Success
9	FY	60	Failed	90	Success
10	HAM	65	Failed	95	Success
11	IS	65	Failed	75	Success
12	IM	70	Failed	80	Success
13	JDA	60	Failed	80	Success
14	MBA	65	Failed	85	Success
15	MK	70	Failed	75	Success
16	MJ	50	Failed	90	Success
17	NE	60	Failed	80	Success
18	ND	55	Failed	75	Success
19	NJ	60	Failed	85	Success
20	PE	65	Failed	80	Success
21	RE	70	Failed	75	Success
22	RA	50	Failed	80	Success
23	SK	60	Failed	80	Success
24	TAN	55	Failed	90	Success
25	VDA	75	Success	95	Success

a. Data of the Pre-Test Scores of the Control Class

Based on the result of statistical calculation by using calculator, accounting manually and calculating in Microsoft Excel 2013, the mean score was 63 with the standard deviation of . The maximum score was 75 and the minimum score was 50. The statistical data can be seen in Table 4.5 while the complete data analysis in Appendix.

For accounting mean (\bar{x}):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{1575}{25}$$

$$\bar{x} = 63$$

For accounting standard deviation (SD) and varians:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{25.100275 - 2480625}{25.24}}$$

$$= \sqrt{\frac{2506875 - 2480625}{600}}$$

$$= \sqrt{\frac{26250}{600}}$$

$$= \sqrt{43.75}$$

$$S = \sqrt{43.75}$$

$$= 6.61$$

Meanwhile, the frequency distribution of the pre-test score on the control class is presented in Table 4.5.

Table 4.5.

Frequency Distribution of the Pre-Test Score on Students' Listening Ability of the Control Class

No.	Interval	f	Percent	Cumulative Percent	Categorization
1	41-50	2	8%	8%	Very Poor
2	51-60	10	40%	48%	Poor
3	61-70	11	44%	92%	Fair
4	71-80	2	8%	100%	Good

Table 4.5 shows that the pre-test score on students' listening ability of the control class that 2 students (8%) in very poor category, 10 students (40%) in poor category, 11 students (11%) in fair category, and 2 students (8%) in good category. It can be concluded that mostly students belong to fair category on the pre-test or before they were given the treatment by using Translation Machine Application or Google Translate for practicing their listening ability.

b. Data of the Post Test Scores of the Control Class

Based on the result of statistical calculation through using calculator, accounting manually and calculating in Microsoft Excel 2013, the mean score was 82.6 with the standard deviation of 5.79. The maximum score was 95 and the

minimum score was 75. The statistical data can be seen in Table 4.6. while the complete data analysis in Appendix.

For accounting mean (\bar{x}):

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{x} = \frac{2065}{25}$$

$$\bar{x} = 82.6$$

For accounting standard deviation (SD) and varians:

$$SD = \sqrt{\frac{\sum x^2}{n^2}}$$

$$= \sqrt{\frac{25.171375 - 4264225}{25.24}}$$

$$= \sqrt{\frac{4284375 - 4264225}{600}}$$

$$= \sqrt{\frac{20150}{600}}$$

$$= \sqrt{33.58}$$

$$S = \sqrt{33.58}$$

$$= 5.79$$

Meanwhile, the frequency distribution of the post test score on the control class is presented in Table 4.6.

Table 4.6.

**Frequency Distribution of the Post Test Score on Students' Listening Ability
of the Control Class**

No.	Interval	f	Percent	Cumulative Percent	Categorization
1	71-80	15	60%	60%	Good
2	81-90	8	32%	92%	Very Good
3	91-100	2	8%	100%	Excellent

Table 4.6. shows the post test scores on students' listening ability of the control class that there was 15 students (60%) in good category, 8 students (32%) in very good category, and 2 students (8%) in excellent category on the post test or after the students were given the treatment by using translation machine application method or google translate in listening skill.

**c. Data of Scores Pre-Test and Post Test in Experimental and Control Class
by Using T-Test**

The researcher writes involve two classes that consists of 50 students. So, the writer uses a small sample which connects each other (T-Test for one sample, that are value between pre-test and post-test). The following is the result of data analysis was from students' achievement after being taught by using Translation Application Method or Google Translate as post test.

1. Statistical Result of Experimental Class by Using T-test

The table 4.7 showed the statistical result of experimental class by using t-test. It means that the researcher put this data to know the t_{count} and compared between t_{count} and t_{table} to find out the significant about the method.

Table 4.7**The Statistical Result of Experimental Class**

No.	Initial Name	Pre-Test(x)	Post Test(y)	D(y-x)	D²
1	AR	50	70	20	400
2	AT	65	75	10	100
3	AN	50	85	35	1225
4	AH	45	75	30	900
5	AA	65	80	15	225
6	AP	55	80	25	625
7	DA	40	70	30	900
8	FL	65	85	20	400
9	JA	65	90	25	625
10	JF	60	80	20	400
11	KM	65	70	5	25
12	MRM	65	85	20	400
13	MRR	50	75	25	625
14	MI	70	80	10	100
15	MRA	75	85	10	100
16	NPA	75	90	15	225
17	NE	65	75	10	100
18	PA	70	90	20	400
19	RA	65	80	15	225
20	RI	70	90	20	400
21	SA	50	75	25	625
22	SS	65	80	15	225
23	TS	85	90	5	25
24	TR	60	75	15	225
25	WM	70	75	5	25
Total		1560	2005	445	9525

Based on the table 4.7 showed that the total of the pre-test score was 1560, the total post test score was 2005, the total score of D(y-x) was 445, and the total score of D² was 9525. The scores will be analyzed to find out the result of t_{count} .

a. For the result of mean “D” is:

$$\begin{aligned}
 MD &= \frac{\sum D}{N} \\
 &= \frac{445}{25} \\
 &= 17.8
 \end{aligned}$$

b. For the result of t_{count} is:

$$\begin{aligned}
 t &= \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 t &= \frac{17.8}{\sqrt{\frac{9525 - \frac{(445)^2}{25}}{25(25-1)}}} \\
 &= \frac{17.8}{\sqrt{\frac{9525 - \frac{198025}{25}}{25(24)}}} \\
 &= \frac{17.8}{\sqrt{\frac{9525 - 7921}{600}}} \\
 &= \frac{17.8}{\sqrt{2.67}} \\
 &= 1.63 \\
 &= 10.9
 \end{aligned}$$

To know the degree of freedom, we can find the result from the formula below:

$$d. b = N - 1 = 25 - 1 = 24$$

2. Statistical Result of Control Class by Using T-test

The table 4.8 showed the statistical result of control class by using t-test. It means that the researcher put this data to know the t_{count} and compared between t_{count} and t_{table} to find out the significant about the method.

Table 4.8
The Statistical Result of Control Class

No.	Initial Name	Pre-Test(x)	Post Test(y)	D(y-x)	D ²
1	AS	60	80	20	400
2	AEP	65	80	15	225
3	AA Y	65	85	20	400
4	BY	70	80	10	100
5	DSD	75	85	10	100
6	DA	60	80	20	400
7	DP	65	80	15	225
8	FWA	60	85	25	625
9	FY	60	90	30	900
10	HAM	65	95	30	900
11	IS	65	75	10	100
12	IM	70	80	10	100
13	JDA	60	80	20	400
14	MBA	65	85	20	400
15	MK	70	75	5	25
16	MJ	50	90	40	1600
17	NE	60	80	20	400
18	ND	55	75	20	400
19	NJ	60	85	25	625
20	PE	65	80	15	225
21	RE	70	75	5	25
22	RA	50	80	30	900

23	SK	60	80	20	400
24	TAN	55	90	35	1225
25	VDA	75	95	20	400
Total		1575	2065	490	11500

Based on the table 4.8 showed that the total of the pre-test score was 1575, the total post test score was 2065, the total score of $D(y-x)$ was 490, and the total score of D^2 was 11500. The scores will be analyzed to find out the result of t_{count} .

c. For the result of mean "D" is:

$$\begin{aligned}
 MD &= \frac{\sum D}{N} \\
 &= \frac{490}{25} \\
 &= 19.6
 \end{aligned}$$

d. For the result of t_{count} is:

$$\begin{aligned}
 t &= \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\
 &= \frac{19.6}{\sqrt{\frac{11500 - \frac{(490)^2}{25}}{25(25-1)}}} \\
 &= \frac{19.6}{\sqrt{\frac{11500 - 240100}{25(24)}}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{19.6}{\sqrt{11500 - 9604600}} \\
&= \frac{19.6}{\frac{\sqrt{1896}}{600}} \\
&= \frac{19.6}{\sqrt{3.16}} \\
&= 1.77 \\
&= 11.07
\end{aligned}$$

To know the degree of freedom, we can find the result from the formula below:

$$d. b = N - 1 = 25 - 1 = 24$$

B. Inferential Analysis

The inferential analysis describes pre-testing analysis and hypothesis testing as presented below:

B.1 Pre-testing Analysis

Before the hypothesis testing was applied, pre-test analysis was done first. Pre-testing analysis consisted of three tests, including the normality, homogeneity, and reliability tests. The normality test was employed to test whether the data of the scores show the normal distribution, and the homogeneity test was used to test whether the sample's variance is homogeneous or not. The results are presented as follows:

a. The Normality Test

The test of normality was aimed at finding out whether the data of the scores show a normal distribution. In this case, the Kolmogorov-Smirnov test was employed. Theoretically, the value of p is greater than 0.05, the data are said to be normal. If it below to 0.05, the data significantly deviate from a normal distribution. Table 4.9 presents the result of the normality test of students' pre-test and post test. Meanwhile, the complete computation is enclosed in Appendix.

Table 4.9

The Normality Test of the Students' Listening Test in the Pre-Test and Post Test for both Experimental and Control Class

Variables	P value	α	Statement
Pre-Test of Experimental Class	0.105	0.05	Test distribution is normal
Post-Test of Experimental Class	0.330	0.05	Test distribution is normal
Pre-Test of Control Class	0.770	0.05	Test distribution is normal
Post-Test of Control Class	0.248	0.05	Test distribution is normal

Based on the Table 4.9, the results are presented as follows:

1. The p value or the pre-test for the experimental group (XI.A) (0.105) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.
2. The p value or the post-test for the experimental group (XI.A) (0.770) was greater than α (0.05). It means that the data of the post test of the experimental group had a normal distribution.

3. The p value or the pre-test for the control group (XI.B) (0.330) was greater than α (0.05). It means that the data of the pre-test of the control group had a normal distribution.
4. The p value or the post test for the control group (XI.B) (0.248) was greater than α (0.05). It means that the data of the post test of the control group had a normal distribution.

Meanwhile, p values of pre-test and post test in experimental and control class were greater than the significant level of 0.05. It means that the data distribution of students' listening skill by using translation machine application or google translate method had a normal distribution.

b. The Reliability Test

Reliability refers to the consistency of a measure. The test of reliability was aimed to find out the data is good quality or not and it accounted the test that must be accounted. In this case, the Cronbac-Alpha test was employed. In the chapter III there is coefficient of reliability test according to Suharto. There is one method in this research. The reliability score of Translation Machine Application or Google Translate Method in SPSS version 23.0 is in Table 4.10:

Table 4.10

**Reliability Statistics of
Translation Machine
Application Method**

Cronbach's Alpha	N of Items
.710	2

(The result of reliability test is from SPSS v. 23.0)

Based on the result that, the reliability test for Translation Machine Application in experimental class is 0.710, actually according to Suharto for coefficient of reliability test is $0.600 > 0.799$ is high. From the Table 4.10, the reliability score is 0.710 is greater than 0.600 and it is in the high level position. It means that the reliability test for listening students' ability by using Translation Machine Application or Google Translate method in experimental class is sufficient reliability and all of the items are reliable.

c. The Homogeneity Test

The homogeneity test was used to find out whether the sample variance is homogeneous or not. In this case, the *Lavene-Test* of ONE WAY ANOVA was employed on the data of pre-test and post test. The relationship can be considered homogeneous if the significant value is higher than level of significance of 0.05.

The homogeneity test was done in listening ability before and after the treatment (pre-test and post test). It is used SPSS v. 23.0 computer program for windows, the results are shown in Table 4.11. The complete computation is enclosed in Appendix.

Table 4.11
Result of Homogeneity Test in Pre-test

	Levene Statistic	df1	df2	Sig.	Interpretation
Listening Ability	3.772	1	48	0.600	Homogeneous

Table 4.11 showed that the value of p (Sig) of the pre-test (0.600) is greater than 0.05. It means that the sample variance is homogeneous. Table 4.12 showed that the result of homogeneity test in post test is:

Table 4.12
Result of Homogeneity Test in Post Test

	Levene Statistic	df1	df2	Sig.	Interpretation
Listening Ability	.561	1	48	0.457	Homogeneous

Table 4.12 showed that the value of p (Sig) of the post test (0.457) is greater than 0.05. It means that the sample variance is homogeneous.

d. The Hypothesis Test

The hypothesis testing was aimed to revealing whether there is the effect of translation machine application method or google translate in listening skill for students in the second grade of senior high school. Firstly, the hypothesis must be changed to the null hypothesis (H_0) before the hypothesis was rejected or accepted.

From the data analysis it could be identify that the hypothesis testing can be seen from the following explanation:

1. When the value of $t_{count} > t_{table}$ in $d.b=24$ with the significant level 0.05, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_0) was rejected. It meant that there was significant effect of listening students' skill by using translation machine application method.

2. When the value $t_{\text{count}} > t_{\text{table}}$ in $d.b=24$ with the significant level 0.05, the Null Hypothesis (H_0) was accepted and the Alternative Hypothesis (H_a) was rejected. It meant that there was no significant effect of listening students' skill by using translation machine application method.

The score of listening skill before taught by using translation machine application method was bad because the mean of the total score of 25 students is (93.9). After getting treatment, the mean score of listening is (121.5). It was improved.

Based on the statistical calculation using T-test, the researcher gave interpretation to " t_0 ". First, she considered the $d.b. d.b=N - 1$ with the $d.b (25 - 1= 24)$. The researcher consulted the score table " t ", at the significance level of 0.05. In fact, with the $d.b$ of 24 and the critical value at 0.05 significance t_{table} is (2.796).

By comparing the " t " that the researcher had gotten in calculation $t_{\text{count}} = 10.9$ for the experimental class and $t_{\text{count}} = 11.07$ for the control class, the value of " t " on the t score table $t_{0.05} = 2.796$, it is known that t_{count} is bigger than $t_{\text{table}} = 10.9 > 2.796$ (experimental class), $t_{\text{table}} = 11.07 > 2.796$.

Because the t_{count} is bigger than t_{table} and the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. It means that there is significant effect of listening students' skill by using translation machine application method.

C. Discussions

Based on research method in Chapter III in this study, the pre-test and post test have been administered to both experimental and control classes to find out the students' listening skills before and after the treatment. The data of pre-test and post test were gathered from listening test of Translation Machine Application. Then, the treatment of using translation machine application or google translate was only given to the experimental class and control class. Therefore, the effect of translation machine application method to students' listening ability can be identified through the result of T-test.

The finding of the research proved that there was a better method in listening skill by using translation machine application method. These findings are supported by the theories about the contribution of using translation machine application method to students' listening ability that the teaching and learning method is to improve the listening skill of students by using translation machine application and to find out the effects of using the translation machine application method.

The research was conducted by Veronica Mustika Heni (2013). The title of their research is "Improving Students' Listening Skills Through Podcasts at SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academic Year of 2012/2013". She conducted the research at SMP Bopkri 1 Yogyakarta, the researcher conducted that podcasts could improve students' listening skill. It could be seen from the improvement of students at each meeting for two cycles. The researcher created some fun activities using podcasts for the students. During the teaching and learning process, she often used the audio podcasts to motivate them in learning listening.

In addition, she also completed the audio with varied assignments, so they did not get bored. During the teaching and learning activities, the researcher always provided some questions (WH+H Question) to simulate students' skills in terms of vocabulary mastery. It is believed that podcasts could improve students listening skill. The students problem about listening English sounds and spellings could be successfully solved through podcasts. The use of podcasts could make the listening activities more enjoyable and interesting. By using podcasts, the students get more opportunities to listen to the recording. As a result, they could answer many questions with the right answer and spelling.

Before the method was applied, both classes were given the pre-test which consisted of listening the native speaker about some vocabularies in English. It was conducted to know whether there was a better method for listening skill between the experimental and control class. Pre-test in experimental class and the control class was conducted on April, 2020. After the pre-test was given, the computation of the means score of experimental class on their listening skill was 62.4 while the mean score of the control class was 63. It can be interpreted that both of classes have the same ability in listening skill.

After the method was applied to the experimental class, the post test was conducted in XI.A, while the control class, the post test was conducted in XI.B. It aimed to know the improvement of the students' listening ability. Based on the computation of the post test result, the mean score of experimental class on their listening ability was 80.2 while the control class was 82.6. It can be interpreted that the mean score of the control class taught by using translation machine application was higher than the experimental class taught without it. The improvement of the

listening skill could be seen from the mean scores of the post test of experimental class and control class. In fact, the students' listening ability both classes were improve. However, the improvement of the students' listening ability in the control class was higher than that the experimental class and the better method to improve listening skill is by using translation machine application for students' listening ability. It showed from the gain scores of the pre-test to post test that control class get 19.6 points for the improvement, while experimental class get 17.8 points for the improvement of score listening test.

Meanwhile, the mean of the post test of the control class was higher than the experimental class, i.e. $82.6 > 80.2$. There was the improvement of the mean of the both classes. Meanwhile, the improvement mean score of the post test in control class was higher than that of the experimental class, i.e. $19.6 > 17.8$. When it was consulted to the score rubric, the score rubric of the post test in the control class was higher than that of the post test in experimental class. The post test scores of the control class were classified into excellent good category while that of the experimental class were classified into the very good category. It meant that after the treatment was given, the students' listening ability of the control class tended to be classified into higher category than that of the experimental class.

Moreover, the result of T-test test showed that the significance value of post test in control class was the t_{count} was greater than t_{table} $11.07 > 2.796$. It means that there is significant effect listening students' skill by using translation machine application method.

The last, both of the Veronica's research and this research are same that alternative hypothesis (H_a) is accepted. The difference of this research from the last research about improving the listening skill through podcast and through translation machine application is more effective. It can be seen from the statistical result of T-test. The hypothesis proposed in this research which says " There is significant effect of translation machine application to the students' listening ability" is accepted.

CHAPTER V

CLOSING

This chapter is divided into three main section: conclusion, implication and suggestion from the research finding. Those sections are presented as follows:

A. Conclusion

The conclusion of this research is supported by finding, it answers the problem formulation of Chapter I.

Based on the finding of the research, it can be summarized that Translation Machine Application is a better application that can ease the students to understand and to improve their listening. It can be seen in the result of T-test in part of hypothesis testing. It concluded that t_{count} was greater than t_{table} . It started from the t_{count} of experimental class is greater than t_{table} $10.9 > 2.796$, while the t_{count} of control class is greater than $11.07 > 2.796$. Therefore, the alternative hypothesis (H_a) is "There is significant effect listening students' skill by using translation machine application" is accepted.

Translation machine application is a new strategy that forms in application and it can be used for students for improving their listening ability and listening to the native speakers because one of the popular translation machine application is google translate. Google translate serves the native speaker voice and help the students to hear the pronunciation of the English words. It can be concluded that Translation Machine Application is effective application to teach listening ability for students.

B. Implication

Implication is drawn from the research finding. The research finding came with a finding that Translation Machine Application is an effective application for students to improve their listening ability. Moreover, in this research implies that the use of Translation Machine Application is needed in teaching listening.

Considering the conclusion drawn above, it implies that the use of translation machine application is capable to encourage the improvement of students' listening ability in which can be seen from the progress of the students' listening scores of listening the native speaker by using Google Translate application. It is expected that the teachers are highly recommended to use the teaching and learning method in writing in order to improve students' listening ability.

Students are active and motivated in learning process when they are taught using translation machine application. Therefore, it implies that the use of translation machine application can help students' interest and help them to pronounce the English words. So that, the students are able to listening the conversation or text that was read by native speaker completely.

In summary, the use of translation machine application during the research can improve the students' achievement in their listening ability. Therefore, using translation machine application need to be maintained in teaching listening.

C. Suggestions

Based on the conclusion above, the research progress some suggestions.

They are as follows:

1. For other researchers

The researcher realizes that this study is far from being perfect. It still has many weakness in some parts. Therefore, the researcher suggests that the other researchers should conduct a study in the same or similar topic to enrich the theories on the use of Translation Machine Application in English teaching and learning process.

2. For English Teachers

In the English teaching and learning process, especially in listening teachers are recommended to select Translation Machine Application as the appropriate teaching techniques. Since, it is capable to encourage the improvement of students' listening ability and to build their motivation in studying listening.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MAS Yayasan Pendidikan Budaya
Mata Pelajaran	: Bahasa Inggris
Kelas /Semester	: XI/ 1
Jenis Teks	: <i>Recount</i>
Tema	: <i>Unforgettable Experience</i>
Aspek	: Mendengarkan
Alokasi Waktu	: 2 x 40 menit

Standar Kompetensi :

> Mendengarkan

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar :

8.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*

Indikator :

1. Siswa dapat merespon berbagai informasi yang terdapat dalam rekaman monolog *recount*.
2. Siswa dapat mengidentifikasi berbagai informasi dalam rekaman monolog *recount*.

A. Tujuan Pembelajaran Mendengarkan

Pada akhir pelajaran siswa dapat :

1. Mengidentifikasi berbagai informasi dalam rekaman monolog *recount*.
2. Menjawab pertanyaan yang berkaitan dengan rekaman dengan benar.

B. Materi Pembelajaran

- Rekaman monolog *recount*.
- Soal yang berkaitan dengan rekaman.

C. Teknik Pembelajaran

PPP (presentation, practice, production)

D. Langkah-Langkah Kegiatan

No	Kegiatan Belajar	Karakter	Waktu
1.	<p>Kegiatan Pendahuluan</p> <p>Pembukaan</p> <ul style="list-style-type: none"> ▪ Guru mengucapkan salam. ▪ Guru Mengabsen murid. 	<ul style="list-style-type: none"> - Santun - Religius - Disiplin 	5 menit
2.	<p>Kegiatan Inti</p> <p>a. Presentation</p> <ul style="list-style-type: none"> □ Guru bertanya kepada siswa tentang pengalaman pribadi mereka yang paling tak terlupakan. □ Siswa menjawab pertanyaan yang diberikan guru. □ Guru memberi tahu siswa topik yang akan di ajarkan. □ Guru menunjuk beberapa siswa untuk menceritakan pengalaman pribadinya. □ Guru bertanya kepada siswa tentang pengalaman pribadi meliputi: <ul style="list-style-type: none"> ✓ Siapa yang memiliki pengalaman tersebut ✓ Kapan pengalaman tersebut terjadi ✓ Dimana pengalaman tersebut terjadi ✓ Apa sajakah yang dilakukannya ✓ Bagaimana kesan pelaku <p>b. Practice</p> <ul style="list-style-type: none"> □ Siswa mendengarkan rekaman dengan cermat □ Siswa diminta menjawab soal dengan benar. □ Siswa mendengarkan kembali rekaman dengan cermat. □ Siswa diminta memilih gambar yang tepat yang terdapat dalam rekaman. □ Siswa diminta menganalisa rekaman berdasarkan poin berikut: <ul style="list-style-type: none"> ✓ Siapa yang memiliki pengalaman tersebut 	<ul style="list-style-type: none"> - Santun - Percaya diri - Berpikir kritis, kreatif, dan inovatif - Ingin tahu - Mandiri - Kerja sama 	65 menit

	<ul style="list-style-type: none"> ✓ Kapan pengalaman tersebut terjadi ✓ Dimana pengalaman tersebut terjadi ✓ Apa sajakah yang dilakukannya ✓ Bagaimana kesan pelaku <p>c. Production</p> <ul style="list-style-type: none"> ▪ Siswa mendengarkan rekaman dialog <i>recount</i> yang berbeda kemudian mengisi soal yang diberikan dengan benar. ▪ Beberapa siswa menjawab soal yang diberikan dengan benar. 		
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ Guru memberi kesempatan siswa untuk bertanya. ▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu. ▪ Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari. ▪ Guru meminta siswa untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari. ▪ Guru menutup kegiatan belajar mengajar. 	<ul style="list-style-type: none"> - Berpikir logis, kritis, kreatif, dan inovatif - Religius - Kerja sama 	10 enit

E. Sumber Belajar

1. Buku teks yang relevan.
2. Rekaman dan script cerita.
3. Media: Komputer, Speaker, Infocus, Hand out, Students worksheet, White board and Board Marker.

F. Penilaian

Setiap jawaban yang sempurna diberi skor 1. Jumlah skor maksimal keseluruhan 24. Nilai maksimal adalah 10.

Nilai siswa = Skor perolehan / Skor Maksimal x 10.

EXERCISES

1. Listen to the story. Check (☐) the best picture based on the recording.

1) Single or married.



2) Small or large wedding



3) A few or many people



4) Indoor or outdoor party



5) The weather when the wedding day



2. Listen to the story. Are these statements true or false? Check (✓) the correct answer.



No	Sentences	True	False
1.	I was 14 years old when I had my first boyfriend.		
2.	Kate's boyfriend name is Milley.		
3.	Kate's boyfriend was at the same school with her.		
4.	Kate and her ex-boyfriend met by mutual friend.		
5.	They were hangout in the library.		
6.	Kate and her ex-boyfriend were hate watch band.		
7.	Kate's parents did not like her ex-boyfriend.		

8.	They broke when Kate had her 17 th years old.		
9.	Kate and her ex-boyfriend becomes an enemy.		
10.	Kate never saw her ex-boyfriend.		

3. Listen the recording again by narrative speaker in Google Translate. Circle the verbs that you hear based on the recording.

have	had	having
meet	met	meeting
know	knew	knowin g
go	went	Gone
watch	watched	watchin g
use	used	Using
finish	finished	finishin g
keep	kept	keeping
rent	rented	renting
live	lived	Living

Medan, 10 Mei 2020

Mengetahui,

Guru Pembimbing



Pristiwyat, S. Pd

Mahasiswa



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Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)**

Nama Sekolah	: MAS Yayasan Pendidikan Budaya
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1
Materi Pokok	: Teks lisan dan tulis untuk mengucapkan dan merespon ungkapan untuk menyatakan pendapat dengan penjelasan.
Aspek/Skill	: Listening
Alokasi Waktu	: 2x2 JP

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator

Indikator Kompetensi Dasar 3.2

- a. Mengidentifikasi penggunaan ungkapan pendapat
- b. Menjelaskan fungsi sebuah pendapat dengan sesuai.

Indikator Kompetensi Dasar 4.2

- a. Menanyakan pendapat orang lain secara tepat.
- b. Memberikan pendapat secara tepat

D. Tujuan Pembelajaran

Setelah pembelajaran selesai siswa mampu:

Indikator Kompetensi Dasar 3.2

- a. Siswa mampu mengidentifikasi penggunaan ungkapan pendapat
- b. Siswa mampu menjelaskan fungsi sebuah pendapat dengan sesuai.

Indikator Kompetensi Dasar 4.2

- a. Siswa mampu menanyakan pendapat orang lain secara tepat.
- b. Siswa mampu memberikan pendapat secara tepat.

E. Materi Pembelajaran

Terlampir

F. Metode Pembelajaran

Pendekatan : *Scientific Approach*

Teknik Pembelajaran : Communicative Language Teaching, group discussion

G. Media, alat, dan sumber pembelajaran

Media : Powerpoint

Alat : Laptop, papan tulis.

Sumber pembelajaran : *Bahasa Inggris/Kementerian Pendidikan dan Kebudayaan*. -- Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014.

Kurniawan, Lenny. 2014. *Talk Active Compulsory Program Grade XI*.

Yudhistira.

Cambridge Advanced Learner's, 2008

www.focusenglish.com

H. Langkah-langkah kegiatan pembelajaran

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu	Pola Interaksi	Contoh Perintah
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru memasuki kelas dan menyapa siswa 2. Guru memberi arahan kepada ketua kelas untuk memimpin do'a 3. Guru mengecek kehadiran siswa 4. Guru menstimulasi siswa melalui pertanyaan tentang ungkapan pendapat 	5 menit	T-S	<ul style="list-style-type: none"> • <i>Assalamu'alaikum Good Morning, students. How are you today?</i> • <i>For the chief of the class, please lead the prayer</i> • <i>Is anybody absent today? Why is he/she absent?</i> • <i>Ok students, how to express asking and giving opinion? what are the expressions?</i>
Kegiatan Inti	<p>Pertemuan 1 Mengamati:</p> <ol style="list-style-type: none"> 1. Guru memutar sebuah audio tentang <i>expression of asking and giving opinion</i> <p>Mempertanyakan:</p> <ol style="list-style-type: none"> 1. Guru memberikan kesempatan kepada siswa untuk bertanya tentang kata-kata yang sulit dalam dialog tersebut. 2. Guru bertanya kepada siswa tentang isi dialog tersebut 3. Guru mereview kosa kata yang sulit lalu meminta siswa untuk mengulanginya <p>Mengeksplorasi:</p>	<p>75 menit</p> <p>5 menit</p> <p>10 menit</p>	T-S	<ul style="list-style-type: none"> • <i>I will play an audio, so I please listen it carefully</i> • <i>Do you find any difficult word in the dialogue?</i> • <i>Who is ? What is the relationship between them? What happens with?</i>

	<p>1. Guru menjelaskan struktur kalimat untuk menyatakan ungkapan pendapat</p>	20 menit		<ul style="list-style-type: none"> • <i>Ok repeat after me.....</i>
	<p>2. Guru memberi kesempatan kepada siswa untuk menanyakan ungkapan-ungkapan lain dalam menyampaikan pendapat</p>			<ul style="list-style-type: none"> • <i>Now, I will explain sentence structure using in the expression of asking and giving opinion</i>
	<p>Mengasosiasi:</p> <p>1. Guru meminta siswa untuk mendengarkan dialog</p> <p>2. Guru meminta siswa untuk mengisi student's worksheet</p>	20 menit		<ul style="list-style-type: none"> • <i>Do you find any other expressions of asking and giving opinion?</i>
	<p>Mengkomunikasikan:</p> <p>1. Guru memberikan kesempatan kepada siswa untuk membacakan jawaban mereka lalu guru mengoreksi</p>	20 menit		<ul style="list-style-type: none"> • <i>Please listen to the dialogue carefully</i> • <i>Now, please answer the questions</i>
	<p>Pertemuan ke-2</p>			
	<p>Mengamati:</p> <p>1. Guru mengulas kembali materi dengan memutarakan sebuah audio tentang ungkapan pendapat</p>	15 menit		<ul style="list-style-type: none"> • <i>What is the answer for number one.....</i>
	<p>Mempertanyakan</p> <p>1. Guru memberi kesempatan pada siswa untuk menanyakan kesulitan yang mereka temukan dalam materi <i>expression of giving and asking opinion</i></p>	10 menit		<ul style="list-style-type: none"> • <i>Listen to this dialogue carefully</i>

	<p>Mengeksplorasi:</p> <ol style="list-style-type: none"> 1. Guru memberikan contoh soal mengenai ungkapan menyatakan pendapat <p>Mengasosiasi:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menuliskan “true/false” di secarik kertas 2. Guru memutar audio lalu meminta siswa untuk menyimak 3. Guru meminta siswa untuk menjawab pertanyaan seputar dialog tersebut <p>Mengkomunikasikan:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk membaca jawaban mereka 	<p>10 menit</p> <p>20 menit</p> <p>20 menit</p>		<ul style="list-style-type: none"> • <i>Have you understood about this material?</i> • <i>I will give you an example of a situation</i> • <i>Now, I want you to write “true/false” on a piece of paper</i> • <i>I play an audio, please listen it carefully</i> • <i>Now, I want you to answer the questions</i> • <i>What is the answer for number</i>
<p>Penutup</p>	<ol style="list-style-type: none"> 1. Guru memberi arahan dan bimbingan kepada siswa untuk menyimpulkan materi yang telah dipelajari 2. Guru memberikan pekerjaan rumah kepada siswa untuk 	<p>10 menit</p>	<p>T-S</p>	<ul style="list-style-type: none"> • <i>How about material today? So far, is there any question? What did you learn today?</i>

	<p>menyampaikan pendapat mereka mengenai dampak bullying dengan membuat sebuah poster bullying secara berkelompok untuk dipresentasikan pada pertemuan selanjutnya.</p> <p>3. Guru menginformasikan materi untuk pertemuan berikutnya.</p> <p>- Salam Penutup.</p>		<ul style="list-style-type: none"> • <i>Please make a poster about bullying and submit it next week</i> • <i>Next meeting we will learn about</i>
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I. Penilaian

Format : Tertulis

Teknik : Siswa diminta untuk mendengarkan audio/video tentang ungkapan pendapat kemudian menuliskan jawaban sesuai dengan audio/video.

Aspek : Pemahaman (50%)

Ketepatan dalam menjawab (50%)

Panduan Penilaian : $\frac{\text{Jumlah jawaban benar} \times 100\%}{\text{Jumlah soal}}$

Medan, 10 Mei 2020

Mengetahui,

Guru Pembimbing



Prisatiwaty, S. Pd

Mahasiswa



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TEST of LISTENING SKILL

A. PRE-TEST

1. *Listen to the story. Check (1) the best picture based on the recording.*

1) Single or married.



2) Small or large wedding



3) A few or many people



2. *Please write down the English words that you have listened from the native speaker! There are 10 English words so be careful!*

B. POST TEST

1. Listen to the story. Check (✓) the best picture based on the recording.

1) Indoor or outdoor party



2) The weather when the wedding day



3. Listen to the story. Are these statements true or false? Check (✓) the correct answer.



No	Sentences	True	False
1.	I was 14 years old when I had my first boyfriend.		
2.	Kate's boyfriend name is Milley.		
3.	Kate's boyfriend was at the same school with her.		
4.	Kate and her ex-boyfriend met by mutual friend.		
5.	They were hangout in the library.		
6.	Kate and her ex-boyfriend were hate watch band.		
7.	Kate's parents did not like her ex-boyfriend.		

8.	They broke when Kate had her 17 th years old.		
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10.	Kate never saw her ex-boyfriend.		

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have	had	having
meet	met	meeting
know	knew	knowin g
go	went	Gone
watch	watched	watchin g
use	used	Using
finish	finished	finishin g
keep	kept	keeping
rent	rented	renting
live	lived	Living

LISTENING SCORES OF EXPERIMENTAL CLASS

No.	Name	Score			
		Pre-Test	Note	Post Test	Note
1	Aditya Rizki	50	Failed	70	Failed
2	Agung Tegar	65	Failed	75	Success
3	Agustina Naomi	50	Failed	85	Success
4	Alfiza Hakim	45	Failed	75	Success
5	Alifa Azzura	65	Failed	80	Success
6	Anggia Putri	55	Failed	80	Success
7	Dzikra Aditya	40	Failed	70	Failed
8	Fajar Lubis	65	Failed	85	Success
9	Jihan Aulia	65	Failed	90	Success
10	Jose Farhan	60	Failed	80	Success
11	Khairatul Marhamah	65	Failed	70	Failed
12	M. Radit Malik	65	Failed	85	Success
13	M. Ryan Rizkillah	50	Failed	75	Success
14	Miranda	70	Failed	80	Success
15	Muhammad Rizki Azizi	75	Success	85	Success
16	Nabila Putri Aisyah	75	Success	90	Success
17	Nur Eliza	65	Failed	75	Success
18	Putri Alisha	70	Failed	90	Success
19	Rachel	65	Failed	80	Success
20	Raty Indi	70	Failed	90	Success
21	Sri Agustina	50	Failed	75	Success
22	Syifa Sayuti	65	Failed	80	Success
23	Tri Suci	85	Success	90	Success
24	Tria	60	Failed	75	Success
25	Wulan Masyitah	75	Success	70	Failed

LSITENING SCORES OF CONTROL CLASS

No.	Name	Score			
		Pre-Test	Note	Post Test	Note
1	Adek Setiawan	60	Failed	80	Success
2	Agung Eka Pratama	65	Failed	80	Success
3	Aidil Adha Yani	65	Failed	85	Success
4	Bobby Prayoga	70	Failed	80	Success
5	Devi Sri Dewi	75	Success	85	Success
6	Dimas Andititra	60	Failed	80	Success
7	Dwi Pratiwi	65	Failed	80	Success
8	Fendi Wiko Andriano	60	Failed	85	Success
9	Filza Yusni	60	Failed	90	Success
10	Hari Ananda Muda	65	Failed	95	Success
11	Ilda Syahfitri	65	Failed	75	Success
12	Imelza Melati	70	Failed	80	Success
13	Jenny Dwi Andini	60	Failed	80	Success
14	M. Bayu Adami	65	Failed	85	Success
15	Mhd Khadavi	70	Failed	75	Success
16	Mhd. Julrais	50	Failed	90	Success
17	Nadra Effendy	60	Failed	80	Success
18	Natasya Dania	55	Failed	75	Success
19	Nurjiyanti	60	Failed	85	Success
20	Pelita	65	Failed	80	Success
21	Renita	70	Failed	75	Success
22	Rizky Azura	50	Failed	80	Success
23	Salwa Khumayra	60	Failed	80	Success
24	Teguh Aulia Nasution	55	Failed	90	Success
25	Vika Dwi Anggraini	75	Success	95	Success

NORMALITY TEST

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Result of Listening	Pre Test of Experimental Class	25	100.0%	0	0.0%	25	100.0%
	Post Test of Experimental Class	25	100.0%	0	0.0%	25	100.0%
	Pre Test of Control Class	25	100.0%	0	0.0%	25	100.0%
	Post Test of Control Class	25	100.0%	0	0.0%	25	100.0%

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of Listening	Pre Test of Experimental Class	.239	25	.105	.939	25	.141
	Post Test of Experimental Class	.182	25	.330	.901	25	.020
	Pre Test of Control Class	.165	25	.770	.940	25	.147
	Post Test of Control Class	.273	25	.248	.876	25	.006

a. Lilliefors Significance Correction

RELIABILITY TEST

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.710	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Result of Listening Class	1.5000	.255	.720	.
	71.3000	155.929	.720	.

HOMOGENEITY TEST**Test of Homogeneity of Variances**

Result of Listening

Levene Statistic	df1	df2	Sig.
3.722	1	48	.600

ANOVA

Result of Listening

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.500	1	4.500	.059	.809
Within Groups	3656.000	48	76.167		
Total	3660.500	49			

Test of Homogeneity of Variances

Result of Listening

Levene Statistic	df1	df2	Sig.
.561	1	48	.457

ANOVA

Result of Listening

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	72.000	1	72.000	1.838	.181
Within Groups	1880.000	48	39.167		
Total	1952.000	49			

T TABLE

Titik Persentase Distribusi t (df = 1 – 40)

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44891	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

STUDENTS ANSWER SHEETS

Name : Nabila Putri Aisrah

Class : XI-A

1. Listen to the story. Check (☑) the best picture based on the recording.

1) Single or married.

☑



2) Small or large wedding



3) A few or many people

☑



2. Please write down the English words that you have listened from the native speaker! There are 10 English words so be careful!

- 1. Window
- 2. Skirt
- 3. Ball
- 4. Door
- 5. -

- 6. Fall
- 7. Married
- 8. Shoes
- 9. Brides
- 10. Prince

STUDENTS ANSWER SHEET

Name : Hani Ananda Muda

Class : XI.B

1. Listen to the story. Check (☑) the best picture based on the recording.

i) indoor or outdoor party



2) The weather when the wedding day



3. Listen to the story. Are these statements true or false? Check (☑) the correct answer.



No	Statement	True	False
1	I was 14 years old when I had my first boyfriend.	☑	
2	Kate's boyfriend name is Milley.	☑	
3	Kate's boyfriend was at the same school with her.		☑
4	Kate and her ex-boyfriend met by mutual friend.	☑	
5	They were hangout in the library.		☑
6	Kate and her ex-boyfriend were hate watch band.	☑	

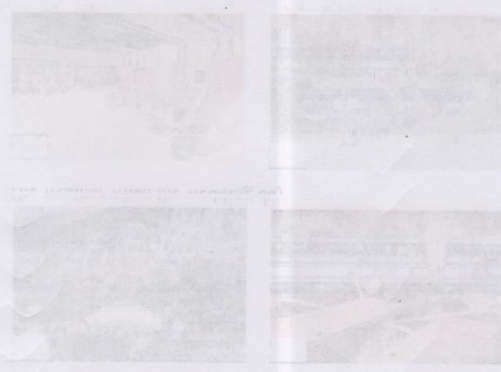
STUDENTS ANSWER SHEET

✓ 7	Kate's parents did not like her ex-boyfriend.	✓	
8.	They broke when Kate had her 17 th years old.	✓	
✓ 9.	Kate and her ex-boyfriend becomes an enemy.	✓	✓
✓ 10.	Kate never saw her ex-boyfriend.	✓	


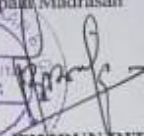
2. Listen the recording again by narrative speaker in Google Translate. Circle the verbs that you hear based on the recording.

have	had	having	✓
meet	met	meeting	✓
know	knew	knowin	✓
go	went	gone	✓
watch	watched	watchin	✓
use	used	using	✓
finish	finished	finishin	✓
learn	learned	learnin	✓
read	read	reading	✓
live	lived	living	✓

Handwritten signature



RESEARCH PERMIT

	YAYASAN PENDIDIKAN BUDAYA MADRASAH ALIYAH SWASTA (MAS) YP.BUDAYA CIKAMPAK KECAMATAN TORGAMBA KABUPATEN LABUHANBATU SELATAN NSM : 131212220002 NPSN : 10264823 Jalan Pendidikan, Cikampak email: masbudaya@yahoo.co.id KodePos : 21572
<u>SURAT KETERANGAN</u> Nomor : 060/MAS YPBUDAYA/TU/CK/V/2020	
Kepala Madrasah Aliyah YP.Budaya Cikampak dengan ini menerangkan bahwa :	
Nama	: DESVA ARLI ROSANTI
Tempat/Tanggal Lahir	: Cinta Damai, 18 Desember 1997
NIM	: 38154142
Universitas	: Universitas Islam Negeri Sumatera Utara
Sem/Prodi	: X / Pendidikan Bahasa Inggris
Benar Mahasiswi tersebut diatas melakukan Riset dan Observasi di MAS YP Budaya Cikampak dimulai pada tanggal 31 Maret s/d 31 April 2020 dengan judul skripsi :	
"The Effect of Translator Machine Application to the Students Listening Ability"	
Demikianlah Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.	
Cikampak, 12 Mei 2020 Kepala Madrasah  Dwi TIMBUN RITONGA	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-4787/ITK/ITK.V.3/PP.00.9/03/2020
Lampiran : -
Hal : Izin Riset

Yth. Ka. SMA Al-Masdar

Assalamu'alaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : DESVA ARLI ROSANTI
Tempat/Tanggal Lahir : Cinta Damai, 18 Desember 1997
NIM : 38154142
Semester/Jurusan : X / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di **SMA Al-Masdar**, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

“THE EFFECT OF TRANSLATION MACHINE APPLICATION TO STUDENTS’ LISTENING ABILITY AT MAS YAYASAN PENDIDIKAN BUDAYA”

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 17 Maret 2020
a.n. Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum.
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

DOCUMENTATION



The teacher gave the explanation about Translation Machine Application



The teacher ask the students if there are some questions about the topic



The teacher gave the students some quiz.



The teacher gave them the exercises about listening skill.



Because of the limitation of facilitation, the students looked at the illustration for listening google translate.



The teacher and the students taken picture together for the documentation.

BIOGRAPHY



The writer's name is Desva Arli Rosanti. She was born on December 18th 1997 in Cinta Damai at North Sumatera, Indonesia. She is 23 years old. She is Indonesian and a Muslim. Everyone calls her Oca. She is the first daughter from the fourth little brothers and sisters of Beny Sumarli and Tanti Rosmawati.

Her formal education started from 2003-2009 in primary school, SDN 118394 Bisdua. Then from 2009-2012, she continued her study in SMP Pesantren Modern Alhusna Bagan Batu. And she finished from her study in MA Alkhariyah Jakarta Selatan from 2012-2015, and she graduated from English Education Department of State Islamic University of North Sumatera.