

**THE EFFECTIVENESS OF INQUIRY-BASED LEARNING
ON STUDENTS' LISTENING COMPREHENSION
AT ELEVENTH GRADE OF SMA N 1 JATILAWANG,
BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfilment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

by

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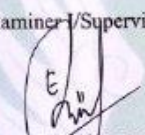
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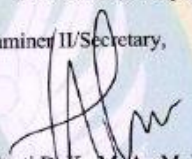
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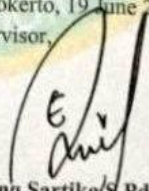
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Wassalamu'alaikum Wr.Wb.

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ABSTRACT

THE EFFECTIVENESS OF INQUIRY-BASED LEARNING ON STUDENT'S LISTENING COMPREHENSION AT ELEVENTH GRADE OF SMA N 1 JATILAWANG, BANYUMAS IN THE ACADEMIC YEAR 2023/2024

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Abstract: Listening comprehension is substantial understanding the meaning of English spoken which had various challenges to education. This research aimed to find out the effect of inquiry-based learning on students listening comprehension at eleventh grade of SMA N 1 Jatilawang, Banyumas. The study employed quasi-experimental design. The study's population consists of 395 eleventh-grade students at SMA N 1 Jatilawang. The samples were randomly selected from the population. It was selected as the experimental group of XI A and the control group of XI B. The data of collection used pre-test and post-test. Data analyzed by IBM SPSS Program V.26 for Windows. The independent sample t-test establishes a statistically significant distinction in the average pre-test score between the experimental and control groups, with the experimental class scoring 65.37 and the control class scoring 62.33. The Mann-Whitney U Test showed significant differences in post-test students' listening scores between experimental and control groups, with a sig (2-tailed) value of 0.000, rejecting the hypothesis of no significance (H₀) and accepting the hypothesis of significance (H_a). Therefore, the result of this research can be concluded that the effect size increased 57%, suggested there are differences before and after treatment of inquiry-based learning was highly effective for students listening comprehension.

Keywords: *Experimental Study, Inquiry-Based Learning, Listening Comprehension*

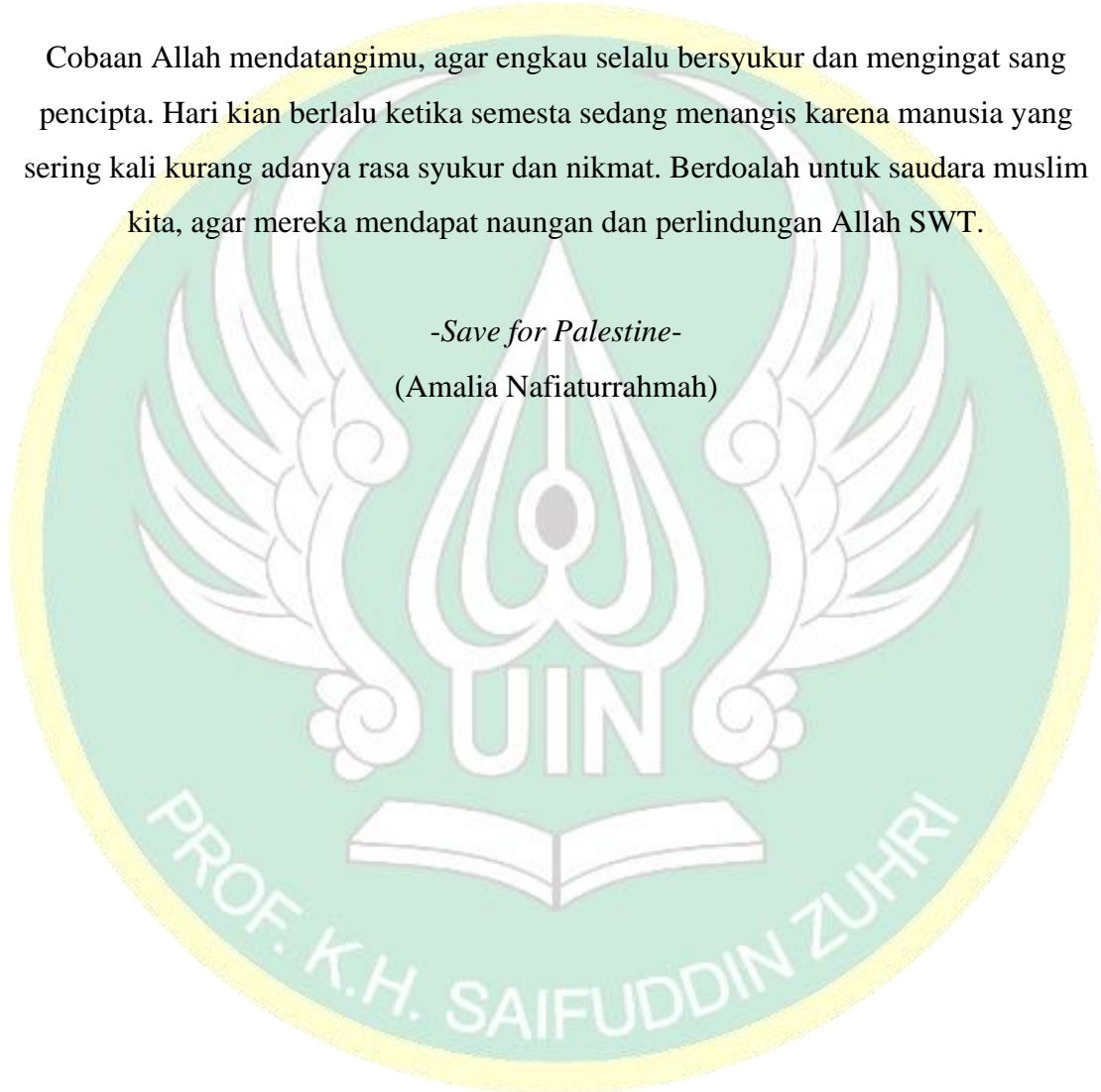
MOTTO

“Don’t Limit Yourself with Negative Thoughts”

“Reality is painful, but surrendering to Allah is truly calming”

Cobaan Allah mendatangimu, agar engkau selalu bersyukur dan mengingat sang pencipta. Hari kian berlalu ketika semesta sedang menangis karena manusia yang sering kali kurang adanya rasa syukur dan nikmat. Berdoalah untuk saudara muslim kita, agar mereka mendapat naungan dan perlindungan Allah SWT.

-Save for Palestine-
(Amalia Nafiaturrahmah)



DEDICATION

I dedicate this thesis to:

Dearest parents, Mr. Didik Sukaryanto and Mrs. Mufidah Dwi Wulandari

My lovely family, Atmo Suwito's Family

My dearest family

My precious teachers and lecturer

My lovely friends

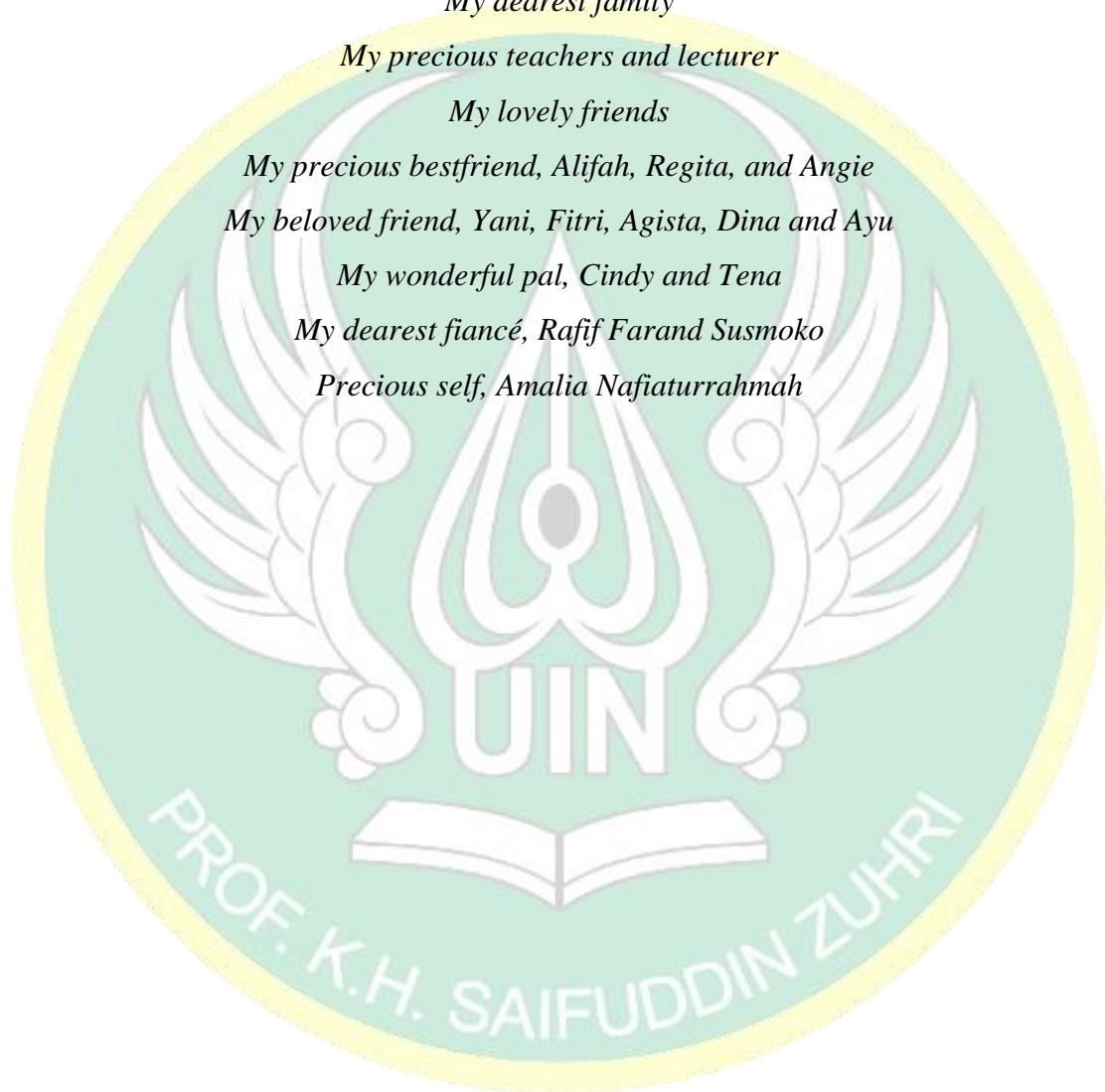
My precious bestfriend, Alifah, Regita, and Angie

My beloved friend, Yani, Fitri, Agista, Dina and Ayu

My wonderful pal, Cindy and Tena

My dearest fiancé, Rafif Farand Susmoko

Precious self, Amalia Nafiaturrahmah



PREFACE

May Allah, the Merciful, be praised forever for providing the grace and knowledge necessary to finish this thesis, which is entitled "The Effectiveness of Inquiry-Based Learning on Listening Comprehension at Eleventh Grade of SMA Negeri 1 Jatilawang, Banyumas In the Academic Year of 2023/2024". This thesis is presented in partial fulfillment of the prerequisites for an undergraduate degree from the Faculty of Tarbiya and Teacher Training at the State Islamic University, Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The writer regards a demonstration of tremendous regard and devotion to:

1. Prof. Dr. H. Fauzi, M. Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
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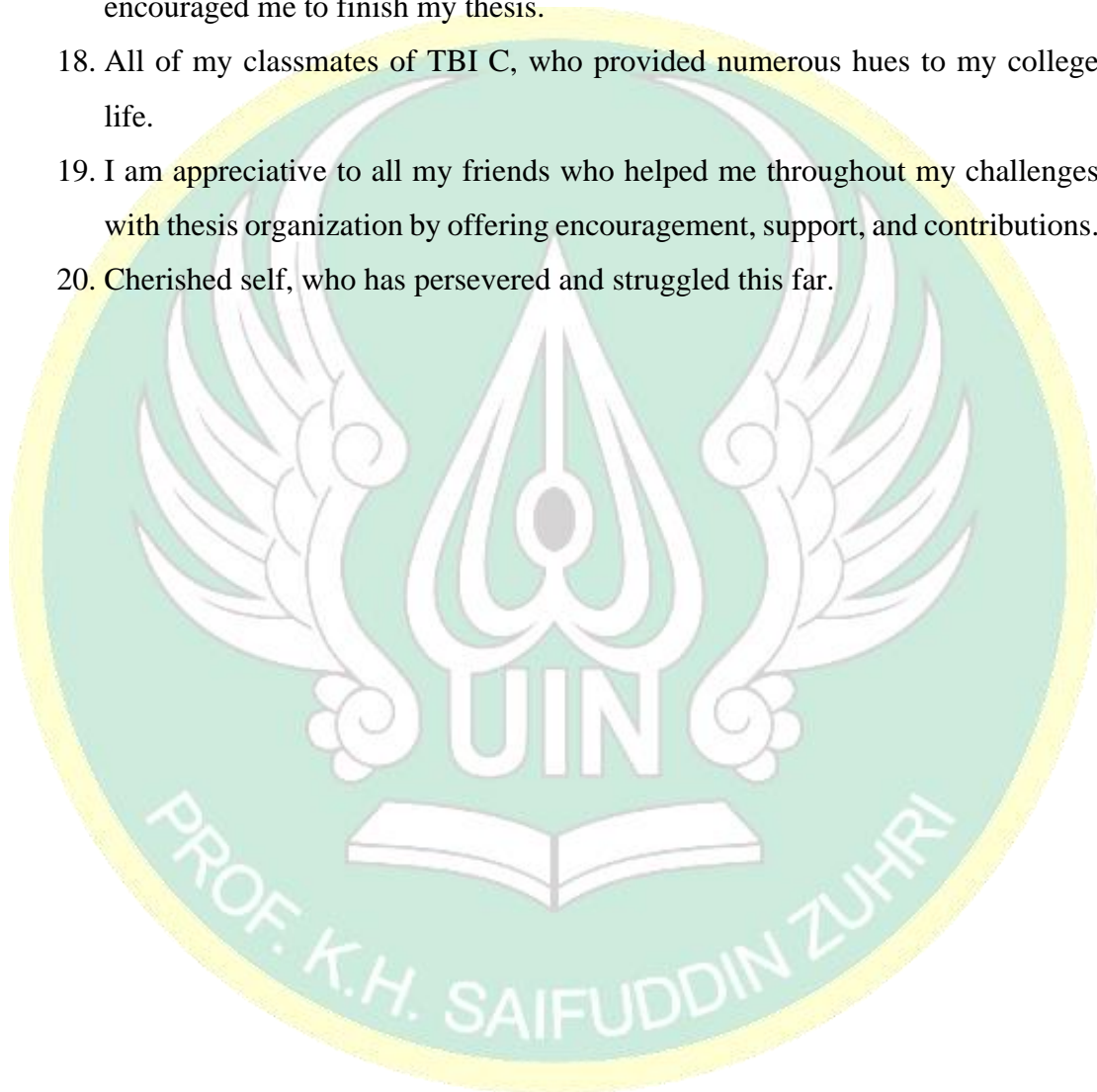
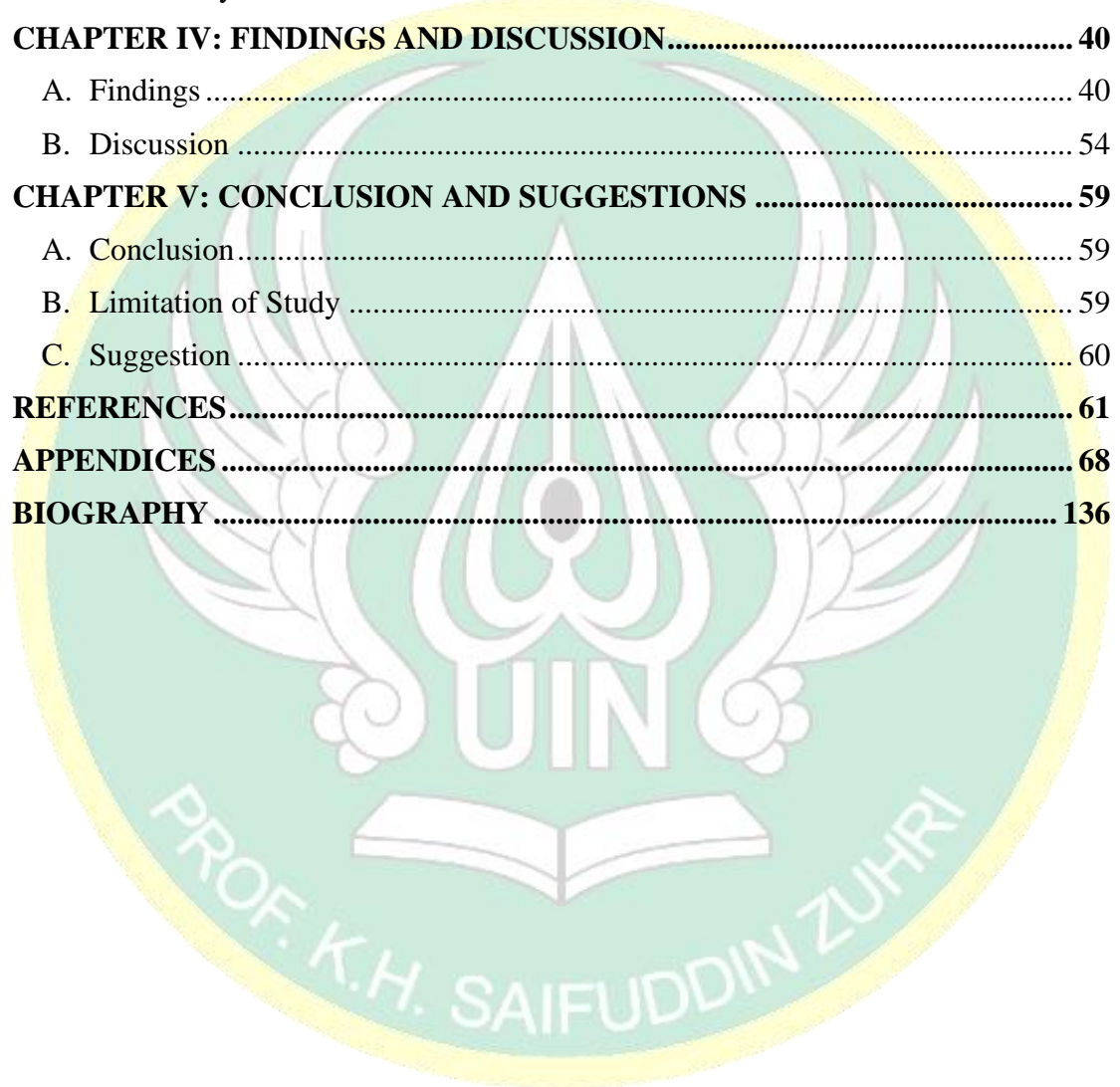


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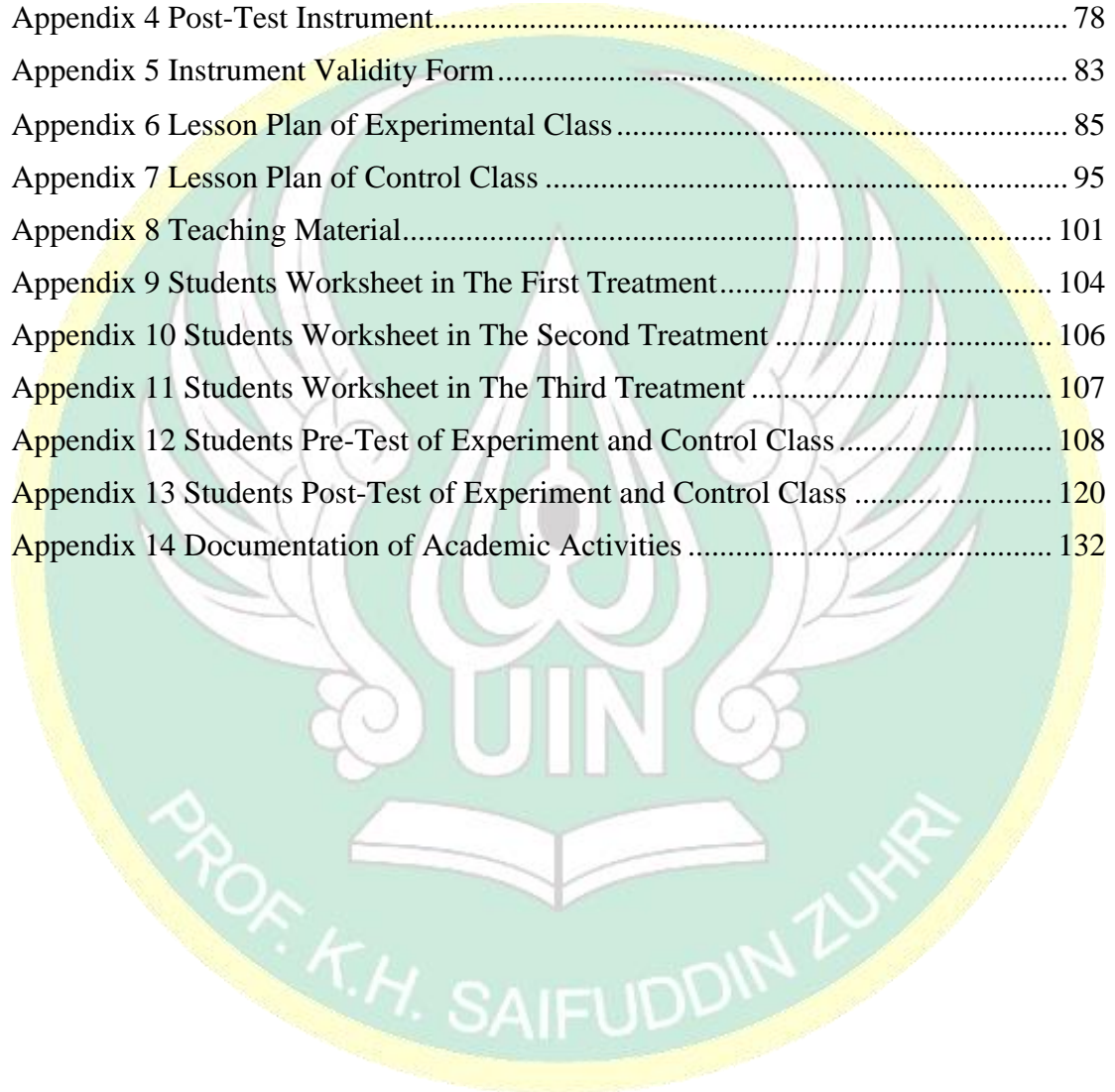


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CHAPTER I

INTRODUCTION

This chapter discusses the study's background, an operational description, study questions, study objectives and significance, and research structure.

A. Research Background

English is a major factor for the needs of the economy, interactions, and relationships throughout the country as a part of life to communicate between countries. As stated by Hutabarat (2016), educators of English Language Teaching (ELT) must assist students learning foreign languages in Indonesia. Developing comprehensive lesson plans is crucial for delivering effective classes and achieving satisfactory outcomes. Teachers need to understand the different learning styles and orientations of the students. In addition, the lessons must be designed to accommodate all types of learners. Furthermore, teaching methods are fundamentally dependent on the theory. Recognizing language acquisition and learning theories will assist in effective lesson planning and instruction. According to Hutabarat (2016), teaching listening through the study of English has been a challenging field. Most students in the listening class were dissatisfied with the capability to get appropriate results from the activity of listening. It occurs because EFL learners have a variety of challenges when it comes to retaining information through listening. Kusumawanti *et al.* (2018) declare that English is a foreign language in Indonesia. However, the students are limited to certain places that provide English services, resulting in inadequate exposure to the language. Students need additional environments that facilitate English learning. As stated by Novika *et al.* (2020), teaching EFL listening to Indonesian students is difficult since educators usually emphasize writing and reading comprehension.

There are four basic language aptitudes, such as the ability to speak, read, listen, and write. Listening is particularly crucial of the four skills since it is seen as challenging by students regardless of level of school in nations with limited English

proficiency across the world. In practical terms, several English as a Foreign Language (EFL) learners struggle to grasp pronunciation, especially from native speakers. Amir *et al.* (2019) has conducted a study entitled “*English Listening Problems Faced by Students at an Indonesian Senior High School*”. The finding of the listening problems faced by Indonesian students are: (a) students realized that speed speakers make it more difficult to speak English at the same pace as native speakers, (b) students limited vocabulary were still new words, (c) misinterpretation from the students that has limited vocabulary, (d) students concentration level were unable to focus, (e) established language habits that the teacher have not spoken fully in English yet, (f) accent from the students often use an American accent and students difficult to understand British accent also Australian accent. Meanwhile, Buck (2010) stated that the listening passages presents challenges in determining the meaning of new words, recognizing uncommon aspects, and communicating rapidly. On the other hand, there are many causes of problems affecting listening comprehension. Dwinalida *et al.* (2014) declare that students struggle with comprehension, the delivery of listening exercises due to a lack of vocabulary, and accurate phrase structure. As a result, the students unable to effectively respond during the lessons. Furthermore, Underwood (1990) stated that the problems in understanding spoken language are: the lack of speaker speed control in the recording and the fact that it is difficult for the listener to control the speaker speed.

According to Hadijah *et al.* (2016), the main elements influencing a learner's progress in listening abilities is the amount of listening practice. Students must put the talents through a lot of practice, especially when it comes to comprehending the speaker's monologues or dialogues. Students generally struggle when in this circumstance. In addition, the students were still baffled by the speaker's communication style after playing the audio tape two or three times. This is one of the most common reasons for students' listening difficulties.

Observations collected by the writer during teaching practice at SMA N 1 Jatilawang revealed problems in English learning for listening. Students struggled

to keep pace with the speaker, had limited time to comprehend the listening materials, and rarely used English habitually at school. During the observation by asking the teacher on December 5, 2022 about learning outcomes, especially students' listening comprehensions for eleventh grade of SMA Negeri 1 Jatilawang, it was found that some students understood and were motivated after listening to the audio-visual presentations, while others remained indifferent to listening through video.

As described by Hasanova *et al.* (2021), teaching approach is a structured instructional method that provides strategies for fostering high student achievement. As stated by Ayua (2017), through active engagement in the process of learning and instruction, learners can enhance a knowledge of skills with inventive and effective teaching methodologies. As described by Kai *et al.* (2021), inquiry-based learning is a technique in which students emphasize questioning, analytical thinking, and resolving issues. Students are actively involved with a question or a problem. Inquiry-based learning (IBL) assumes that learners are active in building knowledge within themselves and the meanings of the own understanding, which requires them to have an inquiry mindset (Kai et al., 2021). According to Lee (2014), the benefits of inquiry based in several ways in English teaching and learning are: (a) improve vocabulary, (b) explain grammatical forms, (c) help students negotiate meaning, (d) embed cultural essence.

According to Saadah (2024), demonstrated that students could use video as a form of visual and auditory media to understand English. The Saadah's research study, the videos were proven effective in attracting students' attention and increasing their understanding of concepts. Incorporating a variety of media into listening comprehension instruction can facilitate students' understanding of the material being presented or taught by the teacher. This study employed TED Talk videos as the primary experimental media within an inquiry-based learning (IBL) framework to investigate their effectiveness in enhancing listening comprehension

instruction. The integration of TED Talks aimed to provide teachers with engaging and stimulating resources that could foster student inquiry, promote active learning, and ultimately improve listening comprehension skills. According to Saadah (2024), inquiry-based learning (Merdeka Belajar in Indonesia) encourages students to actively explore and build their own understanding through discussion and participation. It emphasizes free expression and uses mistakes as learning opportunities. This method connects new knowledge to what students already know, boosting their involvement in class. Furthermore, Wale's previous research with title *Using Inquiry-Based Writing Instruction to Develop Students' Academic Writing Skills* showed a significant difference in academic writing performance, with students in the inquiry-based group demonstrating improvement. Besides that, the inquiry-based approach fostered student engagement with the video, leading the learning activities to generate their own ideas and delve deeper into the material.

A technology-based video lecture, also known as a Technology, Entertainment, and Design (TED) talk, presents concepts that are organized conversations with significant implications and may serve as educational tools for online learning. In addition, most of the courses offered by native and non-native English speakers include free transcripts in English and subtitles in more than 40 languages (Takaesu, 2014). TED Talks serve as a platform for speakers to communicate complete ideas in under eighteen minutes. Speakers from all around the world give TED Talks on a variety of themes, including technology, culture, amusement, elections, and social concerns. Every discussion has been accompanied by a transcript, which may be downloaded to be used as assistance when listening to the course (Izzah et al., 2020). In addition, based on the Takaesu's research, the majority of students recognize the activity as improving listening comprehension (Takaesu, 2014). It is important to highlight that the TED lectures encouraged some learners to follow particular interests and forced others to perform more research. Besides that, TED Talks may enhance grammar, the ability to listen, and motivation

to choose fascinating subjects. Watching TED-ED videos may help students improve their listening skills while discovering real-world situations.

This research is different from the previous research, where this research implemented inquiry-based learning media using TED Talk videos to enhance the listening comprehension for the experimental class, whereas the control class used YouTube videos without inquiry-based learning. However, this research focused more on TED Talk videos as a study experiment.

Therefore, this study explored the effectiveness of Inquiry-Based Learning (IBL) in enhancing listening comprehension skills. The research project, titled *The Effectiveness of Inquiry-Based Learning on Students' Listening Comprehension at Eleventh Grade of SMA N 1 Jatilawang, Banyumas*. Investigated the impact of IBL on this specific student population. The writer selected this title because it reflected from the merdeka curriculum and its application to the identified problem of teaching listening through IBL in the eleventh grade at SMA N 1 Jatilawang.

B. Operational Definition

An essential part of explaining the variables of this research is to avoid misunderstandings. Therefore, an explanation of each variable from this study is to provide fundamental reinforcement in the material. This research focuses on the effectiveness of inquiry-based learning on students' listening comprehension in the eleventh grade. These are a brief explanation of the definitions used in the study:

1. Inquiry-Based Learning (IBL)

IBL or inquiry-based learning is a strategy for the learning process to engage the active students for questioning and experimentation independently. In accordance with Pedaste *et al.* (2015), inquiry-based learning aims to involve students in the actual scientific inquiry process. From a learning perspective, challenging scientific processes are separated into lighter, logically linked fragments that make learners aware of the basic characteristics of scientific thought. These individual parts are known as query phases and connect to create

a query cycle. So, students play an active role to find out independently about the learning that will be delivered by the teachers that inviting students to give questions, practice, and conduct an analysis of learning.

2. Listening

Listening is a receptive skill that listeners use to grasp the material or subject delivered by speakers within audio-visual or sound. According to Hamouda (2013), while the listener might be able to repeat a sound without understanding it, listening comprehension refers to the capacity to repeat a text and identify what the listener has heard. Gur *et al.* (2013) declare that listening's purpose is to provide students with as much information as possible throughout their language acquisition process. To achieve this, students must grasp the information, recall the specifics, integrate the speech's substance, and self-regulate their understanding of the subject using past knowledge and external evidence.

C. Research Questions

This research aims to answer the following questions based on the research background:

1. Is using Inquiry-Based Learning effective for students' listening comprehension at eleventh grade of SMA N 1 Jatilawang?
2. To what extent is the significant different before and after using Inquiry-based learning on students' listening comprehension at eleventh grade of SMA N 1 Jatilawang?

D. The Objective and Significant of The Research

The objective of this research is:

1. Objective of The Research
 - a. To find out whether the use of Inquiry-Based Learning is effective towards students' listening comprehension at eleventh grade of SMA N 1 Jatilawang.
 - b. To measure the significant difference of students' listening comprehension before and after using inquiry-based learning to teach listening at eleventh

grade of SMA N 1 Jatilawang.

2. Significances of The Research

This study assumes that readers and educators who analyze it will gain a better understanding of the efficacy of teaching strategies, which will be beneficial in future research. It has two fundamental implications: practical and theoretical relevance.

a. Theoretical significances

Through the use of inquiry-based learning, which provide knowledge regarding the underlying causes of students' consequences and listening comprehension issues, this research is assumed to enhance researchers' expertise in establishing theory with the ability to give information about the issue's students have with listening comprehension. So, this research also aims to support previous theories about teaching listening of inquiry-based learning.

b. Practical significances

- 1) For English teachers, this study can enrich the teaching strategies and gives a lot of references for English teachers there are many strategies of how teaching listening.
- 2) Other researchers, this study aims to do a further research information on how to examine the teaching of students' listening comprehension using Inquiry-based learning.

E. Structure of the Research

The organization of this research are as follows:

The introductory section is provided in Chapter I. It includes the research background, an operational overview, research questions, research purpose and significance, as well as the research structure.

Chapter II proposes a framework for inquiry-based learning that employs to teach listening.

Chapter III develops the research methodology, which addresses the study's

design, time and location, population, sample, data collection resources, and research data analysis.

Chapter IV contains the research findings to discuss the effectiveness of inquiry-based learning appropriate for teaching listening.

Conclusion and suggestion are in Chapter V, which provides an operational suggestion based on research findings.



CHAPTER II

LITERATURE REVIEW

This section's content develops a theory that includes a theoretical framework, an overview of relevant literature, a framework of concepts, and research hypotheses.

A. Theoretical Framework

This section describes a theory of the research, including listening comprehension, teaching listening, and inquiry-based learning.

1. Listening Comprehension

Listening comprehension is the process of comprehending spoken language, which includes the sounds of speech, the meanings of words, and the organization of sentences. Wahidiyati *et al.* (2023) observes that listening comprehension involves comprehending negative words, double negative statements, and "almost negative" statements, identifying the topic, and making inferences about who, what, when, and where. According to Goh *et al.* (2021), comprehending words are transferred from the classifier to the conceptualize during comprehending, relying on the necessary knowledge sources through the process of use. Information is conceived by the listener and retained in permanent mental memory. Buck (2010) declared in the journal article that listening has a unique quality. The Buck's previous study emphasizes how modification of phonological, prosodic features, speech pace, accent delayed issues, the organize of discourse, and nonverbal signals differentiate spoken language from written texts, arguing that actual spoken speech samples should be used when evaluating L2 listeners. Listeners can comprehend accents, phonology, and other things are listening. It takes effort to comprehend what are hearing. Based on existing linguistic and subject-specific expertise, listeners assess and evaluate information of hearing. Detecting and interpreting a sound based on the listener's language and cultural background.

a. Aspects of Listening

In order to listen well, one must focus on the speaker's words and make

an effort to comprehend them. The teaching of listening involves many different elements. As it relates to teaching listening, Brown's theory has three main components (Brown, 1990). These are as follows:

1) Paying attention to important ideas

Listening to the primary ideas may indicate the audience member has an interest in the speaker's overall message.

2) Paying attention to details

The listener requires specific information, such as directions to a location.

3) The act of listening and drawing conclusions.

Presenters might not always convey a specific message; thus, audience members must listen throughout the lines to get their meaning. Listening for main ideas, specific information, and conclusions is critical for gathering information from the speaker.

b. The Models of Listening Comprehension

In accordance with Flowerdew *et al.* (2006), the literature identifies three key concepts for understanding English students' listening practices: "the bottom-up process," "the top-down process," and "the interactive process."

1) Bottom-Up Process

In accordance with Flowerdew *et al.* (2006), in the framework of the paradigm, the listener's processing of the auditory message based on the basic components of the spoken language, such as oral discourse or phonemes, is how information deemed "meaningful" is received. The information is sent via the combination of these voices to produce meaningful units like phrases. The foundations of the language, including its voices, words, and sentences, are where understanding begins (Goh *et al.*, 2021). Grammar, sounds, words, and body language are required for language learners who use this model to understand spoken language. Critics contend that the bottom-up model is suitable only for novice

speakers of the language being learned. In order to comprehend oral communication inputs, novice listeners must pay great attention and comprehend only brief segments of spoken communications. This model's capability decreases with increasing activity levels. The bottom-up approach involves the speaker encoding a message, which is then sent as a signal across the communications platform and analyzed by the listener. Spoken communication can only be understood when both the speaker and the listener use the same code. Therefore, there is successful interaction.

2) Top-Down Process

In accordance with Buck (2010), listening comprehension is a top-down process which includes many types of information in any order or simultaneously, allowing for interaction and effect. This is often described as a participatory process, particularly by theorists. Nguyen (2020) explains that relying on individual sounds or words to produce meaningful information, the bottom-up technique is inverted by the top-down process. This process relies on past information to understand the significance of the sounds or words in the present situation. Prediction is necessary for identifying both words and sounds that convey meaning to the text (Lee et al., 1989).

As stated by Flowerdew *et al.* (2006), examined the issue of listeners being unable to differentiate sounds in isolation. Listeners must employ contextual information to understand what is being said. Individuals need to employ "schemes of learning" and "organization of discourse," which are both stored in deep memory.

3) The Model of Interactivity

Flowerdew *et al.* (2006) states that both bottom-up and top-down models are combined to generate the third model, which is the interactive model. In accordance with Rumelhart (1975), developed the interactive paradigm, which is effective not only for reading but also for listening. The

interactive model proposes that language functions on many levels concurrently, necessitating that listeners apply a knowledge of phonology, syntax, semantics, and pragmatics to the interpretation of content. According to Rumelhart's study, students utilized an interactive model to gauge their understanding of written content by assuming the Rumelhart's made predictions based on schemata, which allowed them to adjust to different learning styles and individual or group needs. This model combines elements of both top-down and bottom-up methodologies, so language learners and listeners may choose the most appropriate model for their language processing needs.

Although bottom-up, top-down, and interactive models are frequently employed in the teaching of listening skills, certain researchers contend that because university students are distinct individuals with different hearing processes, these models fall short of explaining the particular listening comprehension issues.

c. Benefits in Listening Comprehension

The benefit of listening comprehension is it allows as much to receive information in the brain and process to store it in long or short memory. According to Su *et al.* (2011), effective listening requires the ability to develop a message's meaning, employ diverse strategies, and respond in multiple ways based on communication goals. Listening requires all abilities, as it incorporates thoughts, emotions, and intentions. This involves effort and practice. The good listening not merely increases a relationship between listeners and speakers, however it also speech fluency, open mindedness, authenticity, self-disclosure, trust, self-insight, and liking (Bavelas et al., 2002; Huang et al., 2017; Itzchakov, 2020).

d. Problems in Listening Comprehension

Listening comprehension has several problems since listeners may not be able to absorb information properly and may lack attention. Underwood

(1989) suggests that an effectively comprehending audio has several limitations. Primarily, the speaking rate is not affected by the audience. The main issue with listening comprehension is that listeners have limited control over the speed at which speakers talk. Second, it is not possible to repeat words for listeners, which could cause issues. Students are unable to replay the recorded portion. Teachers decide when to repeat listening assignments, making it difficult to tell if students understand. Third, listeners' vocabulary is not very extensive. Speakers may use terminology that the audience does not understand. When a new phrase is spoken, listeners can stop to understand its meaning, which would prevent them from hearing the rest of the discourse. Fourth, the listeners may not be aware of the background knowledge. Shared knowledge and well-known texts can enhance interaction among listeners, as the listeners may gain the surface meaning of a paragraph. However, unless listeners are recognizable, it may be difficult to appreciate the whole relevance. Lastly, listeners find it challenging to concentrate on the listening text. Sometimes comprehension can be hampered by a brief moment of distraction. If the listening part is engaging, listeners will find it simpler to focus.

As stated by Bingol *et al.* (2014), the challenges that students may encounter during the listening comprehension process emphasize the importance of being mindful and resolving them. The concerns mentioned include:

- 1) Maintain the level of record materials
 - 2) Unfamiliar vocabulary
 - 3) Accent
 - 4) Cultural differences
 - 5) Speed and length of listening
- e. Assessing in Listening Comprehension

As stated by Buck (2010), assessment of teaching listening is the central

need of importance about a potential washback effect onto classroom practices. Taking theoretical ideas about a construct and operationalizing into real practice in a series of predetermined items is the fundamental process of creating assessments (Buck, 2010). A test item is a component of the exam that demands a scoreable response from the test applicant.

According to Newton & Nation (2020), there eight testing of listening such as:

1) Dictation

The lecturer reads a 150-word text aloud, and students write down each phrase while hearing it.

2) Partial dictation

The students are looking at partially written material. The students fill in the missing elements of the written content while listening to a spoken version of it.

3) Text with questions

Learners are presented with multiple-choice questions during listening to a text or recorded conversation. The students listen and respond to queries.

4) Answering to statements

Students answer statements or questions by selecting multiple-choice options, indicating true or false, or delivering a short response.

5) Three Choice True-false

The statement provides three answer options: true, false, and opinion, which are used to categorize claims as true or false. In accordance with Emery (1980), there a choice of true, false, and does not provide any information on whether the statement is true or false.

6) Cassette record

In accordance to Templeton (1977), a tape recording can be used with a bleep voice to transcribe the missing word that pauses every sixteenth of a

word.

7) Transmission of details

Students are going to listen to an explanation or discussion, identify an illustration, and complete a chart or table. Palmer (1982) outlines various transmissions of details in scenarios.

8) Rating Scales and Lists

Teachers rate students' ability to listen on a scale based on task performance or knowledge about the students.

2. Teaching Listening

Teaching listening is a fundamental ability for all learning processes. In contrast to reading, which is simply the reception of sound waves, it is an active behaviour. Listening consists of three key steps: hearing, comprehending, and evaluating. Listening has two primary goals: to preserve the communication relationship (interaction function) and to transfer knowledge (transactional function). Furthermore, pre-listening, while-listening, and post-listening are the three phases of the listening teaching process. Pre-listening occurs when a teacher alerts student to the situation and activates past knowledge. While-listening implies that the teacher provides visual support or leading questions to the students ahead of time. Post-listening is the stage at which students become engaged and apply what have learned.

a. Strategies of Teaching Listening

According to Newton & Nation (2020), there are significant controversy from the research Field & Ridgway (2000), whether learning strategy is beneficial for listening, however as Rubin (1994) indicated that the listening methods can be taught and do increase understanding. Goh (2000) emphasizes that on college-level English as a Foreign Language students in Hong Kong highlights the importance of identifying specific challenges students face in listening comprehension. These challenges include difficulty detecting word forms, keeping up with information, and converting perceived

forms into effective communications. While struggling with one area, students may also overlook the next area of difficulty. According to Goh (2000), difficulties might arise at the levels of perception, processing, and usage. Training in listening methods can help students learn. There are two sorts of helpful strategies:

- 1) Effective communication strategies include generating predictions before listening, listening selectively, and interrupting gently, etc.
 - 2) Strategies for learning include bargaining for clarity, listening for structures, and focusing on language forms during independent listening.
- b. Approach in Teaching Listening

An approach for educating is a more informed perspective. It offers a philosophical framework for the entire instructional process. The figure illustrates that method and technique are simply components of the overall approach. The approach provides insight, guidance, and expectations throughout the whole teaching process. Furthermore, approaches provide broad rules or principles for learning (Hasanova et al., 2021). In accordance with Prince *et al.* (2006), inductive methods of instruction and study are educational approaches that emphasize the process of learning through observation and experimentation. These are the approaches based on Prince *et al.* (2006), investigates the study are as follows:

1) Inquiry-Based Learning

Inquiry-based learning occurs when learners receive questions, challenges to solve, or observations for clarification (Bateman, 1990).

2) Problem-Based Learning

Problem-based learning (PBL) is a teaching style in which students collaborate in groups to identify learning requirements and provide a practical solution to a challenge. Teachers become facilitators rather than primary providers of knowledge.

3) Project-Based Learning

Project-based learning is completing numerous tasks to produce a finished output, such as a design, model, gadget, or virtual reality game.

4) Case-Based Teaching

Case-based learning includes learners examining investigations of historical or imagined circumstances that require solving issues as well as taking decisions.

5) Discovery Learning

As stated by Bruner (2020), through individual effort to address issues, come up with solutions, or clarify results, students engage in inquiry-based approach and eventually "discover" the desired theoretical and factual knowledge.

6) Just-In-Time Teaching

The teaching approach called Just-in-Time Teaching (JiTT) combines classroom learning methodologies with web-based tools (Novak, 1999). A few hours before class, students complete web-based questionnaire tasks. The instructor then evaluates the answers and modifies the courses as necessary.

These approaches have numerous similarities, aside from the fact that all inductive. The student-centered approach prioritizes individual study over conventional lecture-based deductive approaches, establishing more accountability in learners.

c. Method in Teaching Listening

A method is a well-organized as well as systematic method to assist learners' study more effectively. It often follows psychological rules. This method focuses on learners' talents, needs, and interests. Methods are used to attain certain instructional goals. To be successful, the instrument should be delivered efficiently and easily (Hasanova et al., 2021). According to Fitriyah (2021), the lecturer at the English Language Education Department applies

four methods to teach listening are as follows:

1) Direct

In the direct method, the lecturer instructed the students to engage in oral communication structured on a question-and-answer conversation between the educator and the students.

2) Audio-Lingual

In the Audio-Lingual Method, the lecturer presented an audio clip, and the students had to use a text book based on audio.

3) Grammar Translation

In the Grammar Translation Method, the lecturer instructed the students to learn vocabulary commonly used while reading a text written in the language to be translated.

4) Task-Based Learning.

Students engage in a pre-existing activity to use task-based learning to explain the assignment's subject and context. The learners additionally engage in a role play. Next, students compare their performance with the teacher.

d. Media in Teaching Listening

As stated by Arsyad (2010), the term medium is derived from the Latin word "mediums," referring to upper, intermediary, or introductory. Wati (2020) describes media as an instrument for conveying learning objectives. As technology advances, learning approaches must adapt to better support student learning and comprehension. The media serves as a mediator for conveying information. According to Wilson (2008), these are seven sources or media of listening:

- 1) Speaker from educators
- 2) The talk of learners
- 3) Honorary speakers
- 4) Cassette or record from textbooks

- 5) TV, DVD, movie and radio
- 6) Music
- 7) The online community

3. Inquiry-Based Learning

Inquiry-based learning is a teaching approach in which students ask questions, generate ideas, and investigate (Lee, 2014). Inquiry-based learning assists educators and learners in implementing the learning process. Thus, the teacher's teaching strategy uses inquiry, emphasizing student-centeredness, where students are trained to search for teaching materials independently and find the answers to the questions. Lee (2014) state that the inquiry teaching is useful for second language education because it enhances involvement, keeps students' attention, begins and sustains instructional engagement, and enables instructors to examine student mistakes, understanding levels, and make decisions about learning outcomes. This approach is projected to improve students' language and communication skills, making it a successful instrument for instruction.

a. The Role of Teachers in Inquiry-Based Learning

In accordance with Doyle (2019), an inquiry-based classroom, instructors have a different role than in a regular classroom. Instead of delivering direct teaching, instructors assist students in developing content-related questions and guiding the research.

The teacher's role in this inquiry approach is critical because it allows for focused learning and monitoring of student performance throughout the learning process. According to Shanmugavelu *et al.* (2020), teacher applies five roles to inquiry-based learning, as follows:

- 1) To ensure that students comprehend and are interested in a topic, teachers should choose themes that are relevant to the cognitive thinking and development
- 2) Teachers can also prepare the objectives of the students' goals, seeking materials that might help students approach the goals

- 3) Instructors can inform students about where and how to access a resource for reference
 - 4) Teachers ought to motivate students to perceive ideas differently to ensure that no group of students produces the same response
 - 5) Teachers should support students by asking questions, making remarks, and making ideas so that students can learn more
- b. The Role of Students in Inquiry-Based Learning

The role of students in inquiry learning is to seek and find the subject matter. Students act as receiving knowledge and information provided by the teacher. According to Pedaste *et al.* (2015), students are assigned various roles in the inquiry stage are as follows:

- 1) Orientation, teacher introducing a topic with a theory towards student to achieve the understanding of the material
- 2) Observation, teacher provide the exploration with a topic or theme that can be gain curiosity for the student
- 3) Learning challenge, the student start to find the topic or theme oriented to the questions
- 4) Developing a question, students can ask questions on the subject matter being explored with the teacher's assistance.
- 5) Identifying the problem
- 6) Analyze the information from the internet
- 7) Need assessment, to gain the student comprehension towards the material from teacher
- 8) Verify the result, proof of the hypothesis that has been obtained based on the results of information processing.
- 9) Generalization, students draw conclusions based on the results of verification and input from teachers or students.

c. Phases of Inquiry-Based Learning

According to Pedaste *et al.* (2015), the research on inquiry phases in examined publications led to the creation of a new inquiry-based learning framework with five stages: orientation, conceptualization, investigation, conclusion, and discussion. In general, this process is related to others. To allow for such comparisons, this section expands on the definitions of the new inquiry-based learning phases:

1) Orientation

The strategy entails generating interest in a topic and overcoming challenges with learning by employing a statement of problems.

2) Conceptualization

The procedure for formulating theory-based queries or hypotheses.

3) Investigation

Arranging an investigation or experiment, gathering and analyzing data based on the proposed experimental strategy, or exploration.

4) Conclusion

The procedure for obtaining conclusions from data. Inferences drawn from data are compared to hypotheses or research topics.

5) Discussion

Engaging in reflective activities helps direct the learning process by communicating results from specific phases or the entire inquiry cycle.

d. The Benefits of Inquiry-Based Learning

As stated by Lee (2014), inquiry-based English instruction improves vocabulary knowledge, grammatical form explanation, meaning negotiation, and cultural understanding. It increases student involvement, maintains attention, and promotes classroom interaction. This strategy has benefits over conventional classroom instruction since it asks suitable evaluation questions and provides feedback on the topic. According to Harmsen (2016), inquiry-based language learning improves students' linguistic comprehension and interpersonal ability, surpassing standard foreign language instruction approaches. According to Meirbekov (2021), there are several benefits of the Inquiry-Based Learning:

- 1) Pedagogical materials can be optimized
- 2) Implementing a smart warm-up to encourage learning
- 3) Make sure to genuinely comprehend the topic
- 4) Perform comprehension of the topic
- 5) The requirement enhances the tutorial's value
- 6) Individuality and self-government
- 7) Inquiry-based learning works in every single class
- 8) A distinct approach

4. Technology, Entertainment and Design (TED) Talk

A TED talk is a video presentation that shares knowledge based on the speaker's talk. TED (technology, entertainment and design) usually take a video in a short and there powerful in talks. TED talks available on social media also platform sites of multimedia that free Creative Commons license. TED talks often used in YouTube or in the website TED talks official. The TED Talks are appearing in Facebook, LinkedIn, and Netflix (Hanna, 2022).

a. Procedure of TED Talk

Supporting the speaker each step of the way to make them feel supported and empowered. There are various phases to the preparation process:

1) Plan and script

The speaker's plan and script will require numerous drafts, so be prepared to help them through the process.

2) Design and prepare slides

Because slides are such an important element of a speaker's presentation, ensure to develop the most impressive slides possible.

3) Rehearsals

The speakers should spend weeks or months practicing and memorizing the speeches. Find out more about speaker coaching and how to recognize warning indications when a speaker isn't prepared.

4) The event's date

On the day of the TED event, TED speakers are under as much pressure, so that important to feel nourished and eager.

b. Advantages of TED Talk

The TED Talk has the advantage of being able to explain by bringing up subtitles or transcript. In accordance with Sartika *et al.* (2019), transcription is the process of recording a speech, which includes timing, nonverbal cues, the presenter, and the listener. The speaker is explained in a structured and detailed manner with explanations that are very easy to understand. TED talks really helps language learners to get to know more about the subject want to know.

c. Disadvantages of TED Talk

A potential limitation of TED Talks stems from the elevated linguistic register employed by numerous speakers. This academic vocabulary and intricate sentence structures can pose comprehension hurdles for viewers unfamiliar with the speaker's specialized terminology or communication style. As a consequence, misinterpretations of the speaker's intended message may arise, hindering the effective dissemination of knowledge. Other disadvantage of TED Talks is the length. The brief material provided was incomplete,

leaving points of contention unaddressed or unclear, potentially affecting the speaker's ethos. Additionally, the speaker would likely not have to worry in the broader public. Most individuals aren't specialists on the subject being discussed, and will not be able to uncover many flaws in the argument.

B. Review of Relevant Study

Previous study refers to an approach of inquiry-based learning employing TED Talks as the medium for students' listening comprehension. One of them is a research conducted by Saadah (2024) with title *The Effectiveness of Inquiry Based Learning with Video in Teaching Listening for the Third Class Students of MTS SA Al-Idrus Kalikidang*. The study aimed to assess the impact of using the Video on students' listening skills. The research method used quantitative study. The research found that there are significant different before and after applied inquiry-based learning with videos on student listening, the p -value (0.000) was lower than the α -value (0.05). Students who were taught using the video significantly improved their listening abilities compared to those who did not. This research has similarities with Saadah's previous study on the inquiry-based learning, Youtube video and their impact on students' listening through quantitative study. While the distinction occupies in the place of the research, and the use of TED Talk video as a media.

In addition, research was conducted by Karimova (2022) with title *Implementation of Inquiry-Based Learning for Teaching English*. This research focused on the models of stages inquiry-based learning. Research method used qualitative research. The result shows that inquiry-based learning enhances critical thinking of students and practice better decision making. This study has similarities with Karimova's previous studies on inquiry-based learning. Whereas the difference between Karimova's study and this research lies in listening implementation, media, and teaching.

Another research was conducted by Lourdes *et al.* (2023) entitled *The Effectiveness of a Teacher - Led Inquiry - Based Learning Approach in Enhancing*

Listening Comprehension Skills of Intermediate - Level ESL Learners in a Language Laboratory. The study investigated the effect of teacher method about teacher-led inquiry-based learning approach in enhancing listening comprehension. The findings showed that the significant difference in listening comprehension performance both classes of control and experiment group. There were 58 students in total across the two groups, with 29 students in each group. In comparison to the control group, the experimental group's application of the Language laboratory technique demonstrated more efficacy. The control group had a mean score of 50.48 on the post-test, whereas the experimental group received a mean score of 57.03. Depending on the previous study, the similarities include inquiry-based learning to teach listening and quantitative study. While the difference is in the media to support listening comprehension, and place of the research.

Another research conducted by Rahmah, Auliya (2024) entitled *The Implementation of Inquiry-Based Learning in Teaching Speaking at Mts Ma'arif Nu 1 Sumbang, Banyumas.* The study examined the findings of teacher approach of inquiry-based learning to enhancing speaking on students. The research method employed was qualitative study. The research findings showed that the teacher applied to use inquiry-based learning on student speaking class based on the 2013 curriculum. Depending on the previous study, the similarities between Auliya's study and this research about the effect of inquiry-based learning on students' listening comprehension. This research differs from Auliya's research by utilizing media to support listening comprehension, the use of teaching speaking and utilizing a different research methodology.

Last research was conducted by Wale *et al.* (2021) with title *Using Inquiry-Based Writing Instruction to Develop Students' Academic Writing Skills.* The research aims to investigate the impact of inquiry-based learning on the academic writing skills. The research method employs tests, focused in group discussion, and the journal reflective. The study found the experimental group and the control group differed statistically significantly, according to the independent t-test ($t = 19.42$, df

= 60, $P < .05$). Depending on the previous study, the similarities between Wale's study and this research are in the effect of inquiry-based learning. This research differs from Wale's by the use of the media and teaching listening.

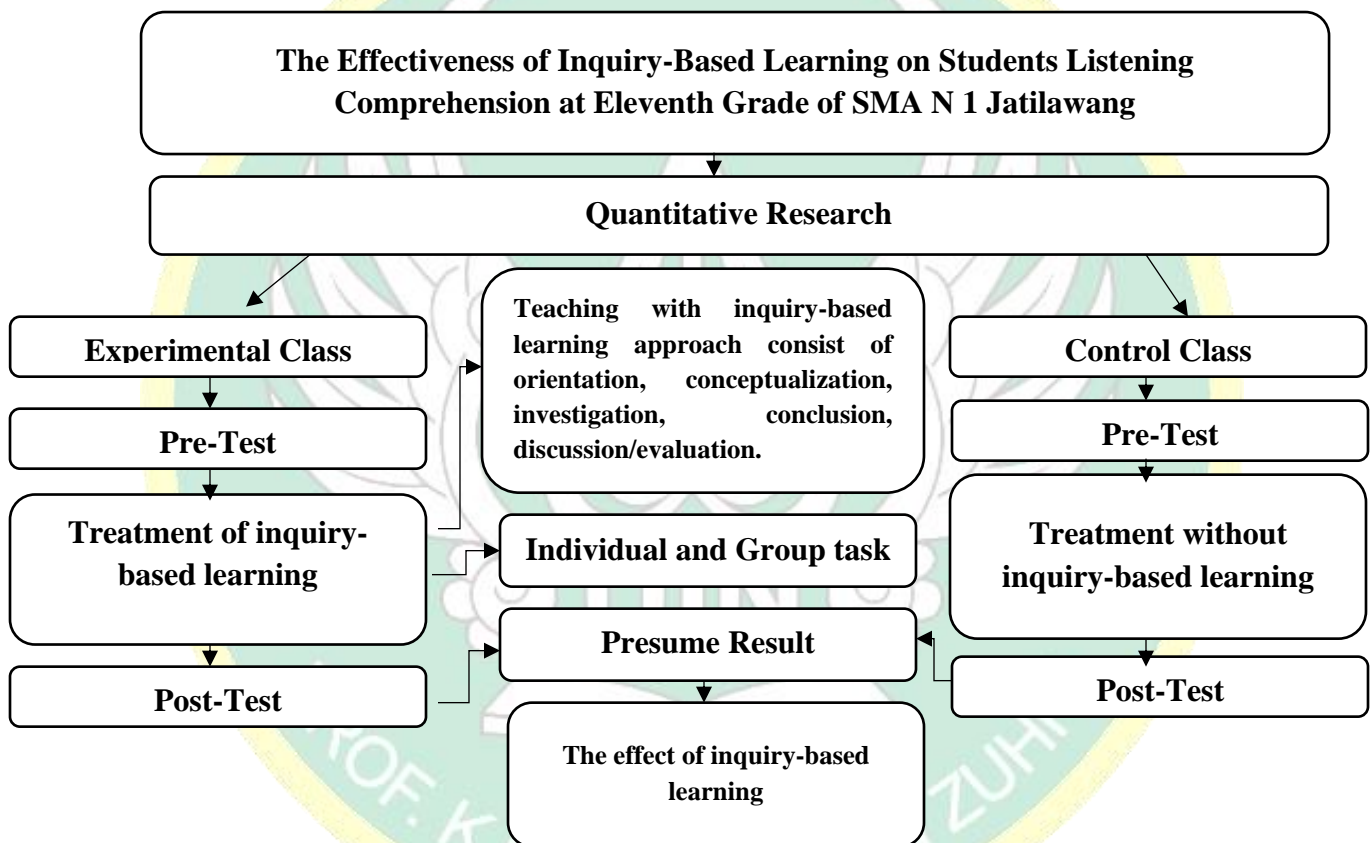
The preceding study above shows similarities and differences in the goals and objectives. This study is comparable to other studies that using inquiry-based learning to improve listening comprehension. The difference between this study and others is TED Talk that focuses on the efficacy of media usage in video.



C. Conceptual Framework

A conceptual framework is a theoretical arrangement used to guide and support research. It goes over the key ideas and how inquiry-based learning affects students' listening comprehension, which will be investigated in the study. These are the following table of conceptual framework in this research:

Table 2.1 Conceptual Framework



Inquiry-based learning is a teaching approach in which students ask questions, generate ideas, and investigate (Lee, 2014). The ability to implement the inquiry-based learning lead to the teacher about the step of the approach. This research used the teaching approach that consist of orientation, conceptualization, investigation, conclusion, discussion/evaluation. Therefore, the circumstances of studying inquiry-based learning on students listening comprehension at eleventh grade of

SMA N 1 Jatilawang relies on speakers' pace to understand listening, the vocabulary that unfamiliar to listen, and the difficult to determine the variance step of inquiry-based approach from each phase.

To support the students listening comprehension activity, inquiry-based learning might be administered to be an alternative approach. The inquiry-based learning support to help the teacher to know the step of learning. This approach can be maintained within the treatment both of classes experiment and control.

Based on the conceptual framework above, the writer focused on the effectiveness of inquiry-based learning on students listening comprehension. The listening comprehension used TED Talk video as the experiment class and YouTube video as the control class within different material of each meetings. The purpose of this study is to determine whether both of experiment and control class had significant effect of inquiry-based learning on students listening comprehension.

Generally, the conceptual definition help to extend the comprehension to influencing the inquiry-based learning on students listening comprehension from the brief activity of the research.

D. Research Hypothesis

This research investigates the impact of inquiry-based learning on students' listening comprehension, with two types of hypotheses being considered:

1) Null Hypothesis (H₀)

There is no significant effect of inquiry-based learning on students' listening comprehension.

2) Alternative Hypothesis (H_a)

There is significant effect of inquiry-based learning on students' listening comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This section delves into the methodological framework of the study. It details the research design (type), setting (place and time), target population, and the specific sample employed. Additionally, the data collection procedures and the analytical techniques utilized are comprehensively explained.

A. Research Design

This research employed a quantitative study. Quantitative research is carried out through a deductive approach to refer to the process of proving, giving credence or disproving existing theories (Leavy, 2017). The study used a quasi-experimental approach, which gave researchers limited oversight over randomly assigning people to modified variables of interest (Creswell, 2018). The research used a non-equivalent control group design with pre-test and post-test data collection to measure the effectiveness of inquiry-based learning in improving listening comprehension among eleventh grade students at SMA N 1 Jatilawang.

Table 3.1 Research Design

Class	Pre-test	Treatment	Post-test
Experiment	C1	X	C2
Control	C3	-	C4

C1 : The experiment group's pre-test

X : Experiment group of treatment, using inquiry-based learning

C2 : The experiment group's post-test

C3 : Control group of the pre-test

C4 : Control group of the post-test

B. Variables and Indicators of The Research

A variable is a particular quality or component of a person that can be measured, recorded, or observed; it changes according to the subject of the study (Creswell, 2018). This variation indicates that measurements in a given circumstance can be classified into at least two mutually exclusive groups

(Thompson, 2006). The research's variables are as follows:

Independent Variable : Inquiry-Based Learning

Dependent Variable : Students' Listening Comprehension

C. Place and Time of the Research

a. Place of The Research

This research was conducted at SMA N 1 Jatilawang because it showed the indications of problems in English learning for listening based on observations on December 5, 2022. In addition, this school had been chosen because the students struggled to keep pace with the speaker, had limited time to comprehend the listening materials, and rarely used English habitually at school. As a result, this research aims to see if students at SMA Negeri 1 Jatilawang can grasp and follow inquiry-based learning.

b. Time of The Research

The research held on April to May 2024. This research conducted in the odd semester after the observations were made. The schedule of the research as presented in the following table:

Table 3.2 Schedule of the Research

No	Class	Meeting	Date
1	XI A	Pre-test	Tuesday, 23 th April 2024
2	XI B	Pre-test	Monday, 29 th April 2024
3	XI A	1 st treatment used Inquiry-based learning	Tuesday, 30 th April 2024
4	XI B	1 st meeting without Inquiry-based learning	Monday, 6 th May 2024
5	XI A	2 nd treatment used Inquiry-based learning	Tuesday, 7 th May 2024
6	XI B	2 nd meeting without Inquiry-based learning	Monday, 13 th May 2024
7	XI A	3 rd treatment used Inquiry-based learning	Tuesday, 14 th May 2024
8	XI B	3 rd meeting without Inquiry-based learning	Monday, 20 th May 2024
9	XI A	Post-test	Tuesday, 21 st May 2024

D. Population and Sample of the Research

a. Population

The population comprises individuals and communities within groups that are actually drawn from samples (Leavy, 2017). The study's population consisted of eleventh grade students at SMA N 1 Jatilawang for the 2023/2024 academic year. There are eleven classes, XI A until XI K of eleventh grade with the average of 36 students in each class. Hence, the general population for this study is 395 students in the eleventh grade at SMA N 1 Jatilawang.

Table 3.3 Population of the Research

No	Class	Population
1	XI A	35
2	XI B	36
3	XI C	36
4	XI D	36
5	XI E	36
6	XI F	36
7	XI G	36
8	XI H	36
9	XI I	36
10	XI J	36
11.	XI K	36
Total Population		395

b. Sample

The sample size becomes smaller when it is selected a number of individual cases from the population in large groups (Leavy, 2017). This experiment research used random sampling as a sample technique. Random

sampling is a technique used in quantitative research to determine samples. Therefore, Individuals maintains an equal opportunity of being selected from the population, producing a representative group (Creswell, 2018). This research needs two homogeneous classes, which require the student's ability to adapt to the researcher's intended purposes. Those classes had XI A grade for the experimental, which consist of 35 students, and XI B grade for the control class, which consist of 36 students. The samples were chosen by random selection by wheel of spin from the website involving the experiment and control classes.

Table 3.4 Sample of the Research

No	Class	Sample	Description
1.	XI A	35	Experiment class
2.	XI B	36	Control class
Total		71	

5. Technique of Data Collection

This research utilized collection data to gather necessary information for understanding the process being conducted. The data in this research were collected by:

a. Pre-Test

This research used pre-test at the first meeting. The pre-test was administered before treatment to measure students listening comprehension. The pre-test questions consist of 30 indicators in every number of multiple-choice questions. The examination of pre-test used 22 for valid in multiple choice after a validity of pre-test appeared. In addition, there are instructions before doing a pre-test to get the students attention. After accomplish the pre-test, the student notified in the following meeting applied Inquiry-based learning approach as the treatment of experiment class and applied without inquiry-based learning in the control class. The examination of pre-test was managed on Tuesday, 23th April 2024 towards experiment class and

Monday, 29th April 2024 towards control class.

b. Treatment

After a pre-test, the experimental class is given treatment through the use of inquiry-based learning to teach listening comprehension, while the control class is taught without an inquiry-based approach. At each meeting, a distinct set of teaching methods was presented to both the experimental and control classes. Thus, three treatment of inquiry-based learning was provided by the experimental class. Meanwhile, the control class attended three meetings without inquiry-based learning approach.

c. Post-Test

The final step involved conducting a post-test on both experimental and control classes to determine if there was a significant difference before and after treatment.

After teaching students by knowing the learning activities with inquiry-based learning (experimental group) and without inquiry-based learning (control group), then on this study was given a post-test to find out the results of students' understanding whether the use of media with a method is effective or not. The contents in the pre-test and post-test was similar.

The post-test questions consist of 30 indicators in every number of multiple-choice questions. The post-test results from validity consist of 20 multiple choice questions. The examination was held on Tuesday, 21st May 2024 at the XI A as experiment class. Whereas XI B as control class was held on Tuesday, 21st May 2024 after the third treatment was given on students.

To measure the data on pre-test and post-test are valid, this research was collected some criteria of validity and reliability are as follows:

1) Validity of the test

Validity is the level to which a measure is genuinely tapping (Leavy, 2017). In this research, which carried out two types of validity

between content validity and teaching materials validity. Teaching materials validity has been carried out by expert judgement and the decent of instrument. Then the content validity has been carried out by pilot test from the other class at eleventh grade of C that consisting of 36 students. The formula of data measurement was used Pearson product-moment correlation are as follows:

$$r_{xy} = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{\{n\Sigma X^2 - (\Sigma X)^2\}\{n\Sigma Y^2 - (\Sigma Y)^2\}}}$$

- r : Correlation coefficient pearson r
 n : quantity of samples
 ΣX : total quantity of x variables
 ΣY : total quantity of y variables
 ΣX^2 : quadratic of total quantity of x variables
 ΣY^2 : quadratic of total quantity of y variables
 ΣXY : represents the outcome of multiplying all variables x and y together.

The test requirements are as follows:

If $r_{count} > r_{table}$, so the item was valid

whereas if $r_{count} < r_{table}$, so the item was not valid.

The validity results of tests were accomplished using the IBM SPSS 26th Version for Windows.

Table 3.5 Pre-test Validity Result

Number of Items	Pearson correlation (r. count)	Value of r. table (n=36, $\alpha=0,3202$)	Value of Sig.	Interpretation
1	0.708	0.3202	0.000	VALID
2	0.473	0.3202	0.004	VALID
3	0.474	0.3202	0.004	VALID
4	0.797	0.3202	0.000	VALID
5	0.718	0.3202	0.000	VALID
6	0.619	0.3202	0.000	VALID
7	0.551	0.3202	0.001	VALID
8	0.276	0.3202	0.103	INVALID

9	0.577	0.3202	0.000	VALID
10	0.749	0.3202	0.000	VALID
11	-0.518	0.3202	0.001	INVALID
12	-0.171	0.3202	0.320	INVALID
13	0.610	0.3202	0.000	VALID
14	0.785	0.3202	0.000	VALID
15	0.722	0.3202	0.000	VALID
16	0.681	0.3202	0.000	VALID
17	0.650	0.3202	0.000	VALID
18	0.434	0.3202	0.008	VALID
19	0.881	0.3202	0.000	VALID
20	0.093	0.3202	0.592	INVALID
21	0.653	0.3202	0.000	VALID
22	constant	0.3202	constant	INVALID
23	0.218	0.3202	0.201	INVALID
24	0.358	0.3202	0.032	VALID
25	-0.385	0.3202	0.020	INVALID
26	-0.311	0.3202	0.065	INVALID
27	0.604	0.3202	0.000	VALID
28	0.651	0.3202	0.000	VALID
29	0.702	0.3202	0.000	VALID
30	0.828	0.3202	0.000	VALID

The validity of this study found that one of the 30 questions on the multiple-choice of video TED Talk pre-test did not meet the validity standards, and consequently invalid. The legitimate items, consisting of 22 multiple-choice questions, may be utilized as a pre-test in the experimental and control groups, with invalid ones eliminated.

Table 3.6 Post-test Validity Result

Number of Items	Pearson correlation (r. count)	Value of r. table (n=36, $\alpha=0,3202$)	Value of Sig.	Interpretation
1	0.722	0.3202	0.000	VALID
2	0.132	0.3202	0.443	INVALID
3	0.114	0.3202	0.507	INVALID
4	0.155	0.3202	0.368	INVALID
5	0.635	0.3202	0.000	VALID
6	0.499	0.3202	0.002	VALID

7	0.225	0.3202	0.187	INVALID
8	0.535	0.3202	0.001	VALID
9	0.639	0.3202	0.000	VALID
10	0.593	0.3202	0.000	VALID
11	0.523	0.3202	0.001	VALID
12	0.645	0.3202	0.000	VALID
13	0.415	0.3202	0.012	VALID
14	0.378	0.3202	0.023	VALID
15	0.380	0.3202	0.022	VALID
16	0.053	0.3202	0.758	INVALID
17	- 0.228	0.3202	0.182	INVALID
18	0.399	0.3202	0.016	VALID
19	constant	0.3202	constant	INVALID
20	0.166	0.3202	0.335	INVALID
21	0.409	0.3202	0.013	VALID
22	0.380	0.3202	0.022	VALID
23	0.491	0.3202	0.002	VALID
24	0.072	0.3202	0.678	INVALID
25	0.657	0.3202	0.000	VALID
26	0.619	0.3202	0.000	VALID
27	-0.341	0.3202	0.042	INVALID
28	0.542	0.3202	0.001	VALID
29	0.606	0.3202	0.000	VALID
30	0.733	0.3202	0.000	VALID

The validity of this study found that one of the 30 questions on the multiple-choice TED Talk pre-test did not meet the validity standards, and consequently invalid. The legitimate items, consisting of 20 multiple-choice questions, may be utilized as a post-test in the experimental and control groups, with invalid ones removed.

2) Reliability of the Test

Reliability is defined as something being consistent or repeatable (Creswell, 2018). This research used the alpha-Cronbach technique; the formula are as follows:

$$r_{count} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sum \sigma_t^2} \right)$$

r_{count} : instrument reliability

k : number of items/questions

$\sum\sigma_b^2$: items variant number

$\sum\sigma_t^2$: total of variants

Whereas the assumption:

if $r_{count} > r_{table}$ = reliable,

if $r_{count} < r_{table}$ = not reliable with a level of significant 5%.

Table 3.7 Indicators of Reliability Test

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0,90$	Excellent
$0,80 \leq \alpha < 0,90$	Good
$0,70 \leq \alpha < 0,80$	Acceptable
$0,60 \leq \alpha < 0,70$	Questionable
$0,50 \leq \alpha < 0,60$	Poor
$\alpha < 0,50$	Unacceptable

In accordance with George *et al.* (2003), a Cronbach alpha value of 0.90 indicates remaining internal consistency, with values in the range of 0.80 to 0.70 indicates acceptable and questionable. A value in the range of 0.60 to 0.50 indicates poor internal consistency. Furthermore, the study utilized the Cronbach-alpha formula for reliability testing, resulting in a table value of 0.3202. This research collected by using IBM SPSS the 26th Version program for Windows.

Table 3.8 Result Pre-test Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,932	22

Table 3.9 Result Post-test Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
,881	20

The reliability of the pre-test and post-test multiple choice in this research is coherent as indicated by the table provided. From the indicators above, the instrument of pre-test reliability was excellent categories with a range $0.932 \geq 0.90$. Whereas the instrument of post-test reliability was good categories with a range $0.80 \leq 0.881 < 0.90$.

6. Technique of Data Analysis

In order to analyse data, SPSS was used in this research.

a. Normality Test

The normality test determines whether the data is within a normal distribution or originates from a normally distributed population (Nuryadi et al., 2017). This is essential when analyzing data from a normal distribution or normal group. Various statistics of normality tests, including Chi-Square, Kolmogorov Smirnov, Lilliefors, Shapiro-Wilk, and others, can be used. In this research was used the Shapiro-Wilk test with SPSS 26 software. Shapiro-Wilk was chosen because this sample research is 35 and 36 which is less than 50.

To evaluate data normality, use the Shapiro-Wilk test in SPSS with a probability level (sig) of 0.05. The Shapiro-Wilk test requires a probability such as:

H_0 : (sig) value > 0.05 to indicate normal distribution

H_1 : (sig) value < 0.05 to indicate non-normality.

b. Homogeneity Test

Homogeneity test is used to find out whether some of the population variants are same or not (Usmadi, 2020). The homogeneity test was used to

examine whether the collected data was homogenous.

This research uses levene test. Levene's test (Levene 1960) is used to test the similarity of the variances of several population.

Formula of Levene's test:

$$W = \frac{(n - k) \sum_{i=1}^k n_i (\bar{Z}_i - \bar{Z}_{..})^2}{(k - 1) \sum_{i=1}^k \sum_{j=1}^{n_i} (Z_{ij} - \bar{Z}_i)^2}$$

Whereas:

n is the number of treatments

k is the number of groups

c. Hypothesis Test

Hypotheses may include an assertion, a provisional solution to an issue, or a provisional judgment on the correlation between a variable and one or more other variables (Nuryadi et al., 2017).

According to Usmadi (2020), there are the steps of statistical hypothesis testing, namely:

- a. Formulate hypotheses H₀ and H₁;
- b. Set the significance level α ;
- c. Determine the critical area or area where H₀ is rejected or H₁ is accepted;
- d. Set test statistics;
- e. Perform calculations;
- f. Draw conclusions

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Following a structured approach of data description, treatment interpretation and analysis, this chapter delves into the discussion of the research findings.

A. Research Findings

To assess the effectiveness of the inquiry-based learning approach, this section presents the pre-test and post-test scores obtained from both the experimental and control classes. The pre-test served as a baseline assessment to gauge students' initial listening comprehension skills. Both groups received the pre-test before any intervention. The experimental class then received treatment through inquiry-based learning activities. These activities involved orientation, conceptualization, investigation, conclusion, and discussion or evaluation. Meanwhile, the control class received traditional listening comprehension instruction without an inquiry-based approach. Following the intervention period in the experimental class, a post-test was administered to both groups to assess any potential changes in listening comprehension due to the treatment. This post-test aimed to determine if there was a statistically significant difference in listening comprehension skills between the experimental and control groups after the intervention.

1. Data Description

This chapter includes data collection for experimental and controlled classes at SMA N 1 Jatilawang, including pre-test and post-test results. This research selected XI A as the control class and XI B as the experimental class. Those classes had XI A grade for the experimental, which consist of 35 students, and XI B grade for the control class, which consist of 36 students.

To arrange the data collection, both the experiment and control groups administered a pre-test and post-test. The pre-test and post-test were scheduled at separate times during the step. The experimental class was held at school on Tuesday, and the control class was due on Monday.

In order to arrange data analysis, this research used IBM SPSS V.26

software. The results of data analysis using the independent sample t-test and Mann-Whitney u-test. The pre-test score was measured using the independent sample t-test since the results were normally distributed. Meanwhile, the Mann-Whitney U test was employed to calculate the post-test score because the results were not normally distributed. The effect size was calculated using Cohen's computation to establish whether or not there was a significant effect.

2. Description of the Treatment

The experiment was carried out at SMA Negeri 1 Jatilawang as a research site. The study involved both an experimental and a control class, with XI A being the experimental class and XI B being the control class. To enhance listening comprehension, the experimental class used inquiry-based learning, whereas the control class did not receive a treatment.

a. Experiment Class

The treatment of experimental class as presented in the following table:

Table 4.1 Treatment of Experiment Class

No	Class	Treatment	Date
1	XI A	1 st treatment used Inquiry-Based Learning	Tuesday, 30 th April 2024
2	XI A	2 nd treatment used Inquiry-Based Learning	Tuesday, 7 th May 2024
3	XI A	3 rd treatment used Inquiry-Based Learning	Tuesday, 14 th May 2024

The treatment used a teaching module for direct learning. Likewise, the material topic was about personal money management. In the opening treatment used Inquiry-Based Learning on Tuesday, 30th April 2024 carried out by experiment class in XI A. Besides that, teaching materials used comparative degree. The first step in the experimental class was given an orientation by watching a TED Talk video. Then students observe TED Talk video and note taking about the content of the video. After that, the student tries to ask questions about the content of the video. Next, the students collect

several words that contains the comparative degree. Therefore, students watch the video carefully and display answers to previous questions by linking them to story problems. Subsequently, the students took a conclusion about the learning. Last, students evaluate the assignments that have been done.

Second treatment in XI A as experiment class were used Inquiry-Based Learning with TED Talk Video on Tuesday, 7th May 2024. Besides that, teaching materials use superlative degree. The first step in the experimental class was given an orientation by watching a TED Talk video. Then students observe TED Talk video and note taking about the content of the video. After that, the student tries to ask questions about the content of the video. Next, the students collect several words that contains the comparative degree. Therefore, students watch the video carefully and display answers to previous questions by linking them to story problems. Subsequently, the students took a conclusion about the learning. Last, students evaluate the assignments that have been done.

Third treatment used Inquiry-Based Learning with TED Talk Video on Tuesday, 14th May 2024 at the XI A as experiment class. Besides that, teaching materials use procedure text. The first step in the experimental class was given an orientation by watching a TED Talk video. Then students observe TED Talk video and note taking about the content of the video. After that, the student tries to ask questions about the content of the video. Next, the students collect several words that contains the comparative degree. Therefore, students watch the video carefully and display answers to previous questions by linking them to story problems. Subsequently, the students took a conclusion about the learning. Last, students evaluate the assignments that have been done.

b. Control Class

The meeting of control class as presented in the following table:

Table 4.2 Meeting of the Lessons in Control Class

No	Class	Meeting	Date
1	XI B	1 st meeting without Inquiry-based learning	Monday, 6 th May 2024
2	XI B	2 nd meeting without Inquiry-based learning	Monday, 13 th May 2024
3	XI B	3 rd meeting without Inquiry-based learning	Monday, 20 th May 2024

The material topic was about personal money management. In the opening meeting, the students were given material for a comparative degree based on YouTube video. Monday, 6th May 2024 carried out by control class in XI B. The first meeting of learning the students learn a material about comparative degree and imperative sentences. Then, the students engaged in active listening during the teacher's subsequent explanation. Besides that, the student tries to do an assignment that has been given by the educators. Next, the teacher collects the worksheets from the students. Therefore, the teacher came to a conclusion about the learning. Last, the teacher evaluates the assignments that have been done

In the second meeting, the students were given material for a superlative degree based on YouTube video. Monday, 13th May 2024, was carried out by control class in XI B. The second meeting of learning only given a material about superlative degree. Then, the students engaged in active listening during the teacher's subsequent explanation. Besides that, the student tries to do an assignment that has been given by the educators. Next, the teacher collects the worksheets from the students. Therefore, the teacher came to a conclusion about the learning. Last, the teacher evaluates the assignments that have been done.

In the third meeting, the students were given material for

procedure text based on YouTube video. Monday, 20th May 2024, was carried out by the control class in XI B. The third meeting of learning only given a material about procedure text. Then, the students engaged in active listening during the teacher's subsequent explanation. Besides that, the student tries to do an assignment that has been given by the educators. Next, the teacher collects the worksheets from the students. Therefore, the teacher came to a conclusion about the learning. Last, the teacher evaluates the assignments that have been done.

3. The Result of Pre-test and Post-test

This part includes two tables with test scores for the experimental and controlled classes. Each table contains three columns: score of pre-tests, score of post-tests, and gained score.

a. Data in Experimental Class

Table 4.3 Students Scores of Experiment Class

No.	Students	Pre-test	Post-test	Gained Score
1	1 st Student	56	45	-0.25
2	2 nd Student	76	75	-0.042
3	3 rd Student	76	75	-0.042
4	4 th Student	44	95	0.91
5	5 th Student	64	90	0.72
6	6 th Student	60	85	0.63
7	7 th Student	68	90	0.69
8	8 th Student	72	75	0.11
9	9 th Student	56	80	0.54
10	10 th Student	72	50	-0.79
11	11 th Student	52	75	0.48
12	12 th Student	64	35	-0.80
13	13 th Student	72	70	-0.071
14	14 th Student	76	75	-0.042
15	15 th Student	68	70	0.063
16	16 th Student	76	70	-0.25
17	17 th Student	52	35	-0.35
18	18 th Student	60	100	1
19	19 th Student	68	50	-0.56
20	20 th Student	60	70	0.25

21	21 st Student	56	80	0.54
22	22 nd Student	72	95	0.82
23	23 rd Student	92	85	-0.875
24	24 th Student	56	80	0.54
25	25 th Student	60	75	0.375
26	26 th Student	72	70	-0.071
27	27 th Student	60	70	0.25
28	28 th Student	92	85	-0.875
29	29 th Student	56	65	0.20
30	30 th Student	64	55	-0.25
31	31 st Student	72	50	-0.78
32	32 nd Student	56	95	0.88
33	33 rd Student	64	90	0.72
34	34 th Student	52	90	0.79
35	35 th Student	72	75	0.10
SUM		2288	2570	4,57747114
MEAN		65,37142857	73,42857143	0.13078489
MIN		44	35	
MAX		92	100	

Table 4.3 shows that the experimental class had a wide range of scores on the pre-test, with the highest score being 92 and the lowest score being 44. On the post-test, the highest scores being 100 and the lowest score being 35. Despite the increase in average scores, the average gain score for the experimental class was 0.13 points. Therefore, the SUM of gain score was 4.5 points.

b. Data in Control Class

Table 4.4 Students Scores of Control Class

No.	Students	Pre-test	Post-test	Gained Score
1	1 st Student	64	60	-0.25
2	2 nd Student	44	35	-0.25
3	3 rd Student	60	20	-2
4	4 th Student	40	60	0.5
5	5 th Student	44	45	0.028
6	6 th Student	72	75	0.375
7	7 th Student	64	70	0.375
8	8 th Student	56	35	-0.875

9	9 th Student	72	70	-0.25
10	10 th Student	68	70	0.16
11	11 th Student	76	55	-5.25
12	12 th Student	64	60	-0.25
13	13 th Student	64	55	-0.56
14	14 th Student	80	55	0
15	15 th Student	80	65	0
16	16 th Student	48	35	-0.40
17	17 th Student	52	65	0.46
18	18 th Student	68	70	0.16
19	19 th Student	76	70	-1.5
20	20 th Student	76	55	-5.25
21	21 st Student	64	45	-1.18
22	22 nd Student	52	50	-0.071
23	23 rd Student	64	30	-2.12
24	24 th Student	68	45	-1.91
25	25 th Student	36	35	-0.0223
26	26 th Student	64	35	-1.81
27	27 th Student	80	65	0
28	28 th Student	52	50	-0.071
29	29 th Student	60	55	-0.25
30	30 th Student	72	45	-3.37
31	31 st Student	52	35	-0.60
32	32 nd Student	72	75	0.375
33	33 rd Student	48	45	-0.093
34	34 th Student	72	75	0.375
35	35 th Student	56	25	-1.29
36	36 th Student	64	35	-1.81
SUM		2180	1810	-6.75
MEAN		62.28571429	51.71429	-0.75
MIN		36	20	
MAX		80	75	

Data from Table 4.4 reveals the control class exhibited a pre-test maximum score of 80, while the minimum score was 36. Moreover, the post-test maximum scores were 75, whereas the minimum score was 20. As a result, the control class's SUM score was -6.75 points, and the average gain score was -0.75 points.

4. Data Analysis

a. Testing

This study employed statistical tests to assess the characteristics of the collected data. The normality test evaluated whether the data followed a normal distribution, while the homogeneity test examined if the variance (spread) of the data was consistent across groups. The data were processed with IBM SPSS V.26 software.

1) Normality Test

This research employed a normality test to determine if the data originated from a normally distributed population. This research was used the Shapiro-Wilk test with SPSS 26 software. Shapiro-Wilk was chosen because this sample research is 35 and 36 which is less than 50.

To evaluate data normality, use the Shapiro-Wilk test in SPSS with a probability level (sig) of 0.05. The Shapiro-Wilk test requires a probability such as:

H_0 : (sig) value > 0.05 to indicate normally distribution

H_1 : (sig) value < 0.05 to indicate non-normally.

The result of the normality test are as follows:

Table 4.5 Normality Test Result

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
score	class	Statistic	df	Sig.	Statistic	df	Sig.
	Pre-test Experiment Class	.121	35	.200 [*]	.945	35	.079
	Post-test Experiment Class	.191	35	.002	.930	35	.028
	Pre-test Control Class	.167	36	.012	.954	36	.139
	Post-test Control Class	.140	36	.073	.944	36	.070

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Shapiro-Wilk normality test was conducted to assess the normality of the data in both the experimental and control groups. The results

suggest that the pre-test data for the experimental group was normally distributed (Shapiro-Wilk statistic = 0.079 > 0.05), while the post-test data for the experimental group was not normally distributed (Shapiro-Wilk statistic = 0.028 < 0.05).

2) Homogeneity Test

The homogeneity test is a statistical procedure employed to determine if the variances (spread) of data are statistically similar across different groups or populations (Usmadi, 2020). To assess the homogeneity (consistency of variance) of the data, Levene's statistic was calculated using IBM SPSS V.26 software. A significance level of 0.05 was used to determine whether the variances across the groups were statistically similar.

a) Homogeneity of Pre-Test

Table 4.6 Homogeneity Pre-test Result

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	,444	1	69	,508
	Based on Median	,214	1	69	,645
	Based on Median and with adjusted df	,214	1	67,864	,645
	Based on trimmed mean	,393	1	69	,533

The Levene's test statistic for the pre-test data yielded a non-significant result ($p = 0.508$), exceeding the chosen significance level of 0.05. This suggests that the variances of the pre-test scores in the experimental and control groups were statistically homogeneous, indicating no evidence of a significant difference in the average pre-test scores between the two groups.

b) Homogeneity of Post-Test

Table 4.7 Homogeneity Post-test Result

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	,047	1	69	,830
	Based on Median	,069	1	69	,794
	Based on Median and with adjusted df	,069	1	64,895	,794
	Based on trimmed mean	,074	1	69	,786

The post-test homogeneity test shows a significant difference (p-value = 0.830, greater than the typical significance level of 0.05). This suggests the variances in scores between the experimental and control groups might be statistically different.

b. Statistical hypothesis

Hypothesis testing determines if there is a correlation between two sets of scores and the influence of inquiry-based learning on students listening comprehension was homogeneity of variance instructions. This study used the independent sample t-test and nonparametric Mann-Whitney U Test to identify statistically significant mean differences between the experimental and control groups. Therefore, the results of the data test from the pre-test of the experiment and control are normally distributed, while the post-test results of both classes are non-normally distributed. Besides that, both classes in the experiment and the control are homogeneous. Below are the two categorizations of Independent Sample T-Test and Mann-Whitney U Test:

Hypothesis of Independent Sample T-Test:

If sign. value (2-tailed) < 0.05, indicate H_0 rejected and H_a accepted.

If sign. value (2-tailed) > 0.05, indicate H_0 accepted and H_a rejected.

Hypothesis of Mann-Whitney U Test:

If p-value less than a pre-defined significance level (typically $\alpha = 0.05$) leads to the rejection of the null hypothesis (H_0), indicating a statistically significant difference between the groups.

If p-value greater than the significance level signifies a failure to reject the null hypothesis, suggesting insufficient evidence to conclude a statistically significant difference.

1) Independent Sample T-Test in Data Pre-test

Table 4.8 Independent Sample T-Test in Pre-test Result

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Score	Pre-Test Experiment Class	35	65,37	10,669	1,803
	Pre-Test Control Class	36	62,33	11,803	1,967

While the data presented indicates comparable pre-test mean scores between the experimental group (score = 65.37) and the control group (score = 62.33), this finding alone is insufficient to definitively conclude that both approaches are equally effective in teaching listening skills. Pre-test scores serve as a baseline measurement, but the pre-test not measure the potential impact of the listening instruction implemented in the experimental group.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,444	,508	1,137	69	,260	3,038	2,673	-2,294	8,370
	Equal variances not assumed			1,138	68,642	,259	3,038	2,669	-2,286	8,363

The table indicates that the statistical hypothesis for this research, calculated with SPSS, is 0.508 ($p > 0.05$). To compare population means, utilize the same column of assumed variance in the t-test, which indicates that the two variances are equivalent. The sig (2-tailed) value for the equal

variance assumption column is 0.260, which is more than 0.05. The independent t-test supports H_0 is accepted while H_a is rejected. Students in the experimental and control classrooms had identical average pre-test results.

2) Mann-Whitney U Test in Data Post-test

Table 4.9 Mann-Whitney U Test in Post-test Result

Ranks				
score	class	N	Mean Rank	Sum of Ranks
	Post-test Experiment Class	35	47.94	1678.00
	Post-test Control Class	36	24.39	878.00
	Total	71		

Data analysis reveals that the experimental group achieved a higher mean score (score = 47.94) on the post-test compared to the control group (score = 24.39). While this difference suggests that the experimental group may have acquired stronger listening skills, it's crucial to acknowledge limitations in interpreting these results solely based on post-test scores.

Test Statistics ^a	
	score
Mann-Whitney U	212.000
Wilcoxon W	878.000
Z	-4.833
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: class

The statistical analysis using the Mann-Whitney U test, conducted with SPSS software, yielded a significant result (Mann-Whitney U = 212.000, Z = -4.833, Asymp. Sig. (2-tailed) = 0.000). This indicates that assumed to reject the null hypothesis (H_0) which stated that there is no difference in average post-test listening scores between the experimental and control groups. Therefore, it assumed to accept the alternative hypothesis (H_a), suggesting that the students in the experimental and control groups have

statistically different average post-test listening scores.

3) The Effect Size

This effect size refers to the difference between the mean post-test results in two groups in terms of standard deviation. The post-test results' statistics are shown in the table below:

	score
Mann-Whitney U	212.000
Wilcoxon W	878.000
Z	-4.833
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: class

According to the table above, the Mann-Whitney U had a score 212.000 and Wilcoxon W had a score 878.000. When converted to Z value had a score -4.833. The sig (2-tailed) value for the Asymp. Sig. (2-tailed) is 0.000, which is less than 0.05. This effect size used Cohen's computation to estimate the difference between two groups has an effect on teaching and learning. The formulation of this computation are as follows:

a) Significance of product-moment r formula are as follows:

$$\eta^2 = \frac{Z^2}{N-1}$$

η^2 : Effect size

Z : Difference between two randomly drawn samples

N : Sample sizes

The Z value and sample sizes based on post-test result are as follows:

Z Value : -4.833

Sample sizes : 71

To determine the treatment's effectiveness, for the first was to compute significance of product-moment r.

$$\eta^2 = \frac{Z^2}{N-1}$$

$$= \frac{-4.833^2}{71-1}$$

$$= \frac{23.357889}{70}$$

$$\eta^2 = 0.33368412857$$

$$\eta = \sqrt{0.33}$$

$$\eta = 0.57765398689$$

The categorization of (Cohen, 1988) are as follows:

Table 4.10 Categorization Cohen's Computation

Cohen's Interpretation	Size Effect
High	0,50
Moderate	0,30
Low	0,10

Based on the data, it received a score of 0.57, converted to percent increased 57%. The inquiry-based learning using TED Talk video was highly effective for teaching listening comprehension.

B. Discussions

As stated by Novia *et al.* (2023), listening comprehension is crucial for students learning a foreign language. Listening to an English speech requires significant concentration. Failure to listen to the speech, increases the chance of misinterpreting English words and phrases (Kiningsih, 2022). Therefore, listening is very necessary in all aspects when there is a speaker in a speech, then listening to what the speaker means, whether regarding the topic, content, or conclusion. Listening problems can arise as a result of native speakers with speaking too quickly, students lack of attentiveness, and a variety of other issues.

The inquiry-based learning approach, as explained by Lee (2014), emphasizes students' active involvement in the learning process. The result of this research are consistent with the findings of Saadah (2024), which stated the approach of inquiry-based learning on students listening comprehension can increase student motivation

to investigation the media. These results are in line with the study of Saadah (2024) which found that the use of video-based teaching materials can improve listening comprehension in inquiry-based learning. However, in contrast to previous research which used Youtube videos as the main media, this research shows that TED Talk videos have higher effectiveness in the inquiry-based learning context. This might be due to the more structured quality of content and presentation in TED Talk videos.

In this research, the focus is on evaluating the use of inquiry-based learning on students listening comprehension at SMA Negeri 1 Jatilawang, Banyumas. The purpose of the independent sample t-test was to evaluate the correlation between two sets of scores before and after treatment and determine whether there was a statistically significant difference in the result. In the mean (average) score of post-test experiment class was known as 65.37, while the score of post-tests control class was known as 51.94. There was increased score both of the test in the mean (average) score. The conclusions reached on both examinations of post-test experiment class was higher than control class.

In this study, the listening comprehension used TED Talk video as the experiment class and YouTube video as the control class within different material of each meetings. Therefore, TED Talk videos are typically subject to a strict time limit between 3 and 18 minutes. This aligns with research Nikmah (2020), which suggests that speakers typically deliver their presentations within 18 minutes, as audience concentration tends to decline after that point. While 18 minutes is the maximum length, TED Talks may ask speakers to give shorter talks, lasting 3, 5, or 9 minutes. In addition to inquiry-based learning involving several steps like orientation, conceptualization, investigation, conclusion, and evaluation. This study demonstrated that inquiry-based learning with TED Talk videos can enhance students' listening comprehension skills. Izzah *et al.* (2020) show that the TED Talk video gives a positive perception and enhances listening skills. However, aligns with previous studies conducted by Novia *et al.* (2023), whereby the study's findings also

shown an improvement in listening proficiency.

In accordance with Ross *et al.* (2017), independent-samples t-test is to assess potential mean differences between the experimental and control groups. An underlying assumption of the test is homogeneity of variances, meaning the standard deviations of both groups are considered equal. Furthermore, this study reveals a mean difference between experimental and control classes, which were $47.94 - 24.39 = 23.55$. An independent t-test revealed a statistically significant difference ($p < 0.000$) in the mean scores of pre-tests between the experimental and control groups. This study has an assumed equal variance of the pre-test for both classes in the experiment and control, while the sig. (2-tailed) p-value of 0.000 was lower than the α -value of 0.05. There is a significant difference in the average score for learners in both the experimental and control classes.

In addition, the statistical analysis using Mann-Whitney U had a score of 212.000, and Wilcoxon W had a score of 878.000. When converted to a Z value, it had a score of -4.833. The sig (2-tailed) value for the Asymp. Sig. (2-tailed) is 0.000, which is less than 0.05. The Mann-Whitney U-Test supports H_0 , which is rejected, while H_a is accepted. There were substantially different averages of post-test students in the experimental and control groups of listening scores. Besides that, inquiry-based learning using TED Talk videos had a significance of differences both of classes on listening comprehension.

From several calculation results that have been obtained, the post-test experimental class is higher than the post-test control class. Additionally, after calculating the effect size, there is a large effect from the result of $0.57 > 0.50$. Therefore, this study found that teaching eleventh grade students at SMA N 1 Jatilawang, Banyumas, through inquiry-based learning with TED Talk videos was enhance students' critical thinking of the strategy for improving listening comprehension. As stated by Karimova (2022), inquiry-based learning can enhance learners' decision-making abilities and increase critical thinking. Furthermore, Karimova's previous research supports the claim that it enhances learners' critical

thinking and aids in better decision-making.

This research investigates the effectiveness of inquiry-based learning for listening comprehension skills. This research focuses on study experiment on listening comprehension using TED Talk videos with presentation by experts in the video, provide real and relevant context that can facilitate a deeper inquiry process. From the inquiry-based learning approach to teach students listening comprehension can increase the concentration of students.

A study by Izzah *et al.* (2020), identified challenges faced by students in comprehending TED Talk videos. Students reported difficulty following the audio without additional support. The study suggests that focusing on transcripts can aid comprehension. Furthermore, underlining and translating sentences that pose difficulty were found to be helpful strategies employed by students. These findings highlight the potential need for integrated support mechanisms when using TED Talks for listening comprehension. As stated by Kiningsih (2022), reported a similar finding: significant average score improvement in both the experimental and control groups within their investigation of TED Talks' impact on listening comprehension. This aligns with the present study's results, suggesting a potential benefit of using TED Talks in this context. However, a key methodological distinction exists between the two studies. In accordance with Kiningsih (2022), employed a paired-samples t-test, which is suited for scenarios where pre- and post-intervention measurements are obtained from the same participants. In contrast, this research utilizes the Mann-Whitney U test, which is appropriate for comparing independent groups, such as the experimental and control groups in this study. Despite this methodological difference, both studies aimed to evaluate the average score improvement in listening comprehension. The choice of statistical test reflects the design of each study, with paired versus independent samples being the key distinction.

Several previous studies explored the application of IBL for teaching listening. These studies, including those by Saadah (2024), Lourdes *et al.* (2023), Wale *et al.*

(2021) and Rahmah (2024), some of this previous research employed quantitative research methods to assess the effectiveness of IBL on listening skills. In accordance with Saadah (2024), investigated the impact of IBL with video on students' listening abilities. The findings demonstrated significant improvement in listening skills after applying IBL with videos. However, these studies differed from the current research in terms of the specific media used from Saadah (2024), employed Youtube videos.

Lourdes *et al.* (2023) examined the efficacy of a teacher-led IBL approach in a language laboratory setting. The study revealed a statistically significant difference in listening comprehension performance between the control and experimental groups. Whereas the setting of the research of Lourdes *et al.* (2023), utilized a language laboratory. This research distinguished itself by using TED Talk videos as the primary medium for IBL activities within the listening comprehension curriculum. This choice aimed to provide students with engaging and authentic content specifically designed for listening comprehension practice.

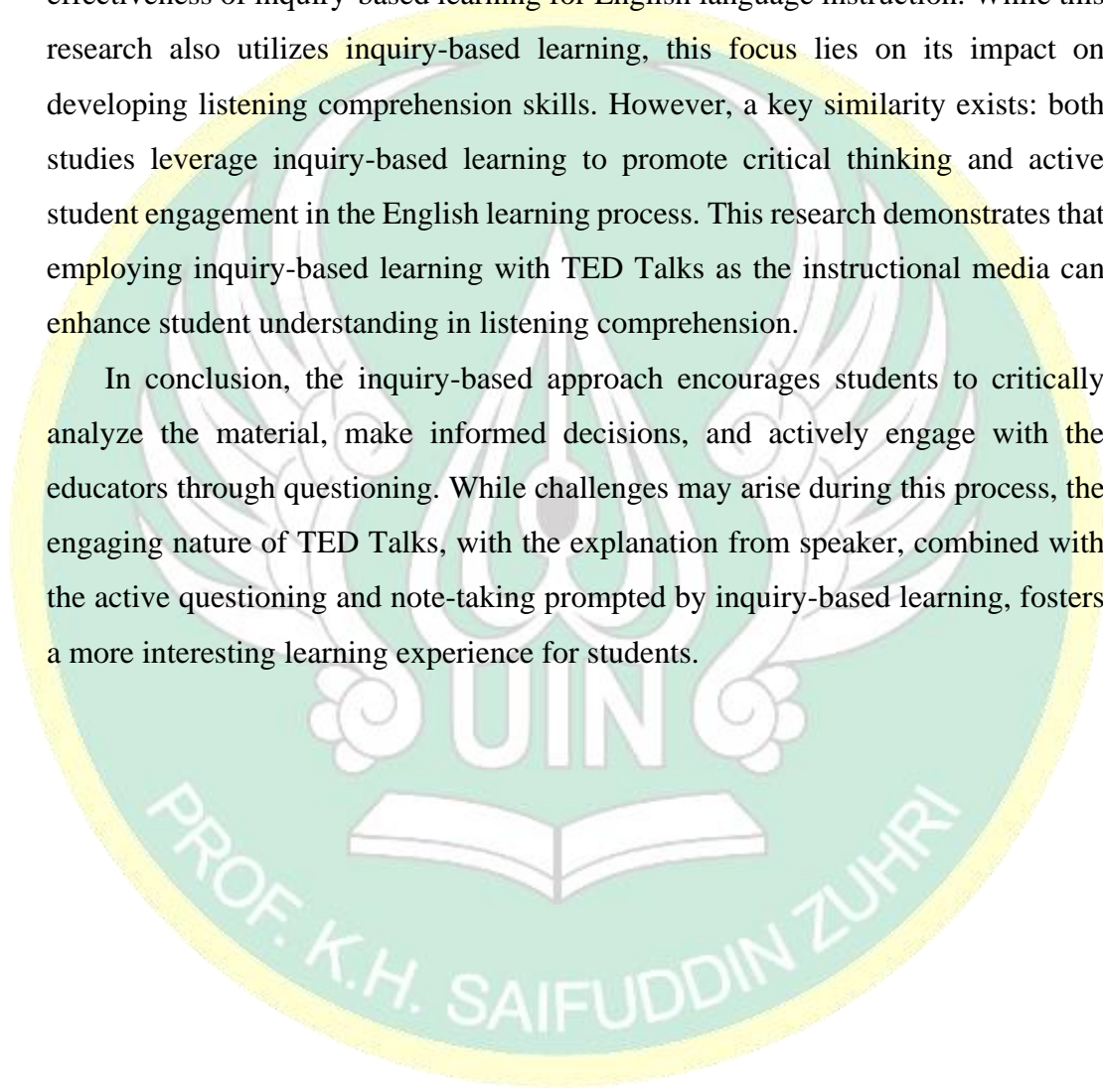
According to Wale *et al.* (2021), also found a positive effect of IBL, their study differed from the current research in two key aspects. The Wale's research focused on enhancing academic writing skills, whereas this study aimed to improve listening comprehension. Wale *et al.* (2021) did not utilize media specifically for language learning. Their study likely employed different materials relevant to academic writing instruction. This comparison highlights the versatility of IBL as a pedagogical approach applicable to various language skills. Wale *et al.* (2021) focused on writing, the current research demonstrates the effectiveness of IBL with TED Talks in enhancing listening comprehension.

Rahmah's (2024) research focused on enhancing speaking skills, whereas this research aimed to improve listening comprehension. This study utilized TED Talk videos to support listening activities. In contrast, Rahmah's (2024) research did not involve specific media for language learning, likely relying on materials relevant to speaking instruction. This research employed a quantitative approach to measure the effectiveness of IBL on listening skills, while Rahmah's (2024) study used

qualitative methods to examine the teacher's implementation of IBL in a speaking context. This comparison demonstrates the applicability of IBL across various language skills.

Karimova (2022) shows that research centered solely on investigating the effectiveness of inquiry-based learning for English language instruction. While this research also utilizes inquiry-based learning, this focus lies on its impact on developing listening comprehension skills. However, a key similarity exists: both studies leverage inquiry-based learning to promote critical thinking and active student engagement in the English learning process. This research demonstrates that employing inquiry-based learning with TED Talks as the instructional media can enhance student understanding in listening comprehension.

In conclusion, the inquiry-based approach encourages students to critically analyze the material, make informed decisions, and actively engage with the educators through questioning. While challenges may arise during this process, the engaging nature of TED Talks, with the explanation from speaker, combined with the active questioning and note-taking prompted by inquiry-based learning, fosters a more interesting learning experience for students.



CHAPTER V

CONCLUSION, LIMITATION AND SUGGESTION

This chapter presented the conclusion, limitations and suggestions of the research.

A. Conclusion

This study attempts to discover the effectiveness of inquiry-based learning on students' listening comprehension at eleventh grade of SMA Negeri 1 Jatilawang, Banyumas. This study applied IBM SPSS V.26 software to compute validity, normality, homogeneity, Mann-Whitney U-Test, independent sample t-test, pre-test, and post-test data. Regarding research findings assumed equal variance in the pre-test for both classes in the experiment and the control, whereas the sig. (2-tailed) p-value of 0.000 was less than the α -value of 0.05. The findings of the independent t-test indicate that while H_a is accepted, H_0 is refused. The average score of the students in the experimental and control groups differs significantly. Furthermore, Wilcoxon W scored 878.000, and Mann-Whitney U scored 212.000. Its Z value was -4.833 when converted. Less than 0.05 is represented by the sig (2-tailed) value for the Asymp. Sig. (2-tailed), which is 0.000. Therefore, the Mann-Whitney U-Test supports H_a is accepted, while H_0 is rejected. There were significant differences in post-test listening scores both classes of experiment and control. This research shows that the use of TED Talk videos in an inquiry-based learning (IBL) approach had significant impact on students listening comprehension. The pre-test and post-test result showed improvement in the experimental class that used the TED Talk video. This research concluded that inquiry-based learning had a highly effective of increasing listening comprehension for students at eleventh grade of SMA N 1 Jatilawang, Banyumas.

B. Limitations

After doing this research, the following constraints may be maintained:

1. The samples used limited time to select the experimental and control classes, however this may have an impact on data processing.

2. The time gap to completing a lesson between the pre-test and post-test scores has a significant impact on the ultimate outcome.
3. Attending classes using random sampling techniques involves a limited amount of time.
4. The question section contains only four multiple-choice options: A, B, C, and D.
5. Relatively small sample and focus on one type of media (Ted Talk and YouTube videos).
6. Research results may be different if applied to a wider population or with a wider variety of media.

C. Suggestions

This part of the suggestions provides follow-up on the research's contribution to the development of theory and practice in the field. These are divided into several suggestions, including:

1. For English teachers

The study provides a variety of resources for English teachers exploring various approaches to teaching listening, including how to use TED Talk videos as media to enhance inquiry-based learning practices. Teachers had a vital role in ensuring the continuity of learning through effective and efficient ways. In this study, the inquiry-based learning technique was ideal for teachers to apply learning using TED Talk material as a tool for enhancing listening comprehension. The appropriateness of the media and the methods employed motivate students to actively think critically about learning. Of course, it presents a significant difficulty for teachers in developing lesson plans that meet the learning objectives. However, the study could be enjoyable and develop students' intelligence, which is essential for learning outcomes.

2. Other researchers

The intended effect of this study remains to acquire additional research material on how to analyze the teaching of students' listening comprehension and inquiry-based learning.

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APPENDICES

Appendix 1. Certificate of the Research



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 1
JATILAWANG**

Jalan Raya Jatilawang Nomor 376 Jatilawang, Banyumas Kode Pos 53174
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SURAT KETERANGAN

NOMOR : 420/542

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Negeri 1 Jatilawang Kabupaten Banyumas Provinsi Jawa Tengah, menerangkan bahwa :

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- c. Fakultas/Program Studi : Tarbiyah dan Ilmu Keguruan
- d. Perguruan Tinggi : Universitas Islam Negeri (UIN) Profesor KH. Saifuddin Zuhri Purwokerto
- e. Judul Penelitian : The Effectiveness of Inquiry-Based Learning using TED Talk Video on Students' Listening Comprehension at Eleventh Grade of SMA N 1 Jatilawang, Banyumas

Mahasiswa tersebut di atas melaksanakan penelitian di SMA Negeri 1 Jatilawang Kabupaten Banyumas Provinsi Jawa Tengah pada tanggal 22 April 2024 - 21 Mei 2024.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Jatilawang
Pada tanggal : 3 Juni 2023

Kepala,



EKO ADINURYADIN, S.Pd., M.Pd

Penata Muda Tk - I
NIP.197805252008011011

Appendix 2. Indicators Instruments of Pre-test and Post-test

2.1 Indicator Instrument of Pre-Test

Materi : Personal Money Management Jumlah Soal : 30 Soal
 Kelas : XI (Sebelas) Bentuk Soal : Pilihan Ganda
 Semester : Genap

No.	Indikator	Item soal	Total item soal
1.	Disajikan video tentang improve your relationship with money, peserta didik dapat mengidentifikasi definisi, manfaat, dan tujuan sesuai dengan video	1,2,3	3
2.	Disajikan video tentang improve your relationship with money, peserta didik dapat menentukan contoh dan macam peristiwa sesuai dengan video	4,5	2
3.	Disajikan video tentang improve your relationship with money, peserta didik dapat menganalisis sikap dan perilaku sesuai dengan video	6,7, 8	3
4.	Disajikan video tentang improve your relationship with money, peserta didik dapat menyebutkan informasi spesifik sesuai dengan video	9,10,11	3
5.	Disajikan video tentang improve your relationship with money, peserta didik dapat menganalisis prosedur sesuai dengan video	12,13	2
6.	Disajikan video tentang improve your relationship, peserta didik dapat menjelaskan penyebab dan dampak peristiwa tertentu sesuai dengan video	14,15	2
7.	Disajikan video tentang financial health, peserta didik dapat menganalisis informasi spesifik sesuai dengan video	16, 17, 18, 19	4
8.	Disajikan video tentang financial health, peserta didik dapat menjelaskan aktifitas yang akan dilakukan secara tepat	20, 21,22, 23	4
9.	Disajikan video tentang financial health, peserta didik dapat menjelaskan dampak peristiwa tertentu sesuai dengan video	24	1
10.	Disajikan video tentang financial health, peserta didik dapat menentukan contoh dan macam peristiwa sesuai dengan video	25, 26,27	3
11.	Disajikan video tentang financial health, peserta didik dapat menganalisis prosedur sesuai dengan video	28,29	2
12.	Disajikan video tentang financial health, peserta didik dapat menentukan kesimpulan secara tepat	30	1

References:

(Gary Buck, 2010)

- a. Listening for gist, material of lessons: sports, announcement, weather, advertisement, and brief functional of the text
- b. Identifying main idea or topic of the sentences
- c. Sequence of event/supporting details/example
- d. Recall the material about an important detail of the text
- e. The purpose of speaker towards audiences
- f. Conclusion

(Jack Richard, 2010)

- a. The meaning of message on the text
- b. Element on highlighted or keyword
- c. Background knowledge, such as vocabulary, grammar, phonology, etc.
- d. Maintain comprehension of a text while listening.

(Mark Anderson & Kathryn Anderson, 2002)

- a. Monologue text includes narratives, poetry, action, drama, explanations, recount, information, exposition, discussion, factual description, and strategy.
- b. Listening for specific information, such as names, times, and language forms.
- c. Conclusion, based on contextual conservation.

2.2 Indicator Instrument of Post-test

Materi : Personal Money Management
 Kelas : XI (Sebelas)
 Semester : Genap

Jumlah Soal : 30 Soal
 Bentuk Soal : Pilihan Ganda

No.	Indikator	Item soal	Total item soal
1.	Disajikan video tentang psychological tricks to help saving money, peserta didik dapat mengidentifikasi gagasan utama, manfaat, dan tujuan sesuai dengan video	1,2,3	3
2.	Disajikan video tentang psychological tricks to help saving money, peserta didik dapat menentukan contoh dan macam peristiwa sesuai dengan video	4,5	2
3.	Disajikan video tentang psychological tricks to help saving money, peserta didik dapat menganalisis sikap dan perilaku sesuai dengan video	6,7, 8	3
4.	Disajikan video tentang psychological tricks to help saving money, peserta didik dapat menjelaskan penyebab dan dampak peristiwa tertentu sesuai dengan video	9,10	2
5.	Disajikan video tentang psychological tricks to help saving money, peserta didik dapat menganalisis prosedur sesuai dengan video	11	1
6.	Disajikan video tentang psychological tricks to help saving money, peserta didik dapat menyebutkan informasi spesifik sesuai dengan video	12,13, 14, 15	4
7.	Disajikan video tentang stick to a budget, peserta didik dapat menganalisis informasi spesifik sesuai dengan video	16, 17, 18, 19	4
8.	Disajikan video tentang stick to a budget, peserta didik dapat menjelaskan aktifitas yang akan dilakukan secara tepat	20, 21,22	3
9.	Disajikan video tentang stick to a budget, peserta didik dapat menjelaskan penyebab dan dampak peristiwa tertentu sesuai dengan video	23, 24,25, 26	4
10.	Disajikan video tentang stick to a budget, peserta didik dapat menentukan contoh dan macam peristiwa sesuai dengan video	27, 28, 29	3
11.	Disajikan video tentang stick to a budget, peserta didik dapat menentukan kesimpulan secara tepat	30	1

References:

(Gary Buck, 2010)

- a. Listening for gist, material of lessons: sports, announcement, weather, advertisement, and brief functional of the text
- b. Identifying main idea or topic of the sentences
- c. Sequence of event/supporting details/example
- d. Recall the material about an important detail of the text
- e. The purpose of speaker towards audiences
- f. Conclusion

(Jack Richard, 2010)

- a. The meaning of message on the text
- b. Element on highlighted or keyword
- c. Background knowledge, such as vocabulary, grammar, phonology, etc.
- d. Maintain comprehension of a text while listening.

(Mark Anderson & Kathryn Anderson, 2002)

- a. Monologue text includes narratives, poetry, action, drama, explanations, recount, information, exposition, discussion, factual description, and strategy.
- b. Listening for specific information, such as names, times, and language forms.
- c. Conclusion, based on contextual conservation.

Appendix 3. Instrument of Pre-test Part 1

Question Number 1 to 12

Directions: In this part, you will watch TED Talks videos about **the ways to improve personal money**. Then read four possible answers, and decide the best answer after you watch the video.

https://www.ted.com/talks/thasunda_duckett_6_ways_to_improve_your_relationship_with_money?hasSummary=true

Transcript:

(00:00) Financial health can be stressful for American households, with 46% struggling to meet \$400 in emergencies.

(00:33) 60% of Americans will face financial emergencies within 12 months, leading to insecurities, shame, and a fraught relationship with money due to judgment.

(00:52) Personalizing financial struggles can be challenging, but it's important to avoid revealing insecurities or stress. Here are six lessons on improving our relationship with money.

[1: Talk about it. (01:14)] To improve our relationship with money, it's essential to have a supportive squad or communities, avoiding taboo discussions and celebrating our decision to improve our financial situation.

(01:31) After acknowledging the relationship, it's important to understand the origins, reasons for spending, fears, hopes, and dreams before taking action.

(01:50) Money is not the ultimate goal, but rather a tool to achieve personal goals. It doesn't define you, but rather serves as a means to achieve what matters most to you.

[(02:10) 3: To effectively save, it is crucial to identify what matters to you and consider both short-term and long-term goals. This can be achieved by focusing on specific needs, such as paying off debt or creating a rainy-day fund, and by visualizing the desired outcome.

(02:29) A vision board is a visual representation of saving goals, often created using markers, glitter, and magazine pictures. It helps align goals with behaviors, allowing for a more effective way to live life. The board can be used to visualize experiences, such as a great trip or paying off student debt, and helps in achieving these goals.

(02:58) The importance of understanding one's ability to maintain basic needs through their creations, rather than focusing on the final product. It suggests that adjustments should be made if necessary, and then breaks down the process and discusses the tools used to achieve this goal.

(03:20) The goal is the rhythm, not the amount. Start slow and small, but start now. Everyone has impulses, so set a savings account, auto-save, or set a dollar daily. Remember to start with the rhythm, not the amount.

(03:38) Phones often prompt us to shop online, but it's important to wait 24 hours before buying items. If they don't meet your goals, delete them and reassess their necessity. This helps you make informed decisions.

(03:57) Be good to yourself and understand that self-worth isn't determined by net worth. Celebrate wins and don't judge or shame yourself when you make a mistake, just focus on getting back at it.

1. According to the video, what is a money?
 - a. Mechanism to set the goals
 - b. Using a loan from the bank
 - c. Save money to buy things
 - d. Get investment profits
2. What is the benefit of improve one's relationship with money according to the speaker?
 - a. Feel ashamed when discussing money
 - b. Spend impulsively with friends
 - c. Talk about money without judgement
 - d. Ignore financial goals
3. What is the purpose of relationship with money based on the video?
 - a. To increase the meaningful of finances
 - b. To provide a group of friends
 - c. To give limitation about money
 - d. To reduce relationship with money
4. What is the example of visualize goals?
 - a. Tracking daily expenses
 - b. Discuss with financial advisor
 - c. Creating a vision board
 - d. Budgeting spreadsheet
5. The type of saving goals, *except*...
 - a. Keep a car.
 - b. Pay down a debt.
 - c. Rainy day fund.
 - d. Bag shopping.
6. How do you behave in managing finances according to the talk?
 - a. Celebrating to spend money freely
 - b. Avoid to saving money
 - c. Indifference with friends about money
 - d. Take confident as self-worth doesn't decide your net-worth
7. How do people feel when asked "what does money mean to you?" based on the talk?
 - a. Worried
 - b. Excited
 - c. Anxious
 - d. Bored
8. The basic needs for saving finances, except...
 - a. Start to break it down.
 - b. Fix critical needs.
 - c. Forget the desire to buy.
 - d. Spend impulsively to buy.
9. Why does the speaker mention about fundamental of saving money?
 - a. Saving money in a high interest account
 - b. Building relationship without money
 - c. Determine to set short or long-term goals
 - d. Ignore the amount money to keep
10. Which of the following is **NOT** mentioned as a way to managing personal finances?
 - a. Talking about money with friends

- b. Spend money impulsively
 - c. Understand the function of money
 - d. Set up savings accounts
11. The cause of someone to be realistic in finances, *except*...
- a. Come together as a group of friends
 - b. Not judgment when it comes to money
 - c. Feel shame when it comes to money
 - d. Don't talk about stresses of money
12. What is the impact of use saving money properly?
- a. Ability to spend money wastefully
 - b. It will increase rhythm of goals
 - c. Buy unnecessary items
 - d. It will have misstep another day

Part 2

Question Number 13 to 22

Directions: In this part, you will watch TED Talks videos about **financial health**. Then read four possible answers, and decide the best answer after you watch the video.

https://www.ted.com/talks/wendy_de_la_rosa_10_steps_to_boost_your_financial_health_that_you_can_do_in_a_day

Transcript:

(00:00) A financial health day is equally important as a sick or mental health day, as it allows individuals to unwind and maintain their personal life. Employers should consider offering

their employees a similar day to ensure their well-being.

(00:23) This series focuses on ways to reduce spending and save more by changing your environment. However, the secret to each tip is time. For instance, changing interest rates or deleting apps takes time. This is an opportunity to implement these changes.

(00:43) Create a dedicated day for financial reorganization, committing to productivity and covering important headlines from previous episodes and beyond. Focus on fixed expenses as the primary focus.

(01:01) On this day, assess your bills, consider if you can afford housing, consider a cheaper place, switch to a low-cost cell phone provider, or trade in your car. Focus on these large fixed expenses and make a one-time change.

(01:20) To ensure financial stability, it's essential to sign up for necessary insurance, enroll in your company's plan, and adjust your contribution rate. Additionally, discuss money matters with your significant other if necessary.

(01:40) To start saving, create a singular savings goal by setting up an automatic plan for a portion of every paycheck. Pay off your debt weekly, not just monthly, and focus on setting a singular savings goal.

(02:00) Paying debt more often can reduce it over a year. Renegotiate interest rates, change payment due dates, and contact your credit card company to make it work for you. This can help reduce your debt and save money on your monthly payments.

(02:20) The using of technology to improve online environments, such as

unsubscribe from shopping newsletters and installing an ad blocker, deleting distracting delivery apps, and not solely focusing on cutting back spending.

(02:40) The spending on experiences, spending time with others, and time-saving expenses like house cleaning or lawn maintenance to increase happiness. It also suggests scheduling another financial health day for a few weeks later.

(03:03) Revisiting tasks you initiated today may seem tedious or boring, but it's better to make these crucial changes when you have time to think about them, rather than under stressful conditions, when making important decisions.

(03:19) A financial day can provide a sense of relief and pampering, although not every day can be a spa day.

13. What is the main purpose of taking financial health day according to the talk?
- To take a day off from work
 - To apply for new credit cards and loans
 - To organize financial situation without pressure
 - To make impulsive financial decisions
14. Which of the following is **NOT** recommended as a tip for a financial health day?
- Discussing money matters with a significant other
 - Signing up for essential financial services
 - Evaluating fixed expenses
 - Applying for multiple new credit cards
15. What is the recommended for spending on financial health?
- Avoid any spending
 - Focus on luxuries item
 - Spend experiences with happiness
 - Invest in high-risk assets
16. What is the key element highlighted for making financial changes?
- Motivation
 - Expert advice
 - Money
 - Time
17. What is the recommended time for paying off debt?
- Pay off debt daily
 - Pay off debt weekly
 - Pay off debt monthly
 - Pay off debt annually
18. What is the impact of spend on things?
- Cutting back any spending
 - Cleaning the house
 - Creating a difficult expenditure
 - Save the time to increase happiness
19. What type of saving is recommended in steps number four?
- Making a single saving goal
 - Cutting up the saving goal
 - Fixed expenses of saving goals
 - Change the productive saving goal
20. How to organize personal financial income based on the talk?

- | | |
|----|---|
| 15 | C |
| 16 | D |
| 17 | B |
| 18 | D |
| 19 | A |
| 20 | B |
| 21 | D |
| 22 | C |
- a. Increasing income
- b. Improving financial management
- c. Maximizing investments
- d. Reducing fixed expenses
21. Which the effective way to reduce online shopping expenses?
- a. Pay more for subscription
- b. Uninstall an advertisement blocker
- c. Ignore with online environment
- d. Unsubscribe shopping newsletters
22. What is the conclusion can be drawn from the video?
- a. Financial health unable to influence lifestyle
- b. Financial health can be wasteful to get productive
- c. Financial health deserves to get soothed life
- d. Financial health puts you under pressure

Answer Key of Pre-Test

Number of items	Answer Key
1	A
2	C
3	A
4	C
5	D
6	D
7	C
8	D
9	C
10	B
11	C
12	B
13	C
14	D

Appendix 4. Instrument of Post-test

Part 1

Question Number 1 to 11

Directions: In this part, you will watch TED Talks videos about the **psychological tricks to help saving money**. Then read four possible answers, and decide the best answer after you watch the video.

https://www.ted.com/talks/wendy_de_la_rosa_3_psychological_tricks_to_help_you_save_money

Transcript:

(00:00) Saving is crucial, yet we are reducing our efforts. The key is to learn how to do it effectively, as it is a necessary and beneficial habit.

(00:16) Saving behavior is not determined by intelligence or willpower; it is influenced by environmental cues. A study showed that saving habits vary based on income levels, with some individuals saving more on a monthly basis and others on a weekly basis.

(00:35) The investigation found that people who saw their income weekly improved their monthly budgeting, indicating that the environment in which they understood their income had a significant impact on their financial decisions.

(00:51) The aims to bridge the gap between intentions to save and actions by leveraging the power of pre-commitment, rather than sharing existing tricks or retirement savings strategies. This approach will help individuals become more prepared to save effectively.

(01:09) We perceive ourselves in two distinct ways: our present self and our future self. While we envision ourselves as perfect in the future, we often overlook that our future self is the same person as our present self.

(01:27) An A/B test was conducted to determine the best time to save when

receiving a tax return. Participants were asked to rate their percentage of saving if they received a refund, a challenging question.

(01:45) The people who received a tax refund were willing to save about 17% of it, even after not knowing the amount or the refund amount. This suggests that people are willing to save money even after receiving their refund.

(02:05) Saving rates increased from 17% to 27% in February when asked before filing taxes, due to people committing for their future self and the decision-making environment being changed, leading to significant changes in savings behavior.

(02:27) To maximize your future savings, consider signing up for an app that allows you to make decisions in advance, but ensure you have a binding contract to ensure you can effectively manage your finances.

(02:44) The importance of using transition moments to your advantage, focusing on a website that assists older adults in sharing their housing, and promoting the benefits of house sharing.

(03:03) In the second group, highlighting the transition from 64 to 65 and the potential benefits of house sharing for retirement, we observed an increase in click-through and sign-up rates.

(03:21) The "fresh start effect" in psychology suggests that the start of a new year or season boosts motivation to act. To maximize this, schedule a meeting before your next birthday and identify your financial goals.

(03:37) The third and final trick is to manage small, frequent purchases, as eating out is the most regrettable purchase after bank fees, making it a daily habit that can lead to significant financial loss.

(03:57) The speakers reflect on their experience of spending over 2,000 dollars on ride-sharing apps in New York City,

which was more than their rent. Despite committing to make a change, their behavior remained unchanged, as the information alone did not change their spending habits.

(04:21) After losing 4,000 dollars on car-sharing apps, the individual unlinked their credit card and linked a \$300 monthly debit card. This change was necessary to avoid barriers and improve their behavior, as every click and barrier can change behavior.

(04:43) Our brains excel at counting actions, but we don't carry an abacus daily. Therefore, I set a limit of using ride-sharing apps three times a week.

(05:01) The speakers share their experience of rationing travel and managing car-sharing expenses due to environmental changes, emphasizing the importance of controlling purchases and reducing environmental impact. They advise others to do the same, emphasizing the need for environmental responsibility.

(05:20) Humans can be irrational in saving, spending, and budgeting, but understanding our behavior allows us to predict our actions in specific environments, thus promoting sustainable financial planning.

1. What is the main idea of the video?
 - a. The way to save for retirement between young and old age
 - b. The way to money saving tricks between in the future and present
 - c. The way to bridge the gap between savings intentions and real actions
 - d. The way to investing between low and high-risk return
2. Which type of expense is often associated with regrets and can hinder saving efforts?
 - a. Large, one-time purchases
 - b. Recurring monthly bills
 - c. Small, frequent purchases
 - d. Unexpected emergency expenses
3. How someone look themselves in the future, based on the video?
 - a. Don't like to think the future selves
 - b. Exactly same person as present itself
 - c. Too busy to think the current affairs
 - d. Don't believe to achieve good things
4. Which of the following is **NOT** mentioned by the speaker as the things that change behaviour to limit finances?
 - a. Unlinked credit card from ride-sharing apps
 - b. Unlimited purchases with a credit card
 - c. Use ride-sharing apps three times a week
 - d. Linked a debit card with a few dollars a month
5. What caused the savings rate to increase from 17% to 27%?
 - a. People have more money before filling taxes.
 - b. People don't want the hassle of calculating their own taxes.
 - c. People save more easily when think about the future.
 - d. The government offers bigger tax breaks.
6. What is the impact of major changes in saving behavior?
 - a. It will become stingier for future.
 - b. Feel more easily tempted to shop.
 - c. Easier to manage to save for future.
 - d. Can stop socializing with friends.
7. Which the following is **NOT TRUE** about the psychological tricks mentioned from the talk?
 - a. Using frequent purchases like eating out
 - b. Harness the power of pre-commitment
 - c. Use transition moments to your advantage
 - d. Get a handle on small, frequent purchases

8. What strategy can help increase savings?
 - a. Increasing income through a second job
 - b. Cutting out all discretionary spending
 - c. Changing the environment by adding barriers
 - d. Investing in high-risk financial products

9. Which technique was found to be effective in increasing savings rates?
 - a. Asking people about saving before they received a tax refund
 - b. Offering higher interest rates on saving accounts
 - c. Providing financial literacy to people's understanding
 - d. Automating monthly transfers to saving accounts

10. According to the video, what did the study on asking people about saving before tax refund find?
 - a. Its increased savings rates significantly.
 - b. The study did not examine the effect of saving rates.
 - c. It decreased savings rates significantly.
 - d. The study had no effect on saving rates.

11. What did the study on seeing income weekly find about budgeting throughout the month?
 - a. The study did not examine budgeting throughout the month.
 - b. People were better at budgeting in weekly throughout the month.
 - c. People were worse at budgeting throughout the month.
 - d. People's budgeting was not affected.

Part 2

Question Number 12 to 20

Directions: In this part, you will watch TED Talks videos about **stick to a budget**. Then read four possible answers, and decide the best answer after you watch the video.

https://www.ted.com/talks/wendy_de_la_rosa_can_t_stick_to_a_budget_try_these_tweaks_instead?referrer=playlist-your_money_and_your_mind_with_wendy_de_la_rosa&subtitle=id&language=id

Transcript:

(00:00) Most people find budgeting ineffective, as it often leads to forgetting about it and ignoring the flow of money, ultimately causing the budget to disappear.

(00:17) Most budgets are fixed, requiring major life decisions like rent, phone, and car payments. However, many people struggle with small, frequent purchases like eating out, delivery services, or shopping, as they are not easily manageable.

(00:40) The speaker discusses the financial regrets people have from eating out, highlighting that it is one of the most unsatisfactory expenses. Instead of creating a monthly budget for eating out, they suggest focusing on a "frequency budget" to avoid such regrets.

(01:05) Focus on limiting eating out times instead of tracking money, as it's easier to say no and track your budget. Eating out is a social activity, so it's important to recognize the importance of maintaining a healthy lifestyle.

(01:23) To satisfy your social cravings without spending a lot of money, consider planning a picnic with friends, joining a workout class, or engaging in other social activities without spending 50-70 dollars a night. By planning these activities

correctly, you can save money while still satisfying your social needs.

(01:47) A recent investigation revealed that ordering through a delivery app can result in a higher cost of 7% to 91% compared to dining in, as miscellaneous charges and fees can make the same item more expensive.

(02:07) Delivery apps have transformed fast food from a quick bite to a more frequent ordering experience. To reduce the burden of these apps, it's recommended to delete them from your phone. However, if deleting is too drastic, you can still slow down the pace of purchases by making speed bumps.

(02:36) To avoid constant temptation, link the app to a debit card with a preset amount of money and delete it after every purchase. While shopping is not a bad habit, it's important to buy items that bring happiness.

(02:57) Research indicates that spending money on others, experiences, and time-saving items can lead to increased happiness. Even small amounts of money, even as small as 5 dollars, can contribute to overall happiness, despite the perceived benefits of retail therapy.

(03:17) Consider gifting a T-shirt, making a donation to a loved one, or purchasing an experience for yourself. If overwhelmed, consider investing in something that will free up your time, as it can help alleviate stress.

(03:36) Hire local high schoolers or house cleaners to save money on lawn and house maintenance. These small changes can increase happiness and satisfaction by reducing discretionary spending and resulting in more happiness.

(03:55) Life can be filled with fewer regrets and guilty pleasures, which is desirable.

12. How to reduce delivery service orders?
 - a. Using order in delivery services altogether
 - b. Deleting delivery apps to slow down purchases
 - c. Negotiate with the delivery service to adding fees
 - d. Increasing the expensive order on delivery services
13. Which of the following is **NOT** mentioned as spending can bring happiness than material items?
 - a. Investing in experiences for yourself
 - b. Investing in experiences of happiness
 - c. Investing in household services to save time
 - d. Investing in experiences with burdened
14. Based on the talk, which of the following statement is **TRUE** about using delivery apps instead of dining at a restaurant?
 - a. Delivery app users can get discount prices
 - b. Expensive charge for delivery app users
 - c. Delivery app not charge additional fees
 - d. Cheaper food prices on delivery apps
15. What is the weakness in making a financial budget?
 - a. Too complicated and takes time
 - b. Boring and not interesting to follow
 - c. Quickly forgotten also inconsistent
 - d. Requires financial skill in finance
16. How can ordering delivery lead to higher costs compared to dining at home?
 - a. Portion sizes are larger when ordering delivery
 - b. Restaurant charge more expensive for delivery orders
 - c. Delivery and taxes contribute to

- higher costs
- d. Delivery apps charge a premium for their services
17. What is the major regret for many financially when it comes to eating out?
- A lack of variety food options
 - Spending too much time dining out
 - Difficulty finding healthy options
 - Overspending and financial strain
18. According to the talk, which of the following types of expenses are the most difficult to adjust?
- Bank payments
 - Shopping
 - Phone bill
 - Subscription services
19. What is the example of social activities to save money?
- Ordering in a restaurant frequently
 - Go shopping without decision
 - Sign up for a workout class
 - Over asleep all the time
20. What is the suggestion for saving money?
- Buying items that rarely used
 - Hiring a local household
 - Reduce momentary pleasure
 - Dispose an item that still used

14	D
15	C
16	D
17	B
18	D
19	A
20	B

Answer Key of Post-Test

Number of items	Answer Key
1	A
2	C
3	A
4	C
5	D
6	D
7	C
8	D
9	C
10	B
11	C
12	B
13	C

Appendix 5. Instrument's Validity Form

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Windharyati Dyah Kusumawanti., M.A., M.Pd.

Jabatan : Dosen

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul **"The Effectiveness of Inquiry-based Learning on Students' Listening Comprehension at Eleventh Grade of SMA Negeri 1 Jatilawang, Banyumas"** yang dibuat oleh:

Nama : Amalia Nafiaturrehmah

NIM : 2017404115

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

- Layak digunakan
- Layak digunakan dengan revisi
- Tidak layak digunakan

Catatan (bila perlu)

Revisi sudah difollow up.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 3 April 2024

Validator,

[Signature]
Windharyati D.K., M.A., M.Pd.
NIDN. 20010149001

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Mardiyani S.Pd.

Jabatan : Guru

Instansi : SMA Negeri 1 Jatilawang

Setelah membaca, menelaah, dan mencermati instrumen penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul "The Effectiveness of Inquiry-based Learning on Students' Listening Comprehension at Eleventh Grade of SMA Negeri 1 Jatilawang, Banyumas" yang dibuat oleh:

Nama : Amalia Nafiaturrahmah

NIM : 2017404115

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

- Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

Catatan (bila perlu)

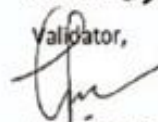
.....

.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Jatilawang, 22 April 2024

Validator,



Mardiyani, S.Pd.

NIP. 197509202007012014

Appendix 6. Lesson Plan Experimental Class

MODUL AJAR BAHASA INGGRIS SMA XI

KURIKULUM MERDEKA

MODUL AJAR BAHASA INGGRIS	
Nama : Amalia Nafiaturrahmah	Kelas/Fase : XI/F
Satuan Pendidikan : SMA	Materi Pokok : Personal Money Management
Alokasi Waktu : 2 JP/Pertemuan	Jumlah Pertemuan : 3 x Pertemuan
Capaian Pembelajaran	Sarana dan Prasarana
Pada Fase F, siswa menggunakan keterampilan bahasa Inggris seperti membaca, menulis, dan komunikasi visual untuk berkomunikasi dengan situasi, tujuan, dan kesimpulan. Mereka menggunakan bahasa Inggris untuk menganalisis dan mengungkapkan ide, mengeksplorasi berbagai teks dalam berbagai konteks, dan menggunakan bahasa visual untuk memberikan informasi dan dukungan. Pemahaman mereka terhadap bahasa visual semakin berkembang, dan mereka menghasilkan teks-teks yang terstruktur, menarik, dan non-fiksi dalam bahasa Inggris dengan fokus pada tugas dan target audiens.	<ul style="list-style-type: none"> - Papan tulis/White board - LCD Proyektor - PowerPoint - Alat tulis - Laptop - Internet - Buku Paket Bahasa Inggris - Lembar Kerja
Profil Pelajar Pancasila	Target Peserta Didik
Kebhinekaan Global, Mandiri, Bernalar Kritis, dan Kreatif	Peserta didik regular/umum
Pendekatan Pembelajaran yang digunakan	
Inquiry-Based Learning	

Capaian Pembelajaran (Membaca-Memirsa) Pada Fase F, siswa menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai situasi dan tugas. Mereka menggunakan dan menanggapi pertanyaan, menggunakan strategi	Pemahaman Bermakna Types of expressions used in a procedure text about personal money management.
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<p>untuk merangkum, meringkas, dan meringkas diskusi. Mereka mengidentifikasi ide-ide kunci dan rincian dari diskusi, menggunakan bahasa Inggris untuk mengungkapkan pendapat mengenai isu-isu sosial, mendiskusikan topik-topik yang berkaitan dengan kehidupan remaja, dan memberikan serta mengevaluasi perspektif. Mereka menggunakan pemikiran kritis, strategi pengembangan diri, dan elemen nonverbal seperti isyarat verbal dan isyarat nonverbal.</p>	
<p>Tujuan Pembelajaran</p> <ol style="list-style-type: none"> 1. Mengembangkan pemahaman siswa, mengembangkan kemampuan berpikir kritis, dan membina kerjasama antar siswa dengan materi yang akan dipelajarinya tentang pengelolaan keuangan pribadi. 2. Memahami detail penting tentang cara mengelola sumber daya keuangan pribadi. 	<p>Pertanyaan Pemantik (Pertemuan I) Why is financial literacy important?</p> <p>Pertanyaan Pemantik (Pertemuan II) What do you think you should do to prepare saving a money?</p> <p>Pertanyaan Pemantik (Pertemuan III) How do you know a procedure to management a money?</p>

Kegiatan	Pembelajaran	Alokasi Waktu
Pertemuan Pertama		
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka. 2. Pendidik memeriksa kondisi dan kebersihan kelas. 3. Guru dan peserta didik berdoa untuk memulai pembelajaran. 4. Pendidik memeriksa kehadiran peserta didik. 	10 Menit
Apersepsi	<ol style="list-style-type: none"> 5. Guru memberikan pertanyaan tentang materi yang dipelajari sebelumnya dengan menghubungkan materi yang akan dipelajari. 6. Guru memberikan pertanyaan pemantik. 7. Peserta didik merespon pertanyaan dari guru. 	

Ruang Lingkup	8. Mengaitkan kejadian sehari-hari dengan materi. 9. Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari. 10. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.	
Kegiatan Inti	<p>Model Pembelajaran Inquiry-Based Learning</p> <p>Langkah 1. Orientasi</p> <p>a. Siswa membaca materi mengenai comparative degree.</p> <p>b. Siswa mengamati video TED Talk yang berkaitan dengan financial literacy.</p> <p>Langkah 2. Merumuskan Masalah</p> <p>c. Setelah siswa mengamati cuplikan video TED Talk, Siswa mencatat poin penting yang ada di dalam video.</p> <p>d. Siswa mencoba merumuskan pertanyaan yang berkaitan dengan isi yang terdapat dalam video TED Talk.</p> <p>Langkah 3. Merumuskan Hipotesis</p> <p>e. Siswa mencoba membuat pertanyaan “Apakah literasi finansial itu penting untuk kehidupan sehari-hari?”, “Bagaimana menerapkan literasi finansial dalam kehidupan sehari-hari?”</p> <p>Langkah 4. Mengumpulkan data</p> <p>f. Siswa mentransformasikan apa yang dilihat siswa dalam video dengan kehidupan sehari-hari siswa,</p> <p>g. Siswa mengilustrasikan isi dari video TED Talk tentang financial literacy.</p> <p>h. Siswa mengumpulkan beberapa kata/kalimat yang mengandung <i>comparative degree</i> yang terdapat di dalam video.</p> <p>i. Guru memberikan respon atas pendapat yang disampaikan oleh siswa.</p> <p>Langkah 5. Menguji Hipotesis</p>	65 Menit

	<p>j. Siswa mendemonstrasikan dengan mengaitkan pada soal cerita yang diberikan oleh guru dan terdapat video yang ditampilkan mengenai literasi keuangan.</p> <ul style="list-style-type: none"> - Siswa menjelaskan beberapa kosa kata yang asing didengar oleh para siswa. - Guru mengulang kembali video yang diputar sebelumnya hingga para siswa memahami isi yang ada dalam video. - Guru bersama siswa menerapkan kosa kata asing yang didapatkan melalui video kemudian digabungkan pertanyaan pemantik “Mengapa literasi finansial itu penting bagi kita?” <p>k. Siswa menyusun kalimat ke dalam comparative degree yang terdapat di dalam video.</p> <p>l. Siswa mengilustrasikan literasi keuangan pada LKPD 1.</p> <p>Langkah 6. Merumuskan Kesimpulan</p> <ul style="list-style-type: none"> m. Siswa mengambil kesimpulan dari demonstrasi yang telah dilakukan. n. Perwakilan dari tiap kelompok mempresentasikan hasil kesimpulan dari LKPD yang mereka kerjakan. o. Kelompok lain memberikan tanggapan atas hasil kesimpulan yang telah dipresentasikan kelompok yang maju. <p>Langkah 7. Menganalisis dan mengevaluasi proses pemecahan masalah</p> <ul style="list-style-type: none"> p. Melalui bimbingan guru, siswa melakukan evaluasi tentang LKPD yang telah dikerjakan. 	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan kesimpulan terhadap materi yang telah diajarkan 2. Pendidik menyampaikan agenda pertemuan berikutnya 3. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah 	10 Menit
Pertemuan Kedua		
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka 	

	<ol style="list-style-type: none"> 2. Pendidik memeriksa kondisi dan kebersihan kelas 3. Guru dan peserta didik berdoa untuk memulai pembelajaran 4. Pendidik memeriksa kehadiran peserta didik. 	10 Menit
Apersepsi	<ol style="list-style-type: none"> 5. Guru memberikan pertanyaan tentang materi yang dipelajari sebelumnya dengan menghubungkan materi yang akan dipelajari. 6. Guru memberikan pertanyaan pemantik. 7. Peserta didik merespon pertanyaan dari guru. 	
Ruang Lingkup	<ol style="list-style-type: none"> 8. Mengaitkan kejadian sehari-hari dengan materi. 9. Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari 10. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan 	
Kegiatan Inti	<p>Model Pembelajaran Inquiry-Based Learning</p> <p>Langkah 1. Orientasi</p> <ol style="list-style-type: none"> a. Siswa membaca materi mengenai superlative degree. b. Siswa mengamati video TED Talk yang berkaitan dengan saving a money. <p>Langkah 2. Merumuskan Masalah</p> <ol style="list-style-type: none"> c. Setelah siswa mengamati cuplikan video TED Talk, Siswa mencatat poin penting yang ada di dalam video. d. Siswa mencoba merumuskan pertanyaan yang berkaitan dengan isi yang terdapat dalam video TED Talk. <p>Langkah 3. Merumuskan Hipotesis</p> <ol style="list-style-type: none"> e. Siswa mencoba membuat pertanyaan “Apa yang terjadi jika menyimpan uang dengan baik untuk masa depan?”, “Bagaimana dampak ketika uang dibelanjakan tanpa perhitungan dengan uang yang disimpan dengan baik?” 	65 Menit

	<p>Langkah 4. Mengumpulkan data</p> <ul style="list-style-type: none"> f. Siswa mentransformasikan apa yang dilihat siswa dalam video dengan kehidupan sehari-hari siswa, g. Siswa mengilustrasikan isi dari video TED Talk tentang saving a money. h. Siswa mengumpulkan beberapa kata/kalimat yang mengandung superlative degree yang terdapat di dalam video. i. Guru memberikan respon atas pendapat yang disampaikan oleh siswa. <p>Langkah 5. Menguji Hipotesis</p> <ul style="list-style-type: none"> j. Siswa mendemonstrasikan dengan mengaitkan pada soal cerita yang diberikan oleh guru dan terdapat video yang ditampilkan mengenai penyimpanan keuangan. k. Siswa menjelaskan beberapa kosa kata yang asing didengar oleh para siswa. l. Guru mengulang kembali video yang diputar sebelumnya hingga para siswa memahami isi yang ada dalam video. m. Guru bersama siswa menerapkan kosa kata asing yang didapatkan melalui video kemudian digabungkan pertanyaan pemantik “Apa yang kamu pikirkan tentang hal yang dilakukan dalam persiapan menyimpan uang?” n. Siswa menyusun kalimat ke dalam superlative degree yang terdapat di dalam video. o. Siswa mengilustrasikan menyimpan uang pada LKPD 2. <p>Langkah 6. Merumuskan Kesimpulan</p> <ul style="list-style-type: none"> p. Siswa mengambil kesimpulan dari demonstrasi yang telah dilakukan. q. Perwakilan dari tiap kelompok mempresentasikan hasil kesimpulan dari LKPD yang mereka kerjakan. r. Kelompok lain memberikan tanggapan atas hasil kesimpulan yang telah dipresentasikan kelompok yang maju. 	
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	<p>Langkah 7. Menganalisis dan mengevaluasi proses pemecahan masalah</p> <p>s. Melalui bimbingan guru, siswa melakukan evaluasi tentang LKPD yang telah dikerjakan.</p>	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan kesimpulan terhadap materi yang telah diajarkan 2. Pendidik menyampaikan agenda pertemuan berikutnya 3. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah 	10 Menit
Pertemuan Ketiga		
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka 2. Pendidik memeriksa kondisi dan kebersihan kelas 3. Guru dan peserta didik berdoa untuk memulai pembelajaran 4. Pendidik memeriksa kehadiran peserta didik. 	10 Menit
Apersepsi	<ol style="list-style-type: none"> 5. Guru memberikan pertanyaan tentang materi yang dipelajari sebelumnya dengan menghubungkan materi yang akan dipelajari. 6. Guru memberikan pertanyaan pemantik. 7. Peserta didik merespon pertanyaan dari guru. 	
Ruang Lingkup	<ol style="list-style-type: none"> 8. Mengaitkan kejadian sehari-hari dengan materi. 9. Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari 10. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan 	
Kegiatan Inti	<p>Model Pembelajaran Inquiry-Based Learning</p> <p>Langkah 1. Orientasi</p> <ol style="list-style-type: none"> a. Siswa membaca materi mengenai prosedur teks. 	65 Menit

	<p>b. Siswa mengamati video TED Talk yang berkaitan dengan teks prosedur tentang simple step plan for saving money.</p> <p>Langkah 2. Merumuskan Masalah</p> <p>c. Setelah siswa mengamati cuplikan video TED Talk, Siswa mencatat poin penting yang ada di dalam video.</p> <p>d. Siswa mencoba merumuskan pertanyaan yang berkaitan dengan isi yang terdapat dalam video TED Talk.</p> <p>Langkah 3. Merumuskan Hipotesis</p> <p>e. Siswa mencoba membuat pertanyaan “Apa kegunaan dari teks prosedur?”, “Apa yang harus dipertimbangkan dalam membuat teks prosedur?”</p> <p>Langkah 4. Mengumpulkan data</p> <p>f. Siswa mentransformasikan apa yang dilihat siswa dalam video dengan kehidupan sehari-hari siswa,</p> <p>g. Siswa mengilustrasikan isi dari video TED Talk tentang prosedur teks .</p> <p>h. Siswa mengumpulkan kalimat atau paragraf yang berkaitan dengan prosedur teks.</p> <p>i. Guru memberikan respon atas pendapat yang disampaikan oleh siswa.</p> <p>Langkah 5. Menguji Hipotesis</p> <p>j. Siswa mendemonstrasikan dengan mengaitkan pada soal cerita yang diberikan oleh guru dan terdapat video yang ditampilkan mengenai teks prosedur.</p> <p>k. Siswa menjelaskan beberapa kosa kata yang asing didengar oleh para siswa.</p> <p>l. Guru mengulang kembali video yang diputar sebelumnya hingga para siswa memahami isi yang ada dalam video.</p> <p>m. Guru bersama siswa menerapkan kosa kata asing yang didapatkan melalui video kemudian digabungkan pertanyaan pemantik “Apa yang kamu ketahui tentang prosedur dalam mengatur keuangan?”</p> <p>n. Siswa menyusun paragraf ke dalam teks prosedur yang terdapat di dalam video</p>	
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	<p>o. Siswa mengilustrasikan teks prosedur pada LKPD 3.</p> <p>Langkah 6. Merumuskan Kesimpulan</p> <p>p. Siswa mengambil kesimpulan dari demonstrasi yang telah dilakukan.</p> <p>q. Perwakilan dari tiap kelompok mempresentasikan hasil kesimpulan dari LKPD yang mereka kerjakan.</p> <p>r. Kelompok lain memberikan tanggapan atas hasil kesimpulan yang telah dipresentasikan kelompok yang maju.</p> <p>Langkah 7. Menganalisis dan mengevaluasi proses pemecahan masalah</p> <p>s. Melalui bimbingan guru, siswa melakukan evaluasi tentang LKPD yang telah dikerjakan.</p>	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan kesimpulan terhadap materi yang telah diajarkan 2. Pendidik menyampaikan agenda pertemuan berikutnya 3. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah 	10 Menit


Asesmen: Lisan & tertulis
<p>Pengayaan & Remedial</p> <p>Pengayaan</p> <ul style="list-style-type: none"> • Peserta didik dengan nilai rata-rata dan nilai diatas rata-rata mengikuti pembelajaran dengan pengayaan. <p>Remedial</p> <ul style="list-style-type: none"> • Diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi ataupun pembelajaran mengulang kepada siswa yang belum mencapai CP.
<p>Refleksi Guru dan Peserta Didik</p> <ol style="list-style-type: none"> a. Apa pengetahuan yang dipetik dari materi pelajaran hari ini? b. Apa kesulitan yang didapatkan pada materi pelajaran hari ini? c. Pengalaman apa yang kalian dapatkan terkait dengan materi pelajaran hari ini?

LAMPIRAN

Daftar Pustaka

- a. <https://www.ted.com/>
- b. [738534-1673336482.pdf \(simpkb.id\)](https://www.simpkb.id/738534-1673336482.pdf)

Guru Mata Pelajaran,



Mardiyani, S.Pd
NIP. 197509202007012014

Jatilawang, 22 April 2024

Mahasiswa



Amalia Nafiaturrahmah

NIM. 2017404115



Appendix 7. Lesson Plan Control Class

MODUL AJAR BAHASA INGGRIS SMA XI

KURIKULUM MERDEKA

MODUL AJAR BAHASA INGGRIS	
Nama : Amalia Nafiaturrahmah	Kelas/Fase : XI/F
Satuan Pendidikan : SMA	Materi Pokok : Personal Money Management
Alokasi Waktu : 2 JP/Pertemuan	Jumlah Pertemuan : 3 x Pertemuan
Capaian Pembelajaran	Sarana dan Prasarana
Pada Fase F, siswa menggunakan keterampilan bahasa Inggris seperti membaca, menulis, dan komunikasi visual untuk berkomunikasi dengan situasi, tujuan, dan kesimpulan. Mereka menggunakan bahasa Inggris untuk menganalisis dan mengungkapkan ide, mengeksplorasi berbagai teks dalam berbagai konteks, dan menggunakan bahasa visual untuk memberikan informasi dan dukungan. Pemahaman mereka terhadap bahasa visual semakin berkembang, dan mereka menghasilkan teks-teks yang terstruktur, menarik, dan non-fiksi dalam bahasa Inggris dengan fokus pada tugas dan target audiens.	<ul style="list-style-type: none"> - Alat tulis - Laptop - Internet - Handphone - Buku Paket Bahasa Inggris
Profil Pelajar Pancasila	Target Peserta Didik
Kebhinekaan Global, Mandiri, Bernalar Kritis, dan Kreatif	Peserta didik reguler/umum
Pendekatan Pembelajaran yang digunakan	
Conventional Approach	

Capaian Pembelajaran (Membaca-Memirsa) Capaian Pembelajaran (Membaca-Memirsa) Pada Fase F, siswa menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai situasi dan tugas. Mereka menggunakan dan	Pemahaman Bermakna Types of expressions used in a procedure text about personal money management.
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<p>menanggapi pertanyaan, menggunakan strategi untuk merangkum, meringkas, dan meringkas diskusi. Mereka mengidentifikasi ide-ide kunci dan rincian dari diskusi, menggunakan bahasa Inggris untuk mengungkapkan pendapat mengenai isu-isu sosial, mendiskusikan topik-topik yang berkaitan dengan kehidupan remaja, dan memberikan serta mengevaluasi perspektif. Mereka menggunakan pemikiran kritis, strategi pengembangan diri, dan elemen nonverbal seperti isyarat verbal dan isyarat nonverbal.</p>	
<p>Tujuan Pembelajaran</p> <ol style="list-style-type: none"> 1. Mengembangkan pemahaman siswa, mengembangkan kemampuan berpikir kritis, dan membina kerjasama antar siswa dengan materi yang akan dipelajarinya tentang pengelolaan keuangan pribadi. 2. Memahami detail penting tentang cara mengelola sumber daya keuangan pribadi. 	<p>Pertanyaan Pemantik (Pertemuan I) Why is financial literacy important?</p> <p>Pertanyaan Pemantik (Pertemuan II) What do you think you should do to prepare saving a money?</p> <p>Pertanyaan Pemantik (Pertemuan III) How do you know a procedure to management a money?</p>

Kegiatan	Pembelajaran	Alokasi Waktu
Pertemuan Pertama		
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka 2. Pendidik memeriksa kondisi dan kebersihan kelas 3. Guru dan peserta didik berdoa untuk memulai pembelajaran 4. Pendidik memeriksa kehadiran peserta didik. 	10 Menit
Apersepsi	<ol style="list-style-type: none"> 5. Guru memberikan pertanyaan tentang materi yang dipelajari sebelumnya dengan menghubungkan materi yang akan dipelajari. 	

	<ol style="list-style-type: none"> 6. Guru memberikan pertanyaan pemantik. 7. Peserta didik merespon pertanyaan dari guru. 	
Ruang Lingkup	<ol style="list-style-type: none"> 8. Mengaitkan kejadian sehari-hari dengan materi. 9. Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari. 10. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 	
Kegiatan Inti	<ol style="list-style-type: none"> 11. Guru menyampaikan materi mengenai <i>comparative degree</i> melalui YouTube video. 12. Guru membuat beberapa contoh kalimat mengenai <i>comparative degree</i>. 13. Peserta didik perwakilan maju ke depan memberikan contoh kalimat mengenai <i>comparative degree</i>. 14. Peserta didik dibentuk menjadi 6 kelompok. 15. Peserta didik diberikan penjelasan oleh guru. 16. Peserta didik mempresentasikan hasil karya mereka. 17. Mendorong peserta didik untuk memberikan umpan balik secara lisan. 18. Melakukan evaluasi berkaitan dengan seluruh kegiatan pembelajaran. 	65 Menit
Penutup	<ol style="list-style-type: none"> 20. Guru memberikan kesimpulan terhadap materi yang telah diajarkan 21. Pendidik menyampaikan agenda pertemuan berikutnya 22. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah 	10 Menit
Pertemuan Kedua		
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka 2. Pendidik memeriksa kondisi dan kebersihan kelas 3. Guru dan peserta didik berdoa untuk memulai pembelajaran 	

	4. Pendidik memeriksa kehadiran peserta didik.	10 Menit
Apersepsi	5. Guru memberikan pertanyaan tentang materi yang dipelajari sebelumnya dengan menghubungkan materi yang akan dipelajari. 6. Guru memberikan pertanyaan pemantik. 7. Peserta didik merespon pertanyaan dari guru.	
Ruang Lingkup	8. Mengaitkan kejadian sehari-hari dengan materi. 9. Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari 10. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan	65 Menit
Kegiatan Inti	11. Guru menyampaikan materi mengenai <i>superlative degree</i> melalui YouTube video. 12. Guru memberikan beberapa contoh kalimat mengenai <i>superlative degree</i> . 13. Peserta didik perwakilan maju ke depan memberikan contoh kalimat mengenai <i>superlative degree</i> . 14. Peserta didik dibentuk menjadi 6 kelompok. 15. Peserta didik diberikan penjelasan oleh guru. 16. Peserta didik mempresentasikan hasil karya mereka. 17. Mendorong peserta didik untuk memberikan umpan balik secara lisan. 18. Melakukan evaluasi berkaitan dengan seluruh kegiatan pembelajaran.	
Penutup	20. Guru memberikan kesimpulan terhadap materi yang telah diajarkan 21. Pendidik menyampaikan agenda pertemuan berikutnya 22. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah	10 Menit

Pertemuan Ketiga		
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka 2. Pendidik memeriksa kondisi dan kebersihan kelas 3. Guru dan peserta didik berdoa untuk memulai pembelajaran 4. Pendidik memeriksa kehadiran peserta didik. 	10 Menit
Apersepsi	<ol style="list-style-type: none"> 5. Guru memberikan pertanyaan tentang materi yang dipelajari sebelumnya dengan menghubungkan materi yang akan dipelajari. 6. Guru memberikan pertanyaan pemantik. 7. Peserta didik merespon pertanyaan dari guru. 	
Ruang Lingkup	<ol style="list-style-type: none"> 8. Mengaitkan kejadian sehari-hari dengan materi. 9. Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari 10. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan 	
Kegiatan Inti	<ol style="list-style-type: none"> 11. Guru menyampaikan materi mengenai <i>teks prosedur</i> melalui YouTube video. 12. Guru memberikan contoh dari <i>teks prosedur</i>. 13. Peserta didik perwakilan maju ke depan memberikan contoh paragraf mengenai <i>teks prosedur</i>. 14. Peserta didik dibentuk menjadi 6 kelompok. 15. Peserta didik diberikan penjelasan oleh guru. 16. Peserta didik mempresentasikan hasil karya mereka. 17. Mendorong peserta didik untuk memberikan umpan balik secara lisan. 18. Melakukan evaluasi berkaitan dengan seluruh kegiatan pembelajaran. 	65 Menit
Penutup	<ol style="list-style-type: none"> 20. Guru memberikan kesimpulan terhadap materi yang telah diajarkan 	10 Menit

	21. Pendidik menyampaikan agenda pertemuan berikutnya	
	22. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah	

Asesmen: Lisan & tertulis
Pengayaan & Remedial
Pengayaan • Peserta didik dengan nilai rata-rata dan nilai diatas rata-rata mengikuti pembelajaran dengan pengayaan.
Remedial • Diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi ataupun pembelajaran mengulang kepada siswa yang belum mencapai CP.
Refleksi Guru dan Peserta Didik d. Apa pengetahuan yang dipetik dari materi pelajaran hari ini? e. Apa kesulitan yang didapatkan pada materi pelajaran hari ini? f. Pengalaman apa yang kalian dapatkan terkait dengan materi pelajaran hari ini?

LAMPIRAN	
Daftar Pustaka	c. https://www.ted.com/ d. 738534-1673336482.pdf (simpkb.id)

Guru Mata Pelajaran,



Mardiyani, S.Pd

NIP. 197509202007012014

Jatilawang, 22 April 2024

Mahasiswa



Amalia Nafiaturrehman

NIM. 2017404115

Appendix 8. Teaching Material

TEACHING MATERIAL

First Meeting

I. The term "comparative degree" refers to the comparison of two objects, persons, locations, or situations. Adverbs and adjectives are examples of comparative degrees.

A. The positive degree doesn't have a comparison. It just informs about the occurrence of a characteristic.

Example:

1. Adjectives: fast, sharp, clever, etc.

- The motorcycle runs fast. - Roni has a clever opinion.

2. Adverbs: quickly, sharply, cleverly, etc.

- The oil price is rising sharply. - The wall layout has been cleverly designed.

B. Comparative degree compares two objects to determine which has a lower or higher degree of quality.

Example:

1. Adjectives: angrier, more wonderful, calmer, etc.

- The girl looks angrier today. - The destination looks more wonderful.

2. Adverbs: more angrily, more wonderfully, more calmly, etc.

- My mother feels more angrily than my brother. - Children practice more calmly than other children.

II. Imperative

An imperative statement is one that instructs someone to do something. An imperative phrase begins with a verb. Example:

A. Go to the financial institution.

B. Save your income.

C. Prioritize your purchases.

Second Meeting

I. Superlatives

A superlative is used in the present perfect tense. The superlative form is -est, or most. In general, the -est form is used for a single syllable or a short word. Furthermore, most are used with two or more syllables. For example, better – best; Tia is the best friend in my life.

Third Meeting

I. Procedure text

A procedure text teaches the reader how to execute a specific activity. In general, procedural text divides into two categories: how to create something and how to accomplish something.

A procedure text's objective is to offer sequenced information or instructions so that individuals may do tasks safely, efficiently, and appropriately. A process analysis essay is also known as procedure writing. Procedure texts are often used to describe recipes and scientific investigations. It employs headings and sub-headings that may be organized. Some frequent types of process texts are:

- A. Directions. How can I go somewhere? Particularly detailed directions, including location names and titles. Formal language is essential, and including a map will make your directions much more understandable.
- B. Instructions. How am I supposed to accomplish something? Your language must be appropriate for your audience, and a diagram may be required if there are complicated aspects to complete.
- C. Recipes. How do I go about cooking something? Recipes are a global language. The audience has very definite expectations, so never deviate from them. Ingredients, procedures, and a few images are required.
- D. Game rules. How can I start playing this? Be aware of your audience, and write in a manner and language that they will understand. In this type of writing, visuals are nearly always required.

- E. Manuals. How do I manage this? Are there any cautions I should be aware of before continuing? Make sure your explanation is really detailed.
- F. Agendas. What exactly are we doing? When are we going to do it? Who is accountable?

II. Procedure text structure:

- A. Heading (Title); describe the purpose of your method.
- B. Sections; maintain organization and order.
- C. Subheadings; including supplies, next steps, and cautions, outline the procedure's phases.
- D. Sequence; every single stage should start on a new line.

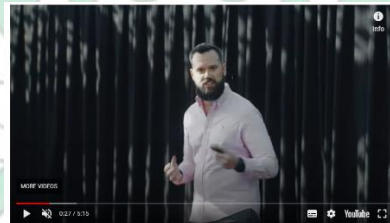
III. Factors to consider while writing procedure text:

- A. Use specific and specialist words in procedural texts.
- B. Consistently write in the past present tense.
- C. Employ time-related connectives and conjunctions to show action sequence.
- D. Procedures need careful attention to detail.
- E. Diagrams, illustrations, and images are necessary.

Appendix 9. Students Worksheet in the First Treatment

Lembar Kerja Peserta Didik (LKPD)	
Identitas Peserta Didik	
Nama Peserta Didik	:
Kelas	:
Identitas LKPD	
Materi	: Personal money management
Tujuan Pembelajaran : Setelah melihat video, peserta didik mampu mengidentifikasi isi yang terdapat dalam video mengenai mengelola keuangan pribadi.	
Kelas	: XI

A. Please watch this video carefully!

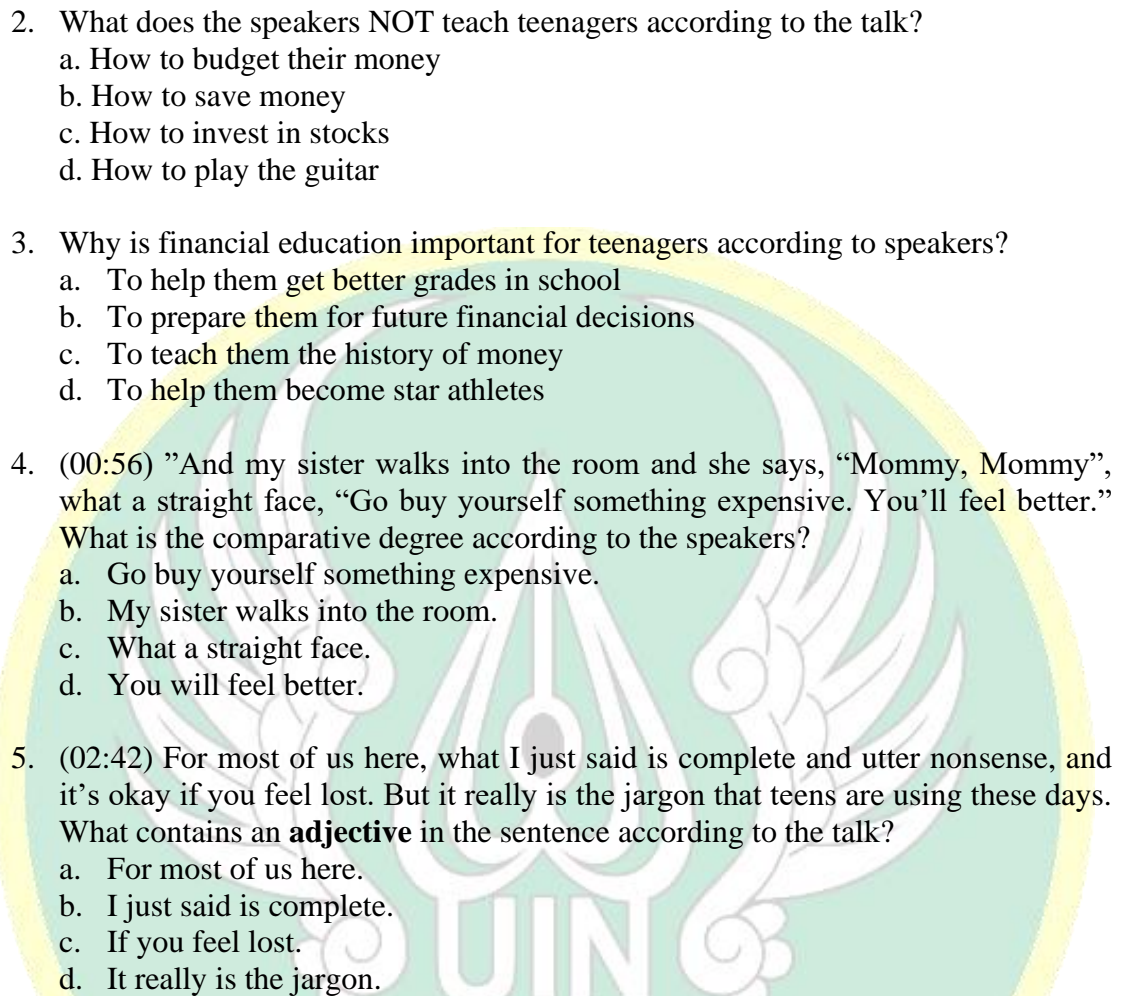


The importance of teen financial literacy
17,851 views | Igor Curic | TEDxAmsterdamSalon • March 2022

https://www.ted.com/talks/igor_curic_the_importance_of_teen_financial_literacy?hasSummary=true

B. Answer question below according to the video! Crossing (X) A,B,C, or D!

1. What is the main concern addressed according to the speakers?
 - a. The lack of teamwork skills in teenagers
 - b. The difficulty of finding a job as a teenager
 - c. The importance of financial literacy for teenagers
 - d. The benefits of playing sports for teenagers.

- 
2. What does the speakers NOT teach teenagers according to the talk?
 - a. How to budget their money
 - b. How to save money
 - c. How to invest in stocks
 - d. How to play the guitar

 3. Why is financial education important for teenagers according to speakers?
 - a. To help them get better grades in school
 - b. To prepare them for future financial decisions
 - c. To teach them the history of money
 - d. To help them become star athletes

 4. (00:56) "And my sister walks into the room and she says, "Mommy, Mommy", what a straight face, "Go buy yourself something expensive. You'll feel better." What is the comparative degree according to the speakers?
 - a. Go buy yourself something expensive.
 - b. My sister walks into the room.
 - c. What a straight face.
 - d. You will feel better.

 5. (02:42) For most of us here, what I just said is complete and utter nonsense, and it's okay if you feel lost. But it really is the jargon that teens are using these days. What contains an **adjective** in the sentence according to the talk?
 - a. For most of us here.
 - b. I just said is complete.
 - c. If you feel lost.
 - d. It really is the jargon.

Appendix 10. Students Worksheet in the Second Treatment

Lembar Kerja Peserta Didik (LKPD)	
Identitas Peserta Didik	
Nama Peserta Didik	:
Kelas	:
Kelompok	:
Identitas LKPD	
Materi	: Personal money management
Tujuan Pembelajaran : Setelah melihat video, peserta didik mampu mengidentifikasi isi yang terdapat dalam video mengenai mengelola keuangan pribadi.	
Kelas	: XI

A. Please watch this video carefully!



Why talking to your friends can help you save money

226,308 views | Wendy De La Rosa | Your Money and Your Mind • February 2021

https://www.ted.com/talks/wendy_de_la_rosa_why_talking_to_your_friends_can_help_you_save_money

B. Answer question below according to the video!

C. Make four superlative degree sentences according to the video!

Appendix 11. Students Worksheet in the Third Treatment

Lembar Kerja Peserta Didik (LKPD)	
Identitas Peserta Didik	
Nama Peserta Didik	:
Kelas	:
Kelompok	:
Identitas LKPD	
Materi	: Personal money management
Tujuan Pembelajaran : Setelah melihat video, peserta didik mampu mengidentifikasi isi yang terdapat dalam video mengenai mengelola keuangan pribadi.	
Kelas	: XI

A. Please watch this video carefully!



A simple 2-step plan for saving more money
470,368 views | Wendy De La Rosa | Your Money and Your Mind • February 2021

https://www.ted.com/talks/wendy_de_la_rosa_a_simple_2_step_plan_for_saving_more_money

B. Answer question below according to the video!

1. Listen the explanation in the video carefully.
2. Write the steps of plan for saving more money based on the explanation given in the video. Write your answer in the following box.

Appendix 12. Students' of Experiment and Control Class Pre-Test

12.1. Pre-test Students' Experiment Class

INSTRUMENT OF PRE-TEST

16

76
Score

Name : Aisyah Audi Pradita
 Class : XI-A
 Date : 23 April 2024

Pre-Test

Instruction:

1. Write your name, class, and date in the column above.
2. Read the instructions carefully.
3. Watch the video carefully.
4. Choose the best answer by crossing (X) a, b, c, or d.

Part 1

Question Number 1 to 12

Directions: In this part, you will watch TED Talks videos about **the ways to improve personal money**. Then read four possible answers, and decide the best answer after you watch the video.

1. According to the video, what is a money?
 - a. Mechanism to set the goals
 - b. Using a loan from the bank
 - c. Save money to buy things
 - d. Get investment profits
2. What is the benefit of improve one's relationship with money according to the speaker?
 - a. Feel ashamed when discussing money
 - b. Spend impulsively with friends
 - c. Talk about money without judgement
 - d. Ignore financial goals
3. What is the purpose of relationship with money based on the video?
 - a. To increase the meaningful of finances
 - b. To provide a group of friends
 - c. To give limitation about money
 - d. To reduce relationship with money
4. What is the example of visualize goals?
 - a. Tracking daily expenses
 - b. Discuss with financial advisor
 - c. Creating a vision board
 - d. Budgeting spreadsheet
5. The type of saving goals, except...
 - a. Keep a car.
 - b. Pay down a debt.
 - c. Rainy day fund.
 - d. Bag shopping.
6. How do you behave in managing finances according to the talk?
 - a. Celebrating to spend money freely
 - b. Avoid to saving money
 - c. Indifference with friends about money
 - d. Take confident as self-worth doesn't decide your net-worth
7. How do people feel when asked "what does money mean to you?" based on the talk?
 - a. Worried
 - b. Excited
 - c. Anxious
 - d. Bored

8. The basic needs for saving finances, except...
- Start to break it down.
 - Fix critical needs.
 - Forget the desire to buy.
 - Spend impulsively to buy.
9. Why does the speaker mention about fundamental of saving money?
- Saving money in a high interest account
 - Building relationship without money
 - Determine to set short or long-term goals
 - Ignore the amount money to keep
10. Which of the following is NOT mentioned as a way to managing personal finances?
- Talking about money with friends
 - Spend money impulsively
 - Understand the function of money
 - Set up savings accounts
11. The cause of someone to be realistic in finances, except...
- Come together as a group of friends
 - Not judgment when it comes to money
 - Feel shame when it comes to money
 - Don't talk about stresses of money
12. What is the impact of use saving money properly?
- Ability to spend money wastefully
 - It will increase rhythm of goals
 - Buy unnecessary items
 - It will have misstep another day
- Part 2**
- Question Number 13 to 22
- Directions: In this part, you will watch TED Talks videos about **financial health**. Then read four possible answers, and decide the best answer after you watch the video.
13. What is the main purpose of taking financial health day according to the talk?
- To take a day off from work
 - To apply for new credit cards and loans
 - To organize financial situation without pressure
 - To make impulsive financial decisions
14. Which of the following is NOT recommended as a tip for a financial health day?
- Discussing money matters with a significant other
 - Signing up for essential financial services
 - Evaluating fixed expenses
 - Applying for multiple new credit cards
15. What is the recommended for spending on financial health?
- Avoid any spending
 - Focus on luxuries item
 - Spend experiences with happiness
 - Invest in high-risk assets
16. What is the key element highlighted for making financial changes?
- Motivation
 - Expert advice
 - Money
 - Time
17. What is the recommended time for paying off debt?
- Pay off debt daily
 - Pay off debt weekly
 - Pay off debt monthly
 - Pay off debt annually
18. What is the impact of spend on things?
- Cutting back any spending
 - Cleaning the house
 - Creating a difficult expenditure
 - Save the time to increase happiness

19. What type of saving is recommended in steps number four?
- a. Making a single saving goal
 - b. Cutting up the saving goal
 - c. Fixed expenses of saving goals
 - d. Change the productive saving goal
20. How to organize personal financial income based on the talk?
- a. Increasing income
 - b. Improving financial management
 - c. Maximizing investments
 - d. Reducing fixed expenses
21. Which the effective way to reduce online shopping expenses?
- a. Pay more for subscription
 - b. Uninstall an advertisement blocker
 - c. Ignore with online environment
 - d. Unsubscribe shopping newsletters
22. What is the conclusion can be drawn from the video?
- a. Financial health unable to influence lifestyle
 - b. Financial health can be wasteful to get productive
 - c. Financial health deserves to get soothed life
 - d. Financial health puts you under pressure

INSTRUMENT OF PRE-TEST

20

Name : Mohrif Murandar
 Class : XI-A
 Date : Selasa, 23 April 2023

Pre-Test

<p>92 Score</p>

Instruction:

1. Write your name, class, and date in the column above.
2. Read the instructions carefully.
3. Watch the video carefully.
4. Choose the best answer by crossing (X) a, b, c, or d.

Part 1

Question Number 1 to 12

Directions: In this part, you will watch TED Talks videos about **the ways to improve personal money**. Then read four possible answers, and decide the best answer after you watch the video.

1. According to the video, what is a money?
 - Mechanism to set the goals
 - b. Using a loan from the bank
 - c. Save money to buy things
 - d. Get investment profits
2. What is the benefit of improve one's relationship with money according to the speaker?
 - a. Feel ashamed when discussing money
 - b. Spend impulsively with friends
 - Talk about money without judgement
 - d. Ignore financial goals
3. What is the purpose of relationship with money based on the video?
 - To increase the meaningful of finances
 - b. To provide a group of friends
 - c. To give limitation about money
 - d. To reduce relationship with money
4. What is the example of visualize goals?
 - a. Tracking daily expenses
 - b. Discuss with financial advisor
 - Creating a vision board
 - d. Budgeting spreadsheet
5. The type of saving goals, except...
 - a. Keep a car.
 - b. Pay down a debt.
 - c. Rainy day fund.
 - Bag shopping.
6. How do you behave in managing finances according to the talk?
 - a. Celebrating to spend money freely
 - b. Avoid to saving money
 - c. Indifference with friends about money
 - Take confident as self-worth doesn't decide your net-worth
7. How do people feel when asked "what does money mean to you?" based on the talk?
 - a. Worried
 - b. Excited
 - Anxious.
 - d. Bored

8. The basic needs for saving finances, except...
- Start to break it down.
 - Fix critical needs.
 - Forget the desire to buy.
 - Spend impulsively to buy.
9. Why does the speaker mention about fundamental of saving money?
- Saving money in a high interest account
 - Building relationship without money
 - Determine to set short or long-term goals
 - Ignore the amount money to keep
10. Which of the following is NOT mentioned as a way to managing personal finances?
- Talking about money with friends
 - Spend money impulsively
 - Understand the function of money
 - Set up savings accounts
11. The cause of someone to be realistic in finances, except...
- Come together as a group of friends
 - Not judgment when it comes to money
 - Feel shame when it comes to money
 - Don't talk about stresses of money
12. What is the impact of use saving money properly?
- Ability to spend money wastefully
 - It will increase rhythm of goals
 - Buy unnecessary items
 - It will have misstep another day
13. What is the main purpose of taking financial health day according to the talk?
- To take a day off from work
 - To apply for new credit cards and loans
 - To organize financial situation without pressure
 - To make impulsive financial decisions
14. Which of the following is NOT recommended as a tip for a financial health day?
- Discussing money matters with a significant other
 - Signing up for essential financial services
 - Evaluating fixed expenses
 - Applying for multiple new credit cards
15. What is the recommended for spending on financial health?
- Avoid any spending
 - Focus on luxuries item
 - Spend experiences with happiness
 - Invest in high-risk assets
16. What is the key element highlighted for making financial changes?
- Motivation
 - Expert advice
 - Money
 - Time
17. What is the recommended time for paying off debt?
- Pay off debt daily
 - Pay off debt weekly
 - Pay off debt monthly
 - Pay off debt annually
18. What is the impact of spend on things?
- Cutting back any spending
 - Cleaning the house
 - Creating a difficult expenditure
 - Save the time to increase happiness

Part 2

Question Number 13 to 22

Directions: In this part, you will watch TED Talks videos about **financial health**. Then read four possible answers, and decide the best answer after you watch the video.

19. What type of saving is recommended in steps number four?
- a. Making a single saving goal
 - b. Cutting up the saving goal
 - c. Fixed expenses of saving goals
 - d. Change the productive saving goal
20. How to organize personal financial income based on the talk?
- a. Increasing income
 - b. Improving financial management
 - c. Maximizing investments
 - d. Reducing fixed expenses
21. Which the effective way to reduce online shopping expenses?
- a. Pay more for subscription
 - b. Uninstall an advertisement blocker
 - c. Ignore with online environment
 - d. Unsubscribe shopping newsletters
22. What is the conclusion can be drawn from the video?
- a. Financial health unable to influence lifestyle
 - b. Financial health can be wasteful to get productive
 - c. Financial health deserves to get soothed life
 - d. Financial health puts you under pressure

12.2. Pre-test Students' Control Class

INSTRUMENT OF PRE-TEST

Name : ~~Elisa~~ Khanifah Elsa Asy'ari
 Class : X1-B
 Date : Senin, 29 April 2024

Pre-Test

17
 80
 Score

Instruction:

1. Write your name, class, and date in the column above.
2. Read the instructions carefully.
3. Watch the video carefully.
4. Choose the best answer by crossing (X) a, b, c, or d.

Part I

Question Number 1 to 12

Directions: In this part, you will watch TED Talks videos about **the ways to improve personal money**. Then read four possible answers, and decide the best answer after you watch the video.

1. According to the video, what is a money?
 - a. Mechanism to set the goals
 - b. Using a loan from the bank
 - c. Save money to buy things
 - d. Get investment profits
2. What is the benefit of improve one's relationship with money according to the speaker?
 - a. Feel ashamed when discussing money
 - b. Spend impulsively with friends
 - c. Talk about money without judgement
 - d. Ignore financial goals
3. What is the purpose of relationship with money based on the video?
 - a. To increase the meaningful of finances
 - b. To provide a group of friends
 - c. To give limitation about money
 - d. To reduce relationship with money
4. What is the example of visualize goals?
 - a. Tracking daily expenses
 - b. Discuss with financial advisor
 - c. Creating a vision board
 - d. Budgeting spreadsheet
5. The type of saving goals, except...
 - a. Keep a car.
 - b. Pay down a debt.
 - c. Rainy day fund.
 - d. Bag shopping.
6. How do you behave in managing finances according to the talk?
 - a. Celebrating to spend money freely
 - b. Avoid to saving money
 - c. Indifference with friends about money
 - d. Take confident as self-worth doesn't decide your net-worth
7. How do people feel when asked "what does money mean to you?" based on the talk?
 - a. Worried
 - b. Excited
 - c. Anxious
 - d. Bored

8. The basic needs for saving finances, except...
- Start to break it down.
 - Fix critical needs.
 - Forget the desire to buy.
 - Spend impulsively to buy.
9. Why does the speaker mention about fundamental of saving money?
- Saving money in a high interest account
 - Building relationship without money
 - Determine to set short or long-term goals
 - Ignore the amount money to keep
10. Which of the following is NOT mentioned as a way to managing personal finances?
- Talking about money with friends
 - Spend money impulsively
 - Understand the function of money
 - Set up savings accounts
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 - Feel shame when it comes to money
 - Don't talk about stresses of money
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- Ability to spend money wastefully
 - It will increase rhythm of goals
 - Buy unnecessary items
 - It will have misstep another day
- Part 2**
- Question Number 13 to 22
- Directions: In this part, you will watch TED Talks videos about **financial health**. Then read four possible answers, and decide the best answer after you watch the video.
13. What is the main purpose of taking financial health day according to the talk?
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 - To organize financial situation without pressure
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 - Save the time to increase happiness

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 - b. Cutting up the saving goal
 - c. Fixed expenses of saving goals
 - d. Change the productive saving goal
20. How to organize personal financial income based on the talk?
- a. Increasing income
 - b. Improving financial management
 - c. Maximizing investments
 - d. Reducing fixed expenses
21. Which the effective way to reduce online shopping expenses?
- a. Pay more for subscription
 - b. Uninstall an advertisement blocker
 - c. Ignore with online environment
 - d. Unsubscribe shopping newsletters
22. What is the conclusion can be drawn from the video?
- a. Financial health unable to influence lifestyle
 - b. Financial health can be wasteful to get productive
 - c. Financial health deserves to get soothed life
 - d. Financial health puts you under pressure

INSTRUMENT OF PRE-TEST

Pre-Test

Name : Syafwa Azahratul S.
 Class : XI-B
 Date : 29 April 2024

72
 Score

Instruction:

1. Write your name, class, and date in the column above.
2. Read the instructions carefully.
3. Watch the video carefully.
4. Choose the best answer by crossing (X) a, b, c, or d.

Part I

Question Number 1 to 12

Directions: In this part, you will watch TED Talks videos about **the ways to improve personal money**. Then read four possible answers, and decide the best answer after you watch the video.

1. According to the video, what is a money?
 - Mechanism to set the goals
 - b. Using a loan from the bank
 - c. Save money to buy things
 - d. Get investment profits
2. What is the benefit of improve one's relationship with money according to the speaker?
 - a. Feel ashamed when discussing money
 - b. Spend impulsively with friends
 - Talk about money without judgement
 - d. Ignore financial goals
3. What is the purpose of relationship with money based on the video?
 - To increase the meaningful of finances
 - b. To provide a group of friends
 - c. To give limitation about money
 - d. To reduce relationship with money
4. What is the example of visualize goals?
 - a. Tracking daily expenses
 - b. Discuss with financial advisor
 - Creating a vision board
 - d. Budgeting spreadsheet
5. The type of saving goals, except...
 - a. Keep a car.
 - b. Pay down a debt.
 - c. Rainy day fund.
 - Bag shopping.
6. How do you behave in managing finances according to the talk?
 - a. Celebrating to spend money freely
 - b. Avoid to saving money
 - c. Indifference with friends about money
 - Take confident as self-worth doesn't decide your net-worth
7. How do people feel when asked "what does money mean to you?" based on the talk?
 - a. Worried
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 - Anxious
 - d. Bored

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 - Understand the function of money
 - Set up savings accounts
11. The cause of someone to be realistic in finances, except...
- Come together as a group of friends
 - Not judgment when it comes to money
 - Feel shame when it comes to money
 - Don't talk about stresses of money
12. What is the impact of use saving money properly?
- Ability to spend money wastefully
 - It will increase rhythm of goals
 - Buy unnecessary items
 - It will have misstep another day
13. What is the main purpose of taking financial health day according to the talk?
- To take a day off from work
 - To apply for new credit cards and loans
 - To organize financial situation without pressure
 - To make impulsive financial decisions
14. Which of the following is NOT recommended as a tip for a financial health day?
- Discussing money matters with a significant other
 - Signing up for essential financial services
 - Evaluating fixed expenses
 - Applying for multiple new credit cards
15. What is the recommended for spending on financial health?
- Avoid any spending
 - Focus on luxuries item
 - Spend experiences with happiness
 - Invest in high-risk assets
16. What is the key element highlighted for making financial changes?
- Motivation
 - Expert advice
 - Money
 - Time
17. What is the recommended time for paying off debt?
- Pay off debt daily
 - Pay off debt weekly
 - Pay off debt monthly
 - Pay off debt annually
18. What is the impact of spend on things?
- Cutting back any spending
 - Cleaning the house
 - Creating a difficult expenditure
 - Save the time to increase happiness

Part 2

Question Number 13 to 22

Directions: In this part, you will watch TED Talks videos about **financial health**. Then read four possible answers, and decide the best answer after you watch the video.

19. What type of saving is recommended in steps number four?
- a. Making a single saving goal
 - b. Cutting up the saving goal
 - c. Fixed expenses of saving goals
 - d. Change the productive saving goal
20. How to organize personal financial income based on the talk?
- a. Increasing income
 - b. Improving financial management
 - c. Maximizing investments
 - d. Reducing fixed expenses
21. Which the effective way to reduce online shopping expenses?
- a. Pay more for subscription
 - b. Uninstall an advertisement blocker
 - c. Ignore with online environment
 - d. Unsubscribe shopping newsletters
22. What is the conclusion can be drawn from the video?
- a. Financial health unable to influence lifestyle
 - b. Financial health can be wasteful to get productive
 - c. Financial health deserves to get soothed life
 - d. Financial health puts you under pressure

Appendix 13. Students' of Experiment and Control Class Post-Tests

13.1. Post-test Students' Experiment Class

INSTRUMENT OF POST-TEST

Post-Test

Name : AUNIA UIFA
 Class : XI-A
 Date : 21 April 2024

13

90
Score

Instruction:

1. Write your name, class, and date in the column above.
2. Read the instructions carefully.
3. Watch the video carefully.
4. Choose the best answer by crossing (X) a, b, c, or d.

Part I

Question Number 1 to 11

Directions: In this part, you will watch TED Talks videos about the **psychological tricks to help saving money**. Then read four possible answers, and decide the best answer after you watch the video.

1. What is the main idea of the video?

- a. The way to save for retirement between young and old age
- b. The way to money saving tricks between in the future and present
- c. The way to bridge the gap between savings intentions and real actions
- d. The way to investing between low and high-risk return

2. Which type of expense is often associated with regrets and can hinder saving efforts?

- a. Large, one-time purchases
- b. Recurring monthly bills
- c. Small, frequent purchases
- d. Unexpected emergency expenses

3. How someone look themselves in the future, based on the video?

- a. Don't like to think the future selves
- b. Exactly same person as present itself
- c. Too busy to think the current affairs
- d. Don't believe to achieve good things

4. Which of the following is **NOT** mentioned by the speaker as the things that change behaviour to limit finances?

- a. Unlinked credit card from ride-sharing apps
- b. Unlimited purchases with a credit card
- c. Use ride-sharing apps three times a week
- d. Linked a debit card with a few dollars a month

5. What caused the savings rate to increase from 17% to 27%?

- a. People have more money before filling taxes.
- b. People don't want the hassle of calculating their own taxes.
- c. People save more easily when think about the future.
- d. The government offers bigger tax breaks.

6. What is the impact of major changes in saving behavior?
- It will become stingier for future.
 - Feel more easily tempted to shop.
 - Easier to manage to save for future.
 - Can stop socializing with friends.
7. Which the following is **NOT TRUE** about the psychological tricks mentioned from the talk?
- Using frequent purchases like eating out
 - Harness the power of pre-commitment
 - Use transition moments to your advantage
 - Get a handle on small, frequent purchases
8. What strategy can help increase savings?
- Increasing income through a second job
 - Cutting out all discretionary spending
 - Changing the environment by adding barriers
 - Investing in high-risk financial products
9. Which technique was found to be effective in increasing savings rates?
- Asking people about saving before they received a tax refund
 - Offering higher interest rates on saving accounts
 - Providing financial literacy to people's understanding
 - Automating monthly transfers to saving accounts
10. According to the video, what did the study on asking people about saving before tax refund find?
- Its increased savings rates significantly.
 - The study did not examine the effect of saving rates.
 - It decreased savings rates significantly.
 - The study had no effect on saving rates.
11. What did the study on seeing income weekly find about budgeting throughout the month?
- The study did not examine budgeting throughout the month.
 - People were better at budgeting in weekly throughout the month.
 - People were worse at budgeting throughout the month.
 - People's budgeting was not affected.

Part 2

Question Number 12 to 20

Directions: In this part, you will watch TED Talks videos about **stick to a budget**. Then read four possible answers, and decide the best answer after you watch the video.

12. How to reduce delivery service orders?
- Using order in delivery services altogether
 - Deleting delivery apps to slow down purchases
 - Negotiate with the delivery service to adding fees
 - Increasing the expensive order on delivery services

13. Which of the following is **NOT** mentioned as spending can bring happiness than material items?
- Investing in experiences for yourself
 - Investing in experiences of happiness
 - Investing in household services to save time
 - Investing in experiences with burdened
14. Based on the talk, which of the following statement is **TRUE** about using delivery apps instead of dining at a restaurant?
- Delivery app users can get discount prices
 - Expensive charge for delivery app users
 - Delivery app not charge additional fees
 - Cheaper food prices on delivery apps
15. What is the weakness in making a financial budget?
- Too complicated and takes time
 - Boring and not interesting to follow
 - Quickly forgotten also inconsistent
 - Requires financial skill in finance
16. How can ordering delivery lead to higher costs compared to dining at home?
- Portion sizes are larger when ordering delivery
 - Restaurant charge more expensive for delivery orders
 - Delivery and taxes contribute to higher costs
 - Delivery apps charge a premium for their services
17. What is the major regret for many financially when it comes to eating out?
- A lack of variety food options
 - Spending too much time dining out
 - Difficulty finding healthy options
 - Overspending and financial strain
18. According to the talk, which of the following types of expenses are the most difficult to adjust?
- Bank payments
 - Shopping
 - Phone bill
 - Subscription services
19. What is the example of social activities to save money?
- Ordering in a restaurant frequently
 - Go shopping without decision
 - Sign up for a workout class
 - Over asleep all the time
20. What is the **CORRECT** suggestion for saving money?
- Buying items that rarely used
 - Hiring a local household
 - Reduce momentary pleasure
 - Dispose an item that still used

INSTRUMENT OF POST-TEST

Name : KEVIN JULI PAMUNGKAS
 Class : XI-A
 Date : TUESDAY, 21 MAY 2024

Post-Test

20

100 Score

Instruction:

1. Write your name, class, and date in the column above.
2. Read the instructions carefully.
3. Watch the video carefully.
4. Choose the best answer by crossing (X) a, b, c, or d.

Part I

Question Number 1 to 11

Directions: In this part, you will watch TED Talks videos about the **psychological tricks to help saving money**. Then read four possible answers, and decide the best answer after you watch the video.

1. What is the main idea of the video?
 - a. The way to save for retirement between young and old age
 - b. The way to money saving tricks between in the future and present
 - c. The way to bridge the gap between savings intentions and real actions
 - d. The way to investing between low and high-risk return
2. Which type of expense is often associated with regrets and can hinder saving efforts?
 - a. Large, one-time purchases
 - b. Recurring monthly bills
 - c. Small, frequent purchases
 - d. Unexpected emergency expenses
3. How someone look themselves in the future, based on the video?
 - a. Don't like to think the future selves
 - b. Exactly same person as present itself
 - c. Too busy to think the current affairs
 - d. Don't believe to achieve good things
4. Which of the following is **NOT** mentioned by the speaker as the things that change behaviour to limit finances?
 - a. Unlinked credit card from ride-sharing apps
 - b. Unlimited purchases with a credit card
 - c. Use ride-sharing apps three times a week
 - d. Linked a debit card with a few dollars a month
5. What caused the savings rate to increase from 17% to 27%?
 - a. People have more money before filling taxes.
 - b. People don't want the hassle of calculating their own taxes.
 - c. People save more easily when think about the future.
 - d. The government offers bigger tax breaks.

6. What is the impact of major changes in saving behavior?
- It will become stingier for future.
 - Feel more easily tempted to shop.
 - Easier to manage to save for future.
 - Can stop socializing with friends.
7. Which the following is **NOT TRUE** about the psychological tricks mentioned from the talk?
- Using frequent purchases like eating out
 - Harness the power of pre-commitment
 - Use transition moments to your advantage
 - Get a handle on small, frequent purchases
8. What strategy can help increase savings?
- Increasing income through a second job
 - Cutting out all discretionary spending
 - Changing the environment by adding barriers
 - Investing in high-risk financial products
9. Which technique was found to be effective in increasing savings rates?
- Asking people about saving before they received a tax refund
 - Offering higher interest rates on saving accounts
 - Providing financial literacy to people's understanding
 - Automating monthly transfers to saving accounts
10. According to the video, what did the study on asking people about saving before tax refund find?
- Its increased savings rates significantly.
 - The study did not examine the effect of saving rates.
 - It decreased savings rates significantly.
 - The study had no effect on saving rates.
11. What did the study on seeing income weekly find about budgeting throughout the month?
- The study did not examine budgeting throughout the month.
 - People were better at budgeting in weekly throughout the month.
 - People were worse at budgeting throughout the month.
 - People's budgeting was not affected.

Part 2

Question Number 12 to 20

Directions: In this part, you will watch TED Talks videos about **stick to a budget**. Then read four possible answers, and decide the best answer after you watch the video.

12. How to reduce delivery service orders?
- Using order in delivery services altogether
 - Deleting delivery apps to slow down purchases
 - Negotiate with the delivery service to adding fees
 - Increasing the expensive order on delivery services

13. Which of the following is **NOT** mentioned as spending can bring happiness than material items?
- Investing in experiences for yourself
 - Investing in experiences of happiness
 - Investing in household services to save time
 - Investing in experiences with burdened
14. Based on the talk, which of the following statement is **TRUE** about using delivery apps instead of dining at a restaurant?
- Delivery app users can get discount prices
 - Expensive charge for delivery app users
 - Delivery app not charge additional fees
 - Cheaper food prices on delivery apps
15. What is the weakness in making a financial budget?
- Too complicated and takes time
 - Boring and not interesting to follow
 - Quickly forgotten also inconsistent
 - Requires financial skill in finance
16. How can ordering delivery lead to higher costs compared to dining at home?
- Portion sizes are larger when ordering delivery
 - Restaurant charge more expensive for delivery orders
 - Delivery and taxes contribute to higher costs
 - Delivery apps charge a premium for their services
17. What is the major regret for many financially when it comes to eating out?
- A lack of variety food options
 - Spending too much time dining out
 - Difficulty finding healthy options
 - Overspending and financial strain
18. According to the talk, which of the following types of expenses are the most difficult to adjust?
- Bank payments
 - Shopping
 - Phone bill
 - Subscription services
19. What is the example of social activities to save money?
- Ordering in a restaurant frequently
 - Go shopping without decision
 - Sign up for a workout class
 - Over asleep all the time
20. What is the **CORRECT** suggestion for saving money?
- Buying items that rarely used
 - Hiring a local household
 - Reduce momentary pleasure
 - Dispose an item that still used

13.2. Post-test Students' Control Class

INSTRUMENT OF POST-TEST

Post-Test

Name : Tiara Sasti Primandari
 Class : XI-6
 Date : 20 Mei 2024



Instruction:

1. Write your name, class, and date in the column above.
2. Read the instructions carefully.
3. Watch the video carefully.
4. Choose the best answer by crossing (X) a, b, c, or d.

Part 1

Question Number 1 to 11

Directions: In this part, you will watch TED Talks videos about the **psychological tricks to help saving money**. Then read four possible answers, and decide the best answer after you watch the video.

1. What is the main idea of the video?

- a. The way to save for retirement between young and old age
- b. The way to money saving tricks between in the future and present
- c. The way to bridge the gap between savings intentions and real actions
- d. The way to investing between low and high-risk return

2. Which type of expense is often associated with regrets and can hinder saving efforts?

- a. Large, one-time purchases
- b. Recurring monthly bills
- c. Small, frequent purchases
- d. Unexpected emergency expenses

3. How someone look themselves in the future, based on the video?

- a. Don't like to think the future selves
- b. Exactly same person as present itself
- c. Too busy to think the current affairs
- d. Don't believe to achieve good things

4. Which of the following is **NOT** mentioned by the speaker as the things that change behaviour to limit finances?

- a. Unlinked credit card from ride-sharing apps
- b. Unlimited purchases with a credit card
- c. Use ride-sharing apps three times a week
- d. Linked a debit card with a few dollars a month

5. What caused the savings rate to increase from 17% to 27%?

- a. People have more money before filling taxes.
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6. What is the impact of major changes in saving behavior?
- It will become stingier for future.
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 - People were better at budgeting in weekly throughout the month.
 - People were worse at budgeting throughout the month.
 - People's budgeting was not affected.

Part 2

Question Number 12 to 20

Directions: In this part, you will watch TED Talks videos about **stick to a budget**. Then read four possible answers, and decide the best answer after you watch the video.

12. How to reduce delivery service orders?
- Using order in delivery services altogether
 - Deleting delivery apps to slow down purchases
 - Negotiate with the delivery service to adding fees
 - Increasing the expensive order on delivery services

13. Which of the following is **NOT** mentioned as spending can bring happiness than material items?
- Investing in experiences for yourself
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 - Investing in household services to save time
 - Investing in experiences with burdened
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18. According to the talk, which of the following types of expenses are the most difficult to adjust?
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 - Subscription services
19. What is the example of social activities to save money?
- Ordering in a restaurant frequently
 - Go shopping without decision
 - Sign up for a workout class
 - Over asleep all the time
20. What is the **CORRECT** suggestion for saving money?
- Buying items that rarely used
 - Hiring a local household
 - Reduce momentary pleasure
 - Dispose an item that still used

INSTRUMENT OF POST-TEST

Post-Test

Name : Syalwa Azahraul S
 Class : XI - B
 Date : 20 Mei 2024

<p>75 ↓ Score</p>

Instruction:

1. Write your name, class, and date in the column above.
2. Read the instructions carefully.
3. Watch the video carefully.
4. Choose the best answer by crossing (X) a, b, c, or d.

Part 1

Question Number 1 to 11

Directions: In this part, you will watch TED Talks videos about the **psychological tricks to help saving money**. Then read four possible answers, and decide the best answer after you watch the video.

1. What is the main idea of the video?
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 - b. The way to money saving tricks between in the future and present
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 - a. Don't like to think the future selves
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 - Investing in high-risk financial products
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 - People's budgeting was not affected.

Part 2

Question Number 12 to 20

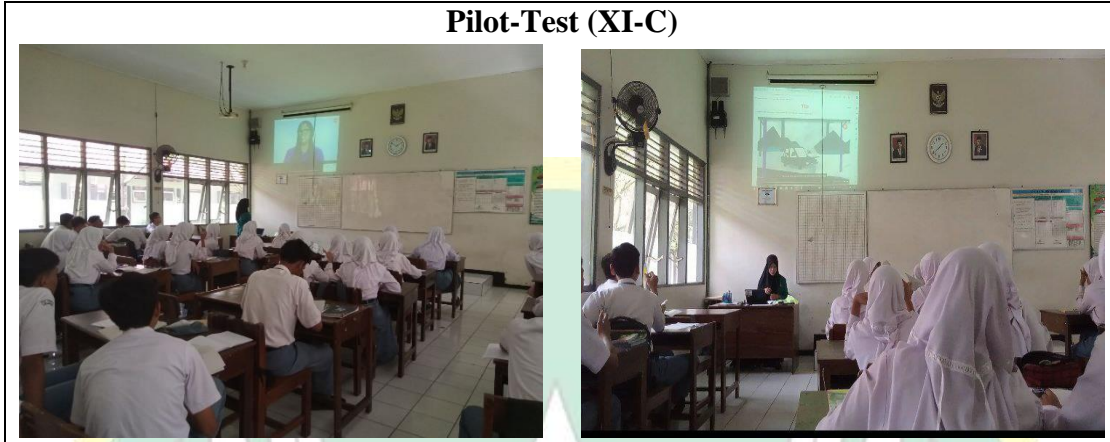
Directions: In this part, you will watch TED Talks videos about **stick to a budget**. Then read four possible answers, and decide the best answer after you watch the video.

12. How to reduce delivery service orders?
- Using order in delivery services altogether
 - Deleting delivery apps to slow down purchases
 - Negotiate with the delivery service to adding fees
 - Increasing the expensive order on delivery services

13. Which of the following is **NOT** mentioned as spending can bring happiness than material items?
- Investing in experiences for yourself
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 - Investing in household services to save time
 - Investing in experiences with burdened
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19. What is the example of social activities to save money?
- Ordering in a restaurant frequently
 - Go shopping without decision
 - Sign up for a workout class
 - Over asleep all the time
20. What is the **CORRECT** suggestion for saving money?
- Buying items that rarely used
 - Hiring a local household
 - Reduce momentary pleasure
 - Dispose an item that still used

Appendix 14. Documentation of Academic Activities

Pilot-Test (XI-C)



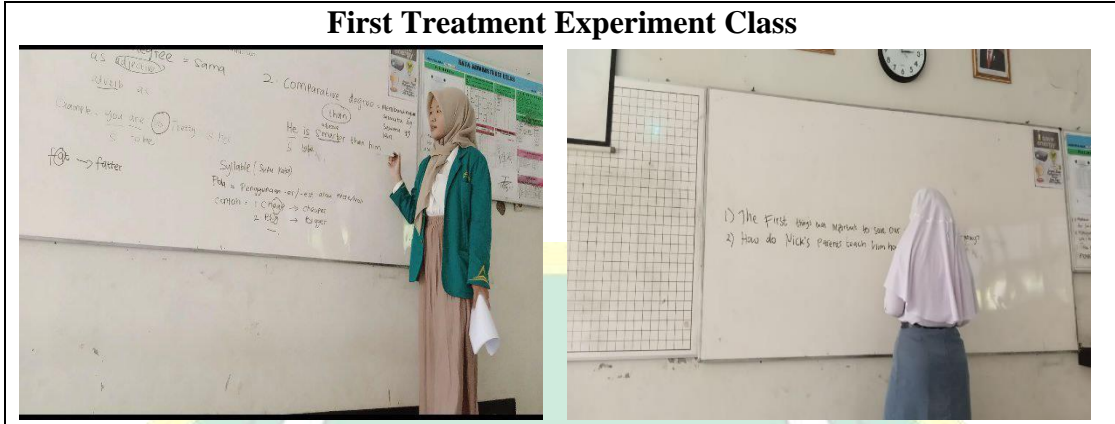
Pre-Test Experiment Class



Pre-Test Control Class



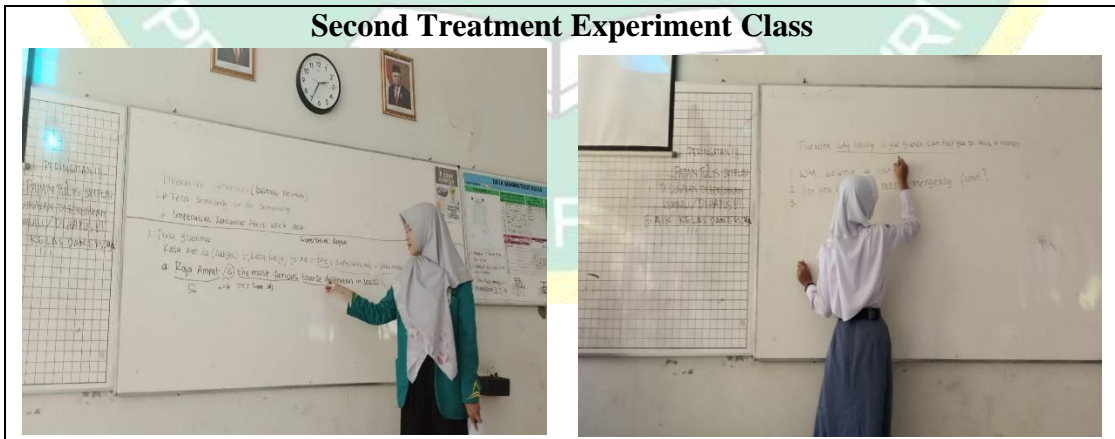
First Treatment Experiment Class



First Meeting Control Class



Second Treatment Experiment Class



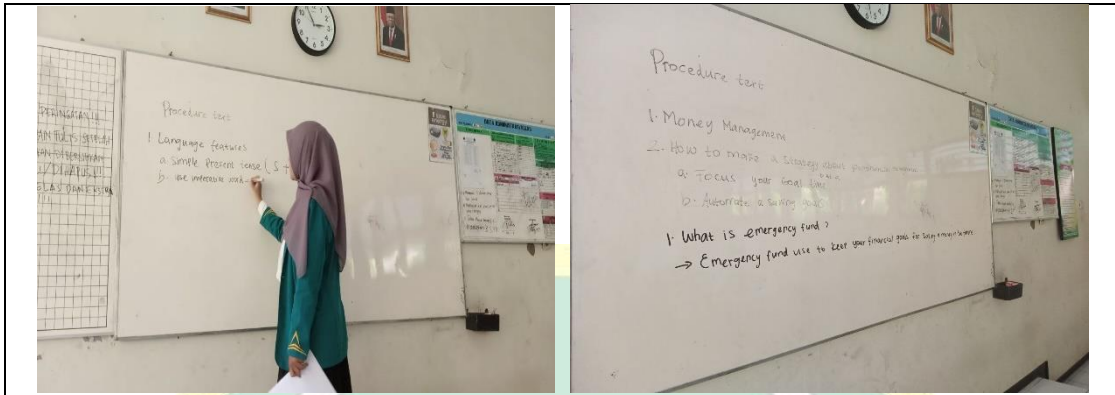


Second Meeting Control Class



Third Treatment Experiment Class





BIOGRAPHY

A. Profile

1. Name : Amalia Nafiaturrehmah
2. Students Number : 2017404115
3. Place and Date of Birth : Banyumas, 19 June 2002
4. Address : Tunjung RT 08/RW 01, Kecamatan Jatilawang,
Kabupaten Banyumas
5. The Dad's Name : Didik Sukaryanto
6. The Mom's Name : Mufidah Dwi Wulandari


B. Educational Background

1. SD Negeri 04 Ngringo, graduation of year: 2014
2. SMP Negeri 8 Surakarta, graduation of year: 2017
3. SMA Negeri 1 Jatilawang – MIPA, graduation of year: 2020
4. UIN Prof.K.H Saifuddin Zuhri Purwokerto, entry of year: 2020

C. Organization

1. UKM EASA (English Arabic Students Association) UIN Prof.K.H Saifuddin Zuhri Purwokerto

Purwokerto, 19 June 2024


Amalia Nafiaturrehmah
S.N. 2017404115