

## ABSTRACT

**Kamilatul Fitriyah.2024.** The Effect of Using Religious Moderation-Based Fairytale Video on Students' Listening Comprehension Achivement at 12<sup>th</sup> Grade of MA Miftahul Ulum Bettet. Undergraduate, Thesis, English Teaching Learning Program (TBI), The Islamic Institute (IAIN) Madura.

Advisor : **Lasmi Febrianingrum, M.Pd**

**Keywords :** *Video, Fairytale, Listening*

In this study researcher used religious moderation-based fairytale videos, the ultimate goal is to convey religious messages in away that promotes understanding, tolerance and harmony between people.

This study used pre-experimental design in the form of a one-group pretest-posttest design using a quantitative approach. In this section, researchers try to describe students progress towards the use of videos on understanding students" listening skills, researchers can see from students scores between the pre-test and post-test. in the pre-test, the highest score was 100 which was only obtained by 1 student and the lowest score was 20 which was obtained by 3 students. While in the post-test, the highest score was 100 obtained by 3 students and the lowest score was 40 obtained by 5 students.

Calculations in this study were calculated using manually. The hypothesis test shows that  $t_0$  is 6.505 while  $t_t$  (the table of critical values) is 2.052. In other words,  $t_0 > t_t$ . This means that  $H_0$  (null hypothesis) is rejected and  $H_a$  (alternative hypothesis) is accepted. This proves that there is a positive the effect of using religious moderation-based fairytale video on students' listening comprehensdion achivement

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Penelitian ini menggunakan desain pre-eksperimental dalam bentuk desain satu kelompok pretes-posttes menggunakan pendekatan kuantitatif.

Pada bagian ini, peneliti mencoba untuk menggambarkan kemajuan siswa dalam menggunakan video untuk memahami keterampilan mendengarkan siswa, peneliti dapat melihat dari skor siswa antara pretes dan postes. Pada pretes, skor tertinggi adalah 100 yang hanya diperoleh oleh 1 siswa dan skor terendah adalah 20 yang diperoleh oleh 3 siswa. Sedangkan pada postes, skor tertinggi adalah 100 yang diperoleh oleh 3 siswa dan skor terendah adalah 40 yang diperoleh oleh 5 siswa.

Perhitungan dalam penelitian ini dilakukan secara manual. Uji hipotesis menunjukkan bahwa  $t_0$  adalah 6.505 sedangkan  $t_t$  (tabel nilai kritis) adalah 2.052. Dengan kata lain,  $t_0 > t_t$ . Ini berarti bahwa  $H_0$  (hipotesis nol) ditolak dan  $H_a$  (hipotesis alternatif) diterima. Hal ini membuktikan bahwa terdapat pengaruh positif penggunaan video dongeng berbasis moderasi keagamaan terhadap pencapaian pemahaman mendengarkan siswa.