

**A COMPARATIVE STUDY OF STUDENTS' LISTENING
COMPREHENSION TAUGHT USING VIDEO AND THAT TAUGHT USING
AUDIOBOOK AT THE FIRST SEMESTER OF THE TENTH GRADE OF
SMAN 1 GEDONG TATAAN PESAWARAN
IN 2017/2018 ACADEMIC YEAR**

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By

MERLIANA GITA

NPM 1311040239

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG**

2017

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITYRADEN INTAN
LAMPUNG
2017**

ABSTRACT

A COMPARATIVE STUDY OF STUDENTS' LISTENING COMPREHENSION TAUGHT USING VIDEO AND THAT TAUGHT USING AUDIOBOOK AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMAN 1 GEDONG TATAAN PESAWARAN IN 2017/2018 ACADEMIC YEAR

**By
MERLIANA GITA**

Media are important to support success in teaching learning process to improve the students' listening comprehension. The media are video and audiobook. The objective of this research is to find out whether there is a significant different of students' listening comprehension taught using video and that taught using audiobook.

In this research, the researcher used static-group comparison design where there was one step to collect the data, it was post-test. The population of this research was tenth grade of SMAN 1 Gedong Tataan Pesawaran and the sample as chosen by doing cluster random sampling. Two classes were chosen as experimental class and control class. Experimental class was given treatment by using video and control class by using audiobook. The researcher conducted four meetings in each class during the research, including three treatments and one post-test that were given to the students at the last meetings.

The result of this research showed that there is a significant different of students' listening comprehension taught using video and taught using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran. It was provided by the result of statistical calculation using t-test formula. It is obtained that the value of significant generated Sig. (P_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.000 and $\alpha = 0.05$. It means that Sig. (P_{value}) $< \alpha = 0.05$. H_0 is rejected and H_a is accepted. Thus, it means that there was any significant differences students listening comprehension taught using video and that using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year.

Keyword: Video, audiobook, listening comprehension, the static-group comparison design.



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ADMISSION

A thesis entitled: **A COMPARATIVE STUDY OF STUDENTS' LISTENING COMPEREHENSION TAUGHT USING VIDEO AND THAT TAUGHT USING AUDIOBOOK AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMAN 1 GEDONG TATAAN PESAWARAN IN 2017/2018 ACADEMIC YEAR**, by: **MERLIANA GITA, NPM: 1311040239, Study Program: English Education** was tested and defended in the examination session held on: **Tuesday, November 21st, 2017.**

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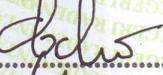
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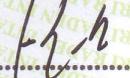
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DECLARATION

Hereby, I state this thesis entitle “A Comparative Study of Students’ Listening Comprehension Taught Using Video and That Taught Using Audiobook at The First Semester of the Tenth Grade of SMAN 1 GedongTataanPesawaran in 2017/2018 Academic Year” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, September 2017

Declared by,

Merliana Gita

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MOTTO

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ ﴿٢٠٤﴾

When the Qur'an is read, listen to it attention, and hold your peace: that you may receive Mercy (Q.S. Al-A'raf: 204)¹

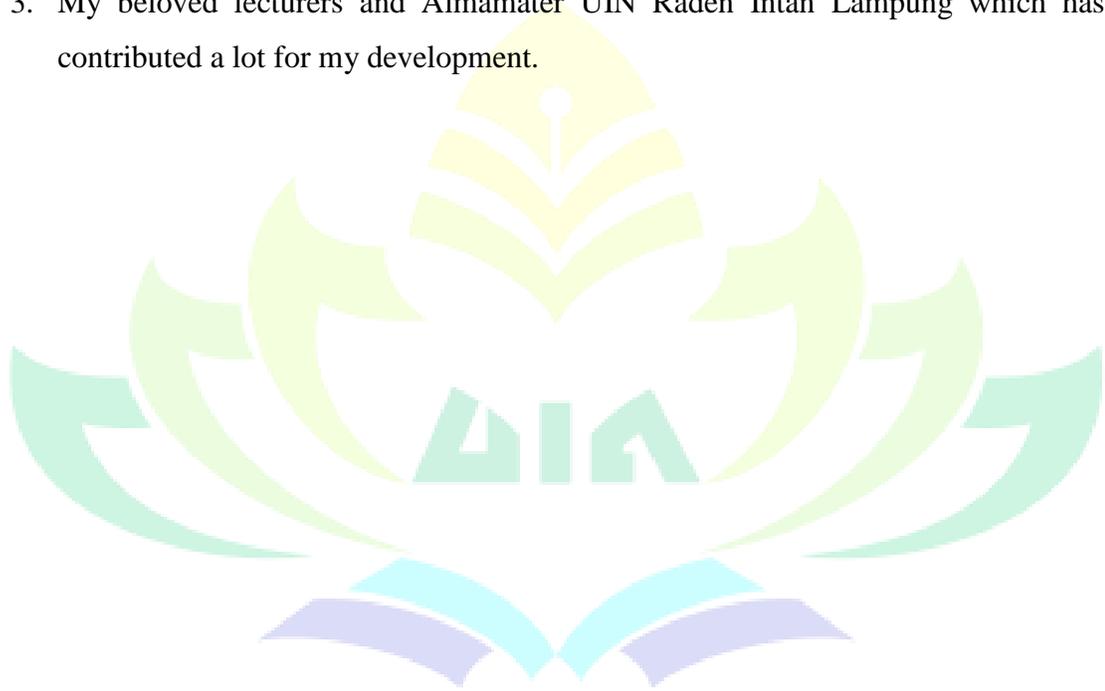


¹ Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, (New Delhi: Millat Book Centre, 2006), p. 321

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Sugito and Mrs. Martinah, S.Pd who always support me with love and pray for my success.
2. My beloved sister, Puspa Puspita who always give me spirit and suggestion for reaching the goal.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot for my development.



CURRICULUM VITAE

The researcher's full name is Merliana Gita. She was born in GedongTataan, Pesawaran on August 11th, 1995. She is the first of two children of Mr. Sugito and Mrs. Martinah, S.Pd. She has one sister, named PuspaPuspita.

She started her academic study from Kindergarten of TK Dharma Wanita KarangAnyarGedongTataan, Pesawaran in 2000. Then, she continued to elementary school of SDN 3 Karang Anyar, in 2001 and graduated in 2007. After graduating from elementary school, she continued to junior high school of SMPN 1 GedongTataan in 2008 and graduated in 2011. Then, she continued her study at senior high school in SMAN 1 GedongTataan and graduated in 2013. Right after that, the researcher continued her study at UIN RadenIntan Lampung majoring in English Department, Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

First of all, praise be to Allah, the Almighty, the Most Merciful, the Most Beneficent who always gives His blessing and mercy to the researcher during his study to complete this final project. Peace be upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life.

In accomplishing of this thesis, the researcher would like to express his gratitude to:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UINRadenIntan Lampung.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UINRadenIntan Lampung.
3. Bambang Irfani, M.Pd, the first advisor for her guidance, to complete this thesis.
4. DewiKurniawati, M.Pd, the second advisor, who has spent countless hours correcting this final project.
5. The English Department Lecturers of UINRadenIntan Lampung
6. Dra. Hj. MeySriyanithe Headmaster of SMAN 1 GedongTataan, Pesawaran who gave the researcher permission to conduct this research and collect the data in the school.
7. Mr. Drs. Sapri, M.Mthe English teacher at SMAN 1 GedongTataan who gave guidance and spirit to the researcher in conducting her research.

8. All students of the tenth grade especially X IPA 2 and X IPA 3 of SMAN 1 GedongTataan in 2017/2018 academic year, for giving nice participation during the teaching learning process in conducting research.
9. Her bestfriendfrom Tataan Squad;PutriMulyasari (Alm), Anissa Rona,and Desia Rahma who always support her.
10. Her bestfriend Lupitha Windy Risky, Melia Annisa Fitri, Anggi YogiSaputri and Trio Gumelar who always give spirit, motivation and some ridiculous advices.
11. All friends in English Education UINRadenIntan Lampung 2013, especially Vera, Nopi, Atika, Cahya, Sopi, Jeje, Refri, Buana and all of of her friends in F class for amazing four years together.

Finally, none or nothing is perfect and neither is this final project. Any corrections, comments, and criticism for the betterment of this final project are always open heartedly welcome.

Bandar Lampung, September 2017
The Researcher,

MerlianaGita
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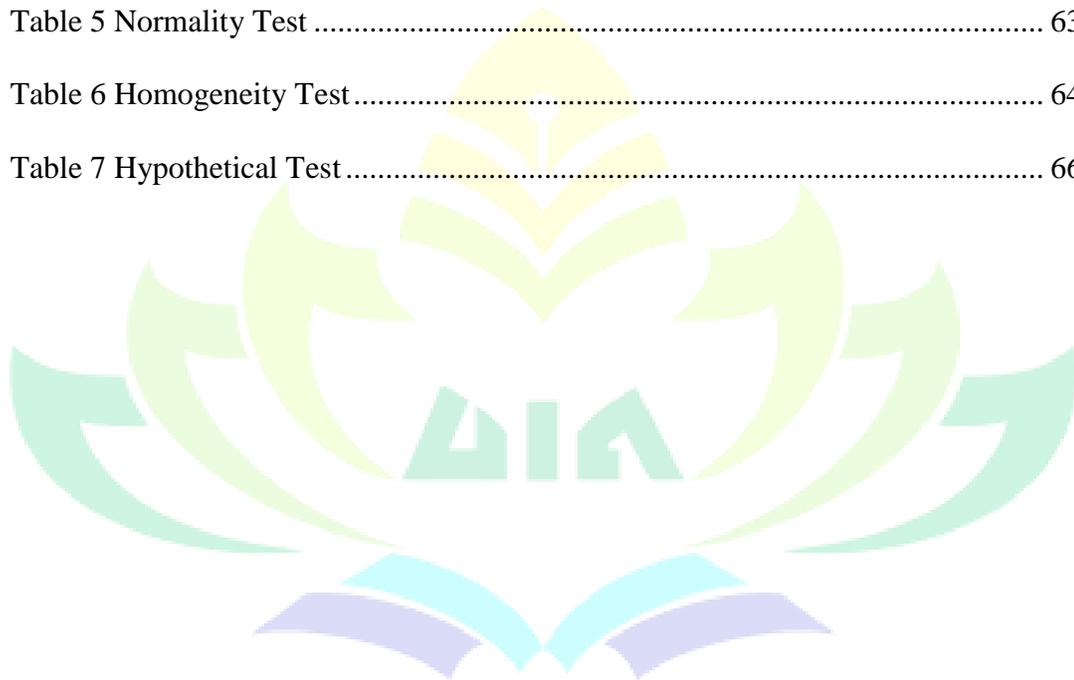
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is used to communication.¹ Language is using to express idea in life and also it is used to deliver message or ideas from the speaker to the listener in interaction among themselves or with their environment. By language, people easier to get much information from everywhere, and then they have a chance to express the idea into language. They communicate and make interaction each other in daily activity. Without language, it is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities could not run well without language.

In the process of language learning, there are four basic skills that must be mastered they are listening, speaking, reading, and writing.² Listening has an important place in learning as it is one of the four major skills in language acquisition. Listening has been described as the basic, most crucial skill in language learning.³ It means that learn listening is important, because no matter how good and careful the speaker

¹ H. Douglas Brown, *Principles of Language Learning and Teaching (5th ed)* (London: Longman, 2006), p. 17.

² Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.215.

³ Joseph Siegel, *Exploring Listening Strategy Instruction through Action Research* (London: Palgrave Macmillan, 2015), p. 23.

gives their thoughts and ideas in a clear and friendly ways, if the listener do not understand the receiving information, the communication will be misunderstood and failed. Like any other skill listening is also achieved through study and practice.

In view of language learning, listening is the way of learning the language.⁴ It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. Just like babies when they cannot speak, read, or write all they can do is listen. From listening they learn a language. There are many people who are good speakers but bad listeners and that will make the communication fail.

Listening is a process that the listener takes information from the speaker. According to Burley-Allen, "Listening is taking information from the speakers, other people, and ourselves, while remaining nonjudgmental and empathetic; acknowledging the talker in a way that invites the communication to continue; providing limited, but encouraging, input to the talker's response, carrying the personal's idea one step forward."⁵ That means that listener takes information from the speaker and it is responsibility of the speaker, she/he wants to accept and to response to the speaker's information or not. When the listeners do not listen, they cannot know what to do, they cannot know what to answer and the communication will stick. From the

⁴ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), p. 38.

⁵ Madelyn Burley-Allen, *Listening the Forgotten Skill: A Self Teaching Guide* (2nd ed) (New York: John Wiley & Sons, Inc., 1995), p.3.

explanation, the researcher recognized that she cannot do anything without listening, because listening is the basic tool in communication. Like in Hadists, when Prophet Muhammad said:

ذو الاله كاذت ت لاهل ومن مضاعفة حسنة له ك تبت الله ك تاب من آية إلى اسد تمنع من
القيامة يوم

Whoever listens (with interest) verses from the Qur'an, written for him multiplied goodness and whoever reads it is for him the light of the Day of Resurrection.

Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge.⁶ From that statement, the ability to understand the speaker's information, the listeners need to know the whole message contained in the discourse; comprehend the message with or without understanding every word. The listeners also have the ability to understand meaning in variety of ways. Listening is not skill that can be mastered within overnight, students who are eager to succeed in mastering the listening should practice every day not only once a week.

Implementation of learning listening often encounter obstacles, one of them is media that is used by the teacher. It is essential that, as the guide for learning, the teacher

⁶ Jack Chamot and Harry Kupper, Journal of Language Teaching and Research, *The Internet TESL Journal* vol. 2 ISSN. 997-988, 2012, accessed on <http://www.academypublisher.com>, (on Tuesday 14th february, 2017).

examine media and technology in the context of learning and its potential impact on the outcome for students.⁷ The teacher should be careful when pick the media; choose media that will impact on the students' listening. One of the ways to make the teaching learning have impact on the students is making them actively. Therefore, they will enjoy learning and they can improve their listening skill. So the teacher should find a medium that make the students are interested in learning listening.

Brown states that listeners have difficulties in listening comprehension especially in identifying the main idea, finding specific information of the text and making inferences.⁸ The teachers have to try to give good models that encourage them to practice it. They can use media such as video, television, diagram, printed materials, computer program, audiobooks, and instructions.⁹

Based on the preliminary research in SMAN 1 Gedong Tataan, by interviewing one of English teacher there, Drs. Sapri, M.M. He said that the students' listening comprehension's problem are the students usually do not understand the materials (it can be known by their score), they still hard to find the main idea, the detail information and the inferences, and also they usually lazy and easy to get bored while listening.¹⁰ The students' listening score can be seen in following table:

⁷ Robert Heinich, Michael Molenda, James D. Russel and Sharon E. Smaldino, *Instructional Media and Technologies for Learning* (New Jersey: Pearson Education, Ltd., 2002), p. 6.

⁸ Steven Brown, *Teaching Listening* (New York: Cambridge University Press, 2006), p. 7.

⁹ Robert Heinich et.al, *Op. Cit*, p. 9

¹⁰ Drs. Sapri, M.M, An English Teacher of SMAN 1 Gedong Tataan, *An Interview*, on Wednesday, August 23rd, 2017 unpublished.

Table 1
The English Listening Score at the Tenth Grade of SMAN 1 Gedong Tataan
in the Academic Year of 2016/2017

No	Class	Students' Score		Number of Students
		<70	≥70	
1	X IPA 1	19	16	35
2	X IPA 2	20	14	34
3	X IPA 3	21	14	35
4	X IPS 1	14	13	27
Total		74	57	131
Percentage		56.48%	43.52%	100%

Source: Data of SMAN 1 Gedong Tataan

Based on the data above, it can be known that 56.48% of the students got < 70 score. It means that the students' listening comprehension is still low and there are 74 of 131 who do not pass the standard minimum mastery score (KKM) in the school. It is 43.52% students who pass the KKM, from 131 there are 57 students. Because the standard minimum mastery English score is 70 so there are 74 students of tenth grade of SMAN 1 Gedong Tataan who still have problems in listening.

Based on the questionnaire that the researcher gave to the students in preliminary research, the researcher also found factors of students' problems in learning English especially in listening comprehension, those are 1) the students still hardly to find the main idea, the detail information, and the inferences, 2) the media that is used by the teacher is not effective. Beside the medium that is used in teaching learning process is less interesting.¹¹

¹¹ Tenth Grade Students' Questionnaire of SMAN 1 Gedong Tataan, on Wednesday, August 23rd, 2017, unpublished.

There are many factors cause the low achievement in listening. One of them because the lack medium that is used by the teacher to improve students listening comprehension. Brown in Wahyuningrum states that using a variety of media will increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop.¹² The teacher has to use attractive media in teaching. It is one of a good way to make the students interested in their listening activity. By using media, it will give the chance for the students to provide their listening comprehension.

Media is anything used to send message(s) from the sender(s) to the receiver(s), so it can be aroused the learners' thought, feeling, and interest to gear the students' learn.¹³ The purpose of media is to facilitate communication and learning.¹⁴ It means that media is a tool of communication between the sender to the receiver. Media also can help the students interested in learning. There are many media that can be used by the teacher in teaching learning process especially listening.

According to Shaldino and Rusell, there are six types of media, those are text, audio, visual, motion, manipulative, and people.¹⁵ Those are the media that can the teacher generally use in teaching and learning process. For teaching listening, the media that

¹² Rina Wahyuningrum, "The Effectiveness of Using Audiobooks to Improve Listening Comprehension Skill", *The Thesis of English Students in Walisongo State Institute for Islamic Studies*, Semarang, 2012, p. 3

¹³ Nuhung Ruis, Muhyidin, and Tri Waluyo, *Instructional Media* (Jakarta: Gramedia, 2009), p. 2

¹⁴ Sharon E. Shaldino and James D. Rusell, *Instructional Technology and Media for Learning* (Ohio: Merrill Prentice Hall, 2003), p. 9.

¹⁵ *Ibid*

can be used are audio, visual, motion, and people, especially the use of motion media and audio media. One kind of motion media that is video and one kind of visual media that is audiobook. Video and audiobook are ones of media that can be used in teaching listening comprehension.

Video is one of the media that can teacher use. The most obvious use of video is for listening comprehension.¹⁶ Video materials can be used an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers.¹⁷ If the students do not understand the audio material they can see in the video. From the people in video look like they can know are they angry or sad or curious etc. Video is helpful when the students do not know what the story in the audio tells about; they can see it in the video. According to Harmer, “Video is richer than audio: speakers can be seen; their body movements give clues as to meaning; so do the clothes they wear, their location, etc.”¹⁸ It means video is good medium to improve listening skill because it can stimulate their eyes and ears to receive the material well. And also gives clues when the students lost on their listening.

¹⁶ Paul Davies, *Success in English Teaching* (New York: Oxford University Press, 2002), p. 165.

¹⁷ Kretsai Woottipong, Effect of Using Video Materials in the Teaching of Listening Skills for University Students, *International Journal of Linguistic*, Vol. 6 No. 4 ISSN 1948-5425, 2014 accessed on <http://dx.doi.org/10.5296/ijl.v6i4.5870>, (on Tuesday 14th, Febuary 2017).

¹⁸ Jeremy Harmer, *How to Teach English* (Edinburg Gate: Pearson Education Limited, 2007), p. 144.

Video is a good medium in listening was provided by the previous research that is done by Martinez in his research. The research is entitled “The Effects on Teaching Listening Skills through Videos to Advanced Students from the Foreign Language Department at the University of El Salvador during the First Semester 2010”; the result of the research was learning listening skill through video was able to increase most students’ listening abilities significantly.¹⁹ The different between the previous research and the present research is that pervious research is done to see the effect in teaching listening thought video but in present research the aim is to see the different between video and audiobook in teaching listening comprehension.

On the other hand, to improve the students’ listening comprehension, teacher should use an appropriate media and materials, teachers can use audiobook as one of their medium in teaching listening. Audiobook can be defined as a book or story which is read by professional narrators, using the highest quality of recording technology.²⁰ Audiobook enhance literacy skills by building vocabulary, expanding comprehension capabilities, encouraging independent, and providing models for fluent reading.²¹ It means that audiobook is a good medium in teaching listening. Because of audiobook is usually read by native speaker so the students can listen the right pronunciation and

¹⁹ Rolando Guzman Martinez, “The Effects on Teaching Listening Skills through Videos to Advanced Students from the Foreign Language Department at the University of El Salvador during the First Semester,” *The Thesis of Students at the Univerity El Salvador*, 2010, accessed on https://www.google.co.id/the_effects_on_teaching_listening (on Tuesday 14th, February 2017).

²⁰ Khairul Fajry, Endang Komariah, and Tengku Maya, Audiobook: Teaching Listening Comprehension, *Internet Journal* Vol. 1 E-ISSN. 2528-746X, 2016, accessed on <http://www.academypublisher.com>, (on Tuesday 14th, February 2017).

²¹ Sharon Grover and Lizette Hannegan, *Listening to Learn: Audiobooks Supporting Literacy* (Chicago: Ala, 2012), p. 15.

also listen to the variant accent. And also students can get audiobook easily; they can get it on the internet on MP3 player forms, CD etc.

The previous research that had been done by Fajry in his research provided that audiobook is a good medium in listening. The research is entitled, “Audiobook: Teaching Listening Comprehension” that had been done by Fajry, Komariah, and Silvianti in SMAN 1 Ingin Jaya Aceh Besar in 2014/2015 of academic year. The result of that research is the researcher found that audiobook was successful in enhancing the students’ performance in listening comprehension.²² The different between the previous research and this present research is that the previous research is looked for the implementation of using audiobook but this research is to compare the media in teaching listening comprehension those are video and audiobook.

From those theories above, it can be concluded that teach listening using video and audiobook are the media which is a tool for the teacher and students. But both of them are different. To teach listening using video is listen and see. This can be done with or without understanding its context but to teach listening using audiobook is listen and read without see what they do or how the expression, we have to listen all the conversation to understand it.

Based on the background of the problem, the researcher believes that the teaching listening by using video and audiobook help the students and the teacher to

²² Khoirul Fajry, et.al, *Op. Cit*, p. 65.

understand listening comprehension. Those are the good media in teaching listening comprehension. Therefore, the researcher was interested in conducting a research entitled, “A Comparative Study of Students’ Listening Comprehension Taught Using Video and That Taught Using Audiobook of the First Semester of the Tenth Grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 Academic Year”

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problems as follows:

1. Students listening comprehension is still low.
2. The students’ motivation in learning listening is still low.
3. The medium that is used by the teacher is not effective

C. Limitation of the Problem

Considering the background of the problem and the identification of the problem above, the researcher focused the research only on a comparative study of students’ listening comprehension taught using video and that taught using audiobook to teach narrative text at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the problems as follows: Is there a significant difference of students' listening comprehension taught using video and that taught using audiobook?

E. Purpose of the Research

Based on the formulation of the problem, the purpose of the research was to know whether there is a significant difference of students' listening comprehension taught using video and that taught using audiobook.

F. Use of the Research

The uses of this research are as follows:

1. Theoretically

This research hopefully provided information for English teacher about the different of students' listening comprehension taught using video and that taught using audiobook and as additional information for further research.

2. Practically

The practical as significance that the researcher expected from this research are as follows:

- a. For the English teacher, this research is expected that the result of this research can improve the way how the English teacher teaches especially in teaching listening comprehension.

- b. It is also expected that the use of the right media can make the students easy to learn so it can improve their listening comprehension.

G. Scope of the Research

1. Subject of the Research

The subjects of the research were the first semester students of the tenth grade of SMAN 1 Gedong Tataan Pesawaran.

2. Object of the Research

The object of this research were the students' listening comprehension, the use of video, and the use of audibook.

3. Place of the Research

The research was conducted at SMAN 1 Gedong Tataan Pesawaran. It was located in Gedong Tataan, Pesawaran.

4. Time of the Research

The research was conducted at the first semester in 2017/2018 the academic year.

CHAPTER II REVIEW OF RELATED LITURATURE

A. Frame of Theory

1. Concept of Teaching English as a Foreign Language

Language is a set of rules by human as a tool of communication.¹ That statement is supported by Brown, he states that there are eight definitions about language, one of them is “language is used for communication.”² It means that language can be used to communicate or express feelings, knowledge, and thoughts, or idea to another people. English is the first foreign language considered to be taught starting from the elementary school to university.

English is an international language. A lot of country in the world using English to communicate among them and it is ones of the lessons that have to be learned. According to Brown, “Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.”³ It can be inferred that language teaching is the process of helping students to learn how to acquire the language that they want to learn.

¹ Sanggman Siahaan, *The English paragraph* (Yogyakarta: Graha Ilmu, 2008), p.1.

² H. Douglas Brown, *Principles of Language Learning and Teaching* (5th ed) (London: Longman, 2006), p. 8.

³ *Ibid.*

In Indonesia, English is learnt as the foreign language. Setiyadi states that in Indonesia, English is learned at schools and people do not speak the language in the society.⁴ It means even English is taught from elementary school until university, a lot of people still do not master English yet because they do not use it in their daily life and it does not play an essential role in their social life. So people who learnt English as the foreign language have little opportunities to use their English in real life situation.

In Al Qur'an, it was explained about language especially foreign language, one of them in Abraham: 4 states that:

مَنْ وَيَهْدِي يَشَاءُ مَنْ اللَّهُ فَيُضِلُّ ۗ هُمْ لِنَبِيِّنَ قَوْمِهِ بِلِسَانٍ إِلَّا رَسُولٍ مِنْ أَرْسَلْنَا وَمَا
الْحَكِيمُ الْعَزِيزُ وَهُوَ ۗ يَشَاءُ

And We never sent a messenger save with the language of his folk, that he might make (the message) clear for them. Then Allah sanded whom He will astray, and guided whom He will. He is the Mighty, the Wise.⁵

In teaching English as the foreign language, the teacher should have known what the teacher should do. Ur says that teaching is presenting and explaining new material, providing practice, and testing.⁶ According to Brown, "Teaching is

⁴ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 22.

⁵ Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, (New Delhi: Millat Book Centre, 2006), p. 604

⁶ Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2009), p. 10.

guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.”⁷ It means teaching is giving instruction, guiding in study of something, providing with knowledge about the information or the material that is taught. In teaching and learning process, the teacher gives the material to the students.

Based on the explanation above, in Indonesia English is as a foreign language. Teaching English as a foreign language is also a process of helping someone to learn English which is either the language that they use as a mother tongue, or the foreign language which they use in their daily life for communication that influenced by ideas of the nature of English and the learning condition. In teaching English the teacher should prepare the material instruction, strategy, and media to support teaching and learning process.

2. Concept of Listening

a. Definition of Listening

Listening is learning as habit which the students have to knowing and understanding the meaning. According to Machado, “Listening is a learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering.”⁸ It means that the students should be able to understand the context of the listening, and also the students

⁷ H. Douglas Brown, *Op. Cit.* p. 8.

⁸ Jeanne M. Machado, *Early Childhood Experiences in Language Arts: Early Literacy (10th ed)* (California: Wadsworth Cengage Learning, 2012), p.223.

can retell what the speaker is saying. Students with good listening will make some responds that they get the point of the speakers and it will make the conversation keep going on. On the contrary, students who do not have good listening skill will make the conversation stuck because they cannot listen well to reply the speakers.

According to Vandergrift, “Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills”⁹ It can be said that listening is involving the construction; retention and reaction to the information get from a listening material. In listening, students should process the received sounds in order to understand the speakers’ information. That statement is supported by Burley-Allen, he says that:

Listening is taking information from the speakers, other people, and ourselves, while remaining nonjudgmental and empathetic; acknowledging the talker in a way that invites the communication to continue; providing limited, but encouraging, input to the talker’s response, carrying the personal’s idea one step forward.¹⁰

It means that listening is the activity of paying attention to and trying to get meaning from what the students hear. Not only knowing the information but also responding the information that is given so the communication could

⁹ Lary Vandergrift and Christine C. M. Goh, *Teaching and Learning Second Language Listening* (New York: Roudledge Taylor and Francis, 2012), p.3.

¹⁰ Madelyn Burley-Allen, *Listening the Forgotten Skill: A Self Teaching Guide (2nd ed)* (New York: John Wiley & Sons, Inc., 1995), p.3.

continue. This statement is supported by Sarıçoban in Sevik; he says that listening is the ability to identify and understanding what others are saying."¹¹

Listening goes through a process in which the listener gets what, in fact, the speaker says, representing and structuring meaning, establishing a negotiation in meaning (with the speaker), giving responses, building up meaning with the help of involvement, empathy and imagination.¹² The definition above tells us that listening is also giving response about what the students hear. Students can give response if they know the speakers tell about. If the students do not know what is listened then they cannot respond. So in listening students have to understand and get the main idea of what is listened.

Based on those theories above, listening is the ability of taking information not only just hearing but also knowing, understanding and giving responses to the talker in the way that invites the communication to continue. Students can say that they listen if they can understand and give response to the talker.

b. Type of Listening

¹¹ Mustafa Sevik, *Teaching Listening Skills to Young Learners through "Listen and Do" Songs*, (New Jersey: Pearson Education, Ltd, 2012), p. 11.

¹² Michael Rost, *Teaching and Researcher Listening (2nd ed)* (Harlow: Pearson Education Limited, 2011), p. 2-4.

According to Brown, there are four types of listening as follows:

1) Extensive Listening

Listening to develop a top down, global understanding of spoken language. Extensive ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for main idea, and making inferences are all parts of extensive listening.

2) Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, and so on) in order to make an equally short response.

3) Intensive Listening

Listening for perception of the components (phonemes, words, intonation, discourse, markers, and so on) of a larger stretch language.

4) Selective

Processing stretch of discourse such as short monologues for several minutes in order to scan for certain information. The purpose of such performance is not necessarily to look for global or general meaning, but to be able to comprehend designated information in context of longer stretches of spoken language (such as classroom direction from a teacher, TV or radio news items, or stories). Assignment tasks in selective listening could ask students, for example, to listen for name, numbers, a

grammatical category, directions (in a map exercise), or certain facts and events.¹³

c. Listening Process

1) Bottom-up Process

According to Vandergrift, bottom-up processing involves segmentation of the sound stream into meaningful units to interpret the message.¹⁴ That statement is supported by Nation and Newton, they said that, bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.¹⁵ It means that the bottom-up process more focus on phonological code in the words. The listeners should pay attention to the gestural and paralinguistic embedding of speech. The students are being able to recognize what most of the words intended by the speaker were, how they group it into classes (or sentence) and how these related to each other.

2) Top-down Process

¹³ H Douglas Brown, *Language Assessment: Principles and Classroom Practice* (San Francisco: Longman, 2003), p. 120

¹⁴ Larry Vandergrift and Christine C. M. Goh, *Op. Cit*, p. 18.

¹⁵ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), p. 40.

Top-down processing involves the application of context and prior knowledge to interpret the message. Listeners who approach a comprehension task in a top-down manner use their knowledge of the context of the listening event or the topic of a listening text to activate a conceptual framework for understanding the message.¹⁶ Top-down processes involve the listener in going from the whole—their prior knowledge and their content and rhetorical schemata—to the parts.¹⁷ In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this.

d. Listening Comprehension

When the researcher speaks of listening comprehension what she really means is listening and understanding what she hears not only in general but in specific, detail of the information. In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably are not aware of how complex a process is it. According to Buck listening comprehension is as follows:

Listening comprehension is the result of an interaction between a number of information sources, which include the acoustic input, different type of linguistic knowledge, details of the content, and general word knowledge, and so forth, and listener use whether

¹⁶ Larry Vandergrift and Christine C. M. Goh, *Op. Cit*, p. 18.

¹⁷ I. S. P. Nation and J. Newton, *Op. Cit*, p. 18.

information they have available, or whatever information seems relevant to help them to interpret what the speaker is saying.¹⁸

Buck also says that:

Listening comprehension is an active process of constructing meaning, and that this is done by applying knowledge by applying knowledge to the incoming sounds; affected by a wide range of variables, and that potentially any characteristic of the speaker, the situation, or the listener can affect the comprehension of the message.¹⁹

It means in listening comprehension the students should use their background knowledge to arrange the detail information of what they heard. The students usually less on their background knowledge so it impacts in their listening comprehension. But the lack in listening comprehension not only cause of background knowledge but some can causes listening comprehension.

The students can connect the information that they get to comprehend what they have heard. By piece of piece of what they heard they can make them in detail information about the material. In addition, listening involves both top-down and bottom-up processing, as well as cognitive operations such as activating lexical and background knowledge and taking into account the context of the listening event. These elements are crucial to our understanding of how listening occurs. Vandergrift states in Siegel that:

Listening comprehension is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was

¹⁸ Garry Buck, *Assessing Listening* (New York: Cambridge University Press, 2000) , p. 3.

¹⁹ *Ibid*, p. 31.

gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance.”²⁰

Based on those theories above, it can be concluded that listening comprehension is the ability to construct and understand meaning from the information that have heard with their background knowledge and relate it in some ways.

As Brown states there are some criteria of listening that are commonly used in measuring students’ listening comprehension, they are as follow:

1. Listening for main ideas

Listening for main ideas mean that the listener wants to get the general idea of what is being said. The details are less important.²¹ The question in listening for main ideas is the question generally of the text; those are main idea of the text, topic of the test, and conclusion of the text. The question are as follows:

- a. Question that asking about the main ideas
 - 1) What is the main idea of this text?
 - 2) What are they talking about?
- b. Question that asking about the topic of the text
 - 1) What is the text about?
 - 2) What does the text talk about?

²⁰ Joseph Siegel, *Exploring Listening Strategy Instruction through Action Research* (London: Palgrave Macmillan, 2015), p. 26.

²¹ Steven Brown, *Teaching Listening* (New York: Cambridge University Press, 2006), p. 7.

- 3) What is the topic of the text
- c. Question that asking about the conclusion
- 1) What can we infer from the text?
 - 2) What is the conclusion of the text?²²

2. Listening for details

Listening for details that the listener wants to get the detail information of what is being said. Listening for details is something we do every day. For example, we need the details when we are getting directions to someplace like a friend's home. Just understanding the topic in this case does us no good.²³

Listening for detail is question that is asking deeply and specifically about the text. The questions consist of 5W + 1H; those are who, what, where, when, why, and how. The question are as follows:

- 1) Where did it happen?
- 2) When was that happening?
- 3) How could that happen?
- 4) Who was the story about?
- 5) What was happening?²⁴

²² Kent Ang-Zie, *TOEFL: Preparation and Practice Exam* (Sidoarjo: Genta Group Production, 2016), p. 12-13.

²³ Steven Brown, *Op.Cit*, p. 7

²⁴ Kent Ang-Zie, *Op.Cit*, p. 12-13

3. Listening and making inferences

Listening and making inferences helps the students a sense of why they listen and which skill to use to listen better. It means that the speakers do not always say exactly what they mean. That is, important aspects of meaning are something implied rather than stated. Listening have to “listen between the lines” to figure out what really is meant.²⁵

Listening and making inferences is finding the implicit meaning about the text. The speakers do not exactly say what they mean in the story; they imply. The listening and making inferences can be answered only if the students understand the story/text. The question in listening and making inferences are about suggestion/ advice, implication, purpose, title, and characters' view.

The questions are as follows:

a. Suggestion/ advice

- 1) What does the woman suggest?
- 2) What should the man do?

b. Implication

What is the purpose of the text?

c. Purpose

What is the purpose of the test?

²⁵ Steven Brown, *Op.Cit*, p. 7.

d. Title

What is the best title of the text?

e. Characters' view; characters' feeling (satisfied, happy, sad, critical, etc.)

1) What's the speaker's impression about the event?

2) What does the speaker feel about it?²⁶

Based on those theories, listening comprehension is the ability to construct and understand meaning from the information that have heard with their background knowledge and relate it in some ways including the main idea, the detail information, and the inferences.

3. Concept of Media

a. Definition of Media

A medium (plural, media) is a channel of communication. Derived from the Latin word meaning "between", the term refers to anything that carries the information between a source and a receiver.²⁷ It means that media is a bridge between the teacher and the students in teaching and learning process. Media helps the teacher to deliver the material and help the students to receive the material easily.

²⁶ Kent Ang-Zie, *Op.Cit*, p. 12-13.

²⁷ Robert Heinich, Michael Molenda, James D. Russel and Sharon E. Smaldino, *Instructional Media and Technologies for Learning* (New Jersey: Pearson Education, Ltd., 2002), p. 9.

According to Clark in Chan, “Media seem to offer alternative and more effective features than those available from the conventional teacher in the conventional classroom”.²⁸ It means that using media is one of the good decisions to make in teaching and learning process. Media can be used in any situation class in any different students’ characteristics. All the teacher do is pick the right media in their class.

According to Richard in Ruis, “In general term, media means for television, radio and newspapers considered as a whole and as ways of entertaining of spreading news or information to a large number of people.”²⁹ It means that media help to bring the information that want to share. And also it can be facilitated learning or increasing the understanding of materials.

Media is very useful in learning the English language. Teachers’ instructors and learners are helped by using media to achieve the learning goals. According to Sukartiwi in Ruis, there are some advantages of using media in teaching-learning process. Those are:

- a. To increase the learners’ motivation.
- b. To avoid the learners bored.
- c. To make the learners easy to understand the instructional material.

²⁸ Wai Meng Chan and Anna Uhl Chamot, *Media in Foreign Language Teaching and Learning* (Boston: Walter de Gruyter Inc., 2011) p. 10.

²⁹ Nuhung Ruis, Muhyidin, and Tri Waluyo, *Instructional Media* (Jakarta: Gramedia, 2009), p. 2

- d. To make the teaching learning process more systematic.³⁰

Based on the theories, it can be concluded that media is one of tool to send the message or the information to the receiver. By using media students will more interest with the information and make them easier to accept it. Media is a tool that can be used in teaching learning process. It can be a mediator to bring information from the teacher to the students. Media also can generate new desires and interest the students with the material in the class. Good media will bring good motivation for the students and help them studying the material that is given.

b. Kinds of Media

According to Sharon, there are six basic types of media as follows:

1) Text

The most commonly used medium is text. Text is alphanumeric characters that may be displayed in any format, like book poster, chalkboard, computer screen and so on.

2) Audio

Audio medium commonly used in learning is audio. Audio includes anything we can hear, like a person's voice, music, mechanic sounds, noise, audiobooks, and so on. It may be live or recorded.

³⁰ *Ibid*, p. 4.

3) Visual

Visual are regularly used to promote learning. They include diagrams on a poster, drawing on a chalkboard, photographs, cartoons, and so on.

4) Motion

Other type of media is motion media. These are media that show motion, including video, animation, and so on.

5) Manipulative

One set of material often not considered that media are real objects and models. Manipulative is three dimensional and can be touched and handled by the students.

6) People

These may be teachers, students, or subject-matter expert. People are critical to learning. Students learn from teachers, other students, and other adults.³¹

4. Concept of Video

a. Definition of Video

The Latin word 'video' means 'I see'. Any electronic media format that employs motion picture to present a message can be referred as a video.³² A video shows an object that moving together with sounds which bearing the

³¹ Sharon E. Shaldino and James D. Rusell, *Instructional Technology and Media for Learning* (Ohio: Merrill Prentice Hall, 2003), p. 9.

³² Robert Heinich, *Op. Cit*, p. 192

information and usually is used to amusing, documenting and educating.³³ Video can be bear vocabulary, historical dates, formulas or any subject matter that can be learned via watching.³⁴ It can be said that video is a good media to teach listening because it helps to understand by watching. Video can give the information about the whole story when the students do not understand the matterial.

Harmer says that there are many good reasons for encouraging students to watch while they listen, to see language in use'; to see a whole lot of paralinguistic behavior; and to entry into a whole range of other communication worlds.³⁵ The students not only just listen to the conversation but also see the expression that is used in the video; how they move; how they use body language when they talk. So the students have clues when guess the conversation is about. That statement is supported in Harmer's another book, it says, video is richer than audio: speakers can be seen; their body movements give clues as to meaning; so do the clothes they wear, their location, etc.³⁶

Ur states that, video is a part of the entertainments; as with stories, if the content is really entertaining (interesting, stimulating, humorous, dramatic)

³³ Azar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2013), p. 50.

³⁴ Jeremy Harmer, *How to Teach English* (Edinburg Gate: Pearson Education Limited, 2007), p. 144.

³⁵ Jeremy Harmer, *The Practice of English Language Teaching (4th ed)* (Edinburg Gate: Pearson Education Limited, 2007), p. 308.

³⁶ *Loc. Cit.*

learners will be motivated to make the effort to understand without the need for any further task.³⁷ Using video in the classroom allows the students to access to more information while listening. That is, the students can listen and see what is happening at the same time. And also if the video is interesting students will motivate in listening, they will pay attention of what is being listen.

According to Lonergan in Okon, “Videos include the advantage of stopping, considering, or to having a look again at an earlier passage.”³⁸ It means that the teacher can stop or play every time she needs it. If the students do not understand the video content, the teacher can play it again; or if the students ask to repeat. And also it is easy to look again every time the video is needed.

Video has characteristic that make it a powerful medium for record of practice. Video can capture much of the complexity of instruction in the form of a “text” that can then be studied.³⁹ It means that video is very helpful, if the material is difficult to be presented and the students are hardly to understand, the teachers can use video to make them understand. The teachers can give them an examples in the video form, it will make the students are easy to understand because they can see it in the video.

³⁷ Penny Ur, *Op. Cit*, p.113.

³⁸ Katharina Okon, *Teaching English Effectively: With Special Focus on Learners’ Interest* (Hamburg: Anchor Academic Publishing, 2014), p. 25

³⁹ Charles W. Peters, Deanna Birdyshaw, and Amy Bacevich, *Teaching Disciplinary Literacy* (Amsterdam: Teachers Collage Press, 2016), p. 4

Based on the theories above, the researcher concludes that video is a kind of media that contains recorded moving picture and sound which show something bearing information, so students can see and listen at the same time.

b. Advantages of Using Video

- 1) Seeing language-in-use. The students do not just hear the language, they see it too. This greatly aids comprehension, since for example, general meaning, and moods are often conveyed through expression, gesture, and other visual clues. Thus we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.
- 2) Cross-cultural awareness. Video uniquely allows students a look at situations far beyond their classroom. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out or how American speaks to the waiters.
- 3) The power of creation. The task of video-making can provoke genuinely creative and communicative uses of the language, with students finding themselves 'doing new things in English'.

- 4) Motivation. Most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task.⁴⁰

It means that video helps the students in comprehending; by looking the facial expression, gesture, style, etc. they can have a clue of what is the audio material tells about. It also give them motivation in learning listening, if the content in the video is interesting then the students will enjoy and pay much attention on the material.

c. Disadvantages of Using Video

- 1) The 'Nothing New' syndrome. Just switching on the monitor in the classroom is not especially exciting for a television (and internet) viewing population.
- 2) Poor quality tape and disk. Poor filmed and woodenly acted material will not engage students who are used to something better.
- 3) Poor viewing condition. We have to be sure that our students can see and hear the video.
- 4) Stop and star. Some students become frustrated when teacher constantly stop and start the video, only showing little bits a time.

⁴⁰ Jeremy Harmer, *The Practice of English Language Teaching (3th ed)* (New York: Longman, 2004), p. 282.

- 5) Fingers and thumbs. Students can be irritated by teachers who cannot find what they want or get back to where they have just been on the tape or disk. Teachers themselves become frustrated when the machine does not work the way they want it to.⁴¹

Using video in listening class, the teacher should make sure that the video is interesting so they will not get bored in the middle of watching. The teacher also has to check out the video before the class; the video should be good format and the content is clear. Moreover, when playing the video, play it until finish and repeat it twice or third times so the students will not ask to repeat in the middle of video.

d. Procedure of Teaching Listening by Using Video

Procedure in using video in teaching listening comprehension using Silent Viewing (for language) technique are as follows:

- 1) Choose video above students' listening levels.
- 2) Do a preview activity (introduce the topic or language function).
- 3) Show the whole sequence without the sound one or two times.
- 4) Have students predict the topic; lead them, if necessary, to the language function you want them to teach.
- 5) Use the pause/freeze frame control at the initial point of the story

⁴¹ *Ibid*, p. 283.

- 6) Repeat the sequence with the sound on so that students know if their predicted correctly.⁴²

5. Concept of Audiobook

a. Definition of Audiobook

Have and Pedersen define audiobook as sound recording of a book that is performed by a professional narrator (often an actor) or the author.⁴³ In brief, recorded book or audiobook can be defined as a book or story which is read by professional narrators, using the highest quality of recording technology.⁴⁴

It means that audiobook is a recording story based on book that is recorded by usually the professional person. It also using the high technology to record an audiobook, just like recording a song. Audiobook can be in cassette, CD or MP3 player form.

Audiobook is a tape-recorded book. A book is read with or without added sound effects and recorded onto a cassette tape.⁴⁵ Audiobook is not a book. It is a recording book story or novel which is read by professional author. To

⁴² María Del Carmen Contijoch E., Procedures for Successful Video-Viewing in the Classroom, *An Internet Journal* Vol. 16, No. 4, 2013, accessed on www.ala.org/aasl/slr. (on Thursday 23th November 2017). p. 44-45

⁴³ Iben Have and Birgitte Stougaard Pedersen, *Digital Audiobooks: New Media, Users, and Experiences* (New York: Routledge, 2016), p.3.

⁴⁴ Khairul Fajry, Endang Komariah, and Tengku Maya, Audiobook: Teaching Listening Comprehension, *Internet Journal* Vol. 1 E-ISSN. 2528-746X, 2016, accessed on <http://www.academypublisher.com>, (on Tuesday 14th, February 2017).

⁴⁵ Harry Dhand, *Techniques of Teaching* (New Delhi: A.P.H. Publishing Corporation, 2008), p. 5.

make the audio-story more interesting, the author can add sound effect.

Moreover Rubery defines audiobook as:

The term “audiobook” is vexatious and that may be its allure. The etymology of book suggests something written or printed, a document (tablet or sheets); in this sense an audiobook is not a book at all. The book is a writing-storage device that usually includes an audio dimension – the implicit sound of phonetic script. Retrievable sounds recording, which used to be called records, then tapes, then disc, are now, in the most generic sense, called sound files.⁴⁶

Audiobooks are spoken recordings of books, which can be convenient to hear while you’re exercising, dinning or commuting.⁴⁷ Listening to an audiobook on a cellphone works great; just like they do with music, people can listen to audiobook while driving, resting, jogging, or whatever.⁴⁸ After you download or rip an audiobook, you can hear audiobook through your phone and then selecting audiobook you want to listen. It can be a good media in teaching listening because the students can listen it whenever you like, when you’re exercising, dinning, commuting, driving, jogging, or whatever. So students can have a lot of practice because audiobook is flexible.

Audiobook provides a number of benefits that enhance literature and experience for student and learners of all ages, but especially for young learner, it can develop reading, comprehension, listening and critical

⁴⁶ Matthew Rubery, *Audiobooks, Literature, and Sounds Studies* (New York: Routledge, 2011), p. 4.

⁴⁷ Joe Hutsko, *Macs All in One for Dummies* (Hoboken: Wiley Publishing, Inc., 2010), p. 303

⁴⁸ Jack Kunkel, *The Writer Guide to Publishing Audiobooks: Converting and Marketing Your Books in Audio* (Chicago: Ala, 2013), p. 1.

evaluation skills.⁴⁹ Audiobook has been considered as a good media and a shortcut to overcome language learners' problems in learning foreign language. Audiobook increase students' listening comprehension by its benefits.

According to Grover and Hannegan, "Audiobook enhance literacy skills by building vocabulary, expanding comprehension capabilities, encouraging independent, and providing models for fluent reading."⁵⁰ That statement is supported by Serafini in Moore and Cahil, he says that listening to an audiobook, 'depends readers' interpretations and develops their ability to comprehend and analyze literature.⁵¹ Audiobook usually recorded by a professional person, so it will help the students to understand better of the material because the pronunciation is clear, it is usually from native speaker's talking. Audiobook is also help the students in mastering vocabulary, reading and expanding comprehension. The students can also hear variant accent (British or American) from variant people.

⁴⁹ Sarah Van Pelt, An Audio Book Collection to Enhance Learning at the Stratford Landing Elementary School Library, Alexandria, Virginia, *Audiobook Collection Proposal*, 2009, accessed on <http://www.google.com>, (on Tuesday 14th, February 2017).

⁵⁰ Sharon Grover and Lizette Hannegan, *Listening to Learn: Audiobooks Supporting Literacy* (Chicago: Ala, 2012), p. 15.

⁵¹ Jennifer Moore and Maria Cahil, Audiobooks: Legitimate "Reading" Material for Adolescents?, *The internet journal from School Library Research* Vol. 19, ISSN. 2165-1019, 2016, accessed on www.ala.org/aasl/slr. (on Sunday 22th, January 2017).

Based on the theories above, the audiobook is a kind of media in the form of a book or a story which is read by the professional narrator usually a native speaker with variant accents.

b. The Advantages of Using Audiobook

- 1) Audiobook can develop reading, comprehension, listening and critical evaluation skills.⁵²
- 2) Expose listeners to a variety of genres; meeting individual interests
- 3) Develop understanding of correct pronunciation of English, dialects, and non-English words.
- 4) Audiobook can be listened everywhere.
- 5) Audiobooks provide authentic material recorded for general audience without consideration for non-native speakers.⁵³
- 6) Teach critical listening.
- 7) Introduction new vocabulary or difficult proper names or locales.
- 8) Sidestep unfamiliar dialects or accents, old English, and old-fashioned literary styles.⁵⁴

It means that audiobook enable the students to expand comprehension, listen in a different accent, enrich vocabulary, and also can students can

⁵² Sarah Van Pelt, *Op. Cit.*

⁵³ Rose Brock, Ph. D, Why Listen? Using Audio Book to Support Literacy, *Internet Article of Listening Library*, 2015, accessed on www.google.com (on Sunday 22th, January 2017).

⁵⁴ Denise Johnson, Benefits of Audiobooks for All Reader, *Internet Article*, 2014, accessed on readingrocket.org (on Sunday 22th, January 2017).

listen the right pronunciation because the author of an audiobook is usually native speaker. Audiobook can be listened everywhere so it is really help students to practice a lot.

c. The Disadvantages of Using Audiobook

In big classrooms with poor acoustics, the audibility of audiobook often gives cause for concern. It is sometimes difficult to ensure that all the students in a room can hear equally well.⁵⁵ Another problem with recorded material in audiobook in the classroom is that everyone has to listen at the same speed, for some may be too fast or too slow.⁵⁶ It means that audiobook will more effective when it use in a lab, with headphone, but not every school have an English laboratory. Listening audiobook in laboratory the students can listen better but if the school do not have the english labororium so the teacher should make sure that the sound clear so it will be fine to be used in class. And also, students have to listen the same speed but actually the case is the students have different capability in listening. So, the teacher should find the audio that can fit to all of them, find the audio that is not too fast and also not too slow.

⁵⁵ Rose Brock, *Op.Cit.*

⁵⁶ Denise Johnson, *Op. Cit.*

d. Procedure of Teaching Listening by Using Audio Book

Procedure in using audiobook in teaching listening comprehension using Listen Again technique are as follows:

1. Choose audiobook of the story that is slightly above students' listening levels.
2. The first playing, ask students to listen to the story and the pronunciation.
3. After listen ones, listen again at the audiobook and pay attention to the words they did not know.
4. In the thirth playing, ask students to listen the story while following along on the book or the text of the story.
5. Now that the students understand what the words are saying, listen again more closely to things they did not notice at the first time, like how to use a word in a sentence or how the reade's voice sounds when they use a phrase.⁵⁷



B. Frame of Thinking

Listening is important aspect in life, because there is no spoken language without listening. It means that there is no communication without listening. Therefore, teaching listening should be done carefully and effectively. So the English teachers

⁵⁷ Jonathan Smith, How can You Use Audiobook in the Classroom?, *An article from Scholastic*, accessed on <http://www.scholastic.com/browse/article.jsp?id=3751213> (on Thursday, 24th November 2017)

need a media that can help the students to learn listening easily. Using video and audiobook can be a good alternative way for the teachers to teach listening comprehension.

Video is a kind of media that contains recorded moving picture and sound which show something bearing information, so students can see and listen at the same time. If the students do not understand the material, the video will help them because they can see what happens by seeing the video. Video also can make the students motivated because if the video is interesting the students will pay attention and they want to know the whole story is.

On the other hand, audio book is a kind of media in the form of a book or a story which is read by the professional narrator usually a native speaker with variant accents. Audiobook also one of the media that is easy to use; the students not only study in the class but they can also study it outside the class, they can study it everywhere because the audio material can be obtained from their phone which they can bring it everywhere in MP3 player form.

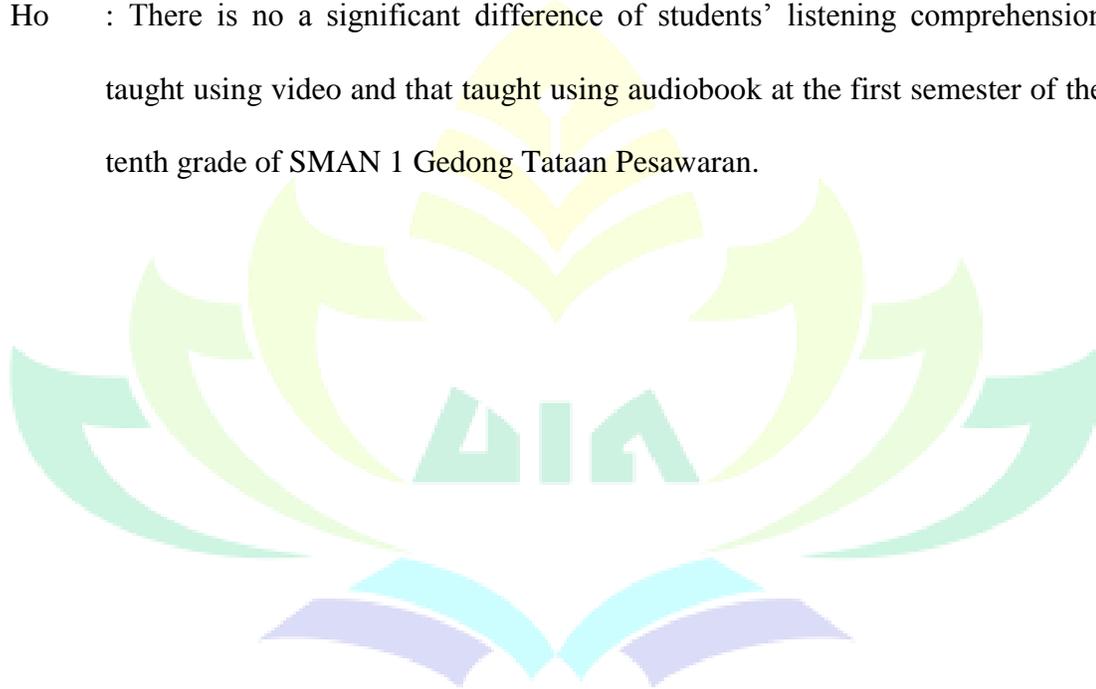
From those descriptions, the researcher wants to use video and audiobook as a media in teaching listening. Because those media can help the students to understand the material.

C. Hypothesis

Referring to those theories and assumption, the researcher formulates the hypotheses as follows:

Ha : There is a significant difference of students' listening comprehension taught using video and that taught using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran.

Ho : There is no a significant difference of students' listening comprehension taught using video and that taught using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data.¹ In this research, the researcher used quantitative method, using the static-group comparison design. The static-group comparison is the design which has two groups as experiment and control and that receive different treatment.² There were two groups of students in this research; there were experimental class and control class and both of them received the treatment. The post-test was conducted to both classes to know the students' listening comprehension after the treatment. The researcher gave the test to both classes with the same material but different media in order to find the differences in achievement between the students who taught using video and that taught using audiobook. It can be presented as follow:

G1 X1 T2

G2 X2 T2

¹ C. R. Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age International (P) Ltd, 2004), p. 31.

²Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2013), p. 146.

Notes:

G1: Experimental Class Random

G2: Control Class Random

T2: Post-test

X1: Treatment by using Video

X2: Treatment by using Audiobook³

B. Variable of the Research

In this research, there were two variables that were investigated:

1. Independent variables were two media; students' listening comprehension taught using video and that taught using audiobook (X1, X2).
2. Dependent variable was students' listening comprehension (Y)

C. Operational Definition of Variables

The operational definition of variable of this research as follows:

1. Video is a kind of media that contains recorded moving picture and sound which show something bearing information, so students can see and listen at the same time.
2. Audiobook is a kind of media in the form of a book or a story which is read by the professional narrator usually a native speaker with variant accents.

³Ag. Bambang Setiyadi, *Op. Cit*, p. 135.

3. Listening comprehension is the ability to construct and understand meaning from the information that have heard with their background knowledge and relate it in some ways including the main idea, the detail information, and the inferences.

D. Population, Sample, and Sampling Technique

1. Population

Population is the larger group to which one hopes to apply the results.⁴The population in this research was the students of the first semester of the tenth grade of four classes at SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year. There were four classes and consist of 131 students. The population can be seen on the table below:

Table 3
The Situation of Students of Four Classes of SMAN 1 Gedong Tataan in 2017/2018 Academic Year

No	Class	Genre		Number of Students
		Male	Female	
1	X IPA 1	8	27	35
2	X IPA 2	5	29	34
3	X IPA 3	9	26	35
4	X IPS 1	13	14	27
Total		35	96	131

Source: SMAN 1 Gedong Tataan

⁴Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (Boston: The McGraw-Hill Companies, Inc, 2009), p. 90.

2. Sample

According to Fraenkel and Wallace, “A sample in a research study is the group on which information is obtained.”⁵The sample of this research was the first semester of the tenth grade of SMAN 1 Gedong Tataan in academic year 2017/2018. The researcher took two classes as sample; the first class as experimental class and the second as control class.

3. Sampling Technique

The researcher used cluster random sample. Cluster random sampling is the selection of groups, or clusters, of subject rather than individuals.⁶ There are 131 students and classified into group consisting of four groups according to their class; to get the sample of the research as follows:

1. The researcher wrote the name of ten classes in the piece of paper.
2. Then rolled the paper and put the rolled paper in a box and shaken it.
3. The researcher took one first, and that was XI IPA 3 as an experiment class.
4. Put it back the paper that already chosen in a box again and then shaken it again and took another one as the control class, and that was XI IPA 2.

E. Data Collecting Technique

⁵*Ibid.*

⁶Jack R. Fraenkel and Norman E. Wallen *Op. Cit*, p. 93.

Test

In this research, the researcher collected the data from the test that was post-test. According to Brown, “In simple terms, test explains as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.”⁷

Based on the explanation above, the researcher used test to collect the data. Post-test was done to know students’ listening comprehension after they were taught using video and audiobook. The post-test used to measure the students’ listening comprehension in their listening in order to know the development of the students’ listening comprehension after taught using video and that taught using audiobook was applied.

F. Instrument of the Research

Arikunto states that research instrument is a device used by the writer during the data collection by which the work is easier as the data are complete and systematic.⁸ So it can be concluded that instrument is a tool to collect the data of the research. The instrument of the research related to the validity and reliability.

The instrument material was chosen based on the school curriculum at the tenth grade of SMAN 1 Gedong Tataan in 2017/2018 academic year. In this research, the

⁷ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice* (San Francisco: Longman, 2004), p. 3.

⁸Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013) p. 149.

students had to answer the following question based on the conversation they have heard. In this research, the students have to answer the following question based on the stories that they have watched and heard (video) and they have seen and heard (audiobook). There were eight stories; those are Little Red Riding Hood, The Princess and The Pea, Beauty and The Beast, The Ugly Duckling, The Little Mermaid, The Pied Piper of Hamelin, Sleeping Beauty, and Hansel and Gretel. The test in the form of multiple choice test consisting of 40 items, four options those were a, b, c, and d. Every correct answer was given score 2.5. Brown states there are three aspects involved listening that is used to know students' listening comprehension; those are main idea, detail, and inferences.⁹

Table 4
Table Specification of Try-out Instrument

Aspect	Indicator	Odd	Even
Main Idea	Students are able to determine and understanding what the main idea, topic, and conclusion of the text.	1, 11, 21, 31, 35	4, 6, 14, 16, 40
Detail	Students are able to answer questions that asks specific information in form of question words 5W + 1H; who, what, where, when, why, and how.	3, 7, 9, 13, 17, 23, 25, 27, 29, 33, 37, 39	2, 8, 12, 18, 22, 24, 26, 28, 32, 34, 36, 38
Inferences	Students are able to recognize and	5, 15, 19	10, 20, 30

⁹ Steven Brown, *Teaching English* (New York: Cambridge University Press, 2006), p. 10.

	understand what the speaker means in monologue or in dialogue often something that is not explicitly mention (imply statement). Such as suggestion/ advice, implication, purpose, title, and characters' view.		
Total		20	20
		40	

The table of try-out test before validity

Table 5
Table Specification of Post-test Instrument After Validity of Test

Aspect	Indicator	Odd	Even
Main Idea	Students are able to determine and understanding what the main idea, topic, and conclusion of the text.	11, 31	4, 6, 14, 16, 40
Detail	Students are able to answer questions that asks specific information in form of question words 5W + 1H;who, what, where, when, why, and how.	3, 9, 13, 27, 29, 33	2, 12, 26, 28, 32, 38
Inferences	Students are able to recognize and understand what the speaker means in monologue or in dialogue often something that is not explicitly mention (imply statement). Such as suggestion/ advice, implication, purpose, title, and characters' view.	19	
Total		9	11
		20	

The table of try-out test after validity

G. Research Procedure

There were three steps that had been done in research procedure, they were:

1. Planning

Before the researcher applied the research procedure, she made planning to run well. These were some steps that should be planned by the researcher. The procedure of making plan of this research can be seen as follows:

a. Determining the Subject

In this research, the researcher chose the tenth grade of SMAN 1 Gedong Tataan as the sample of the research; one class as experimental class and one class as control class.

b. Preparing Try-out and analyzing the data that was received from try-out

The researcher prepared a kind of test (called try-out) that would be given to the students before giving the treatment. The researcher prepared try-out for post-test; try-out was 40 items.

c. Determining the Material to be Taught

The researcher determined the materials that would be taught to the students; the materials were listening text.

d. Preparing the Post-test

The researcher prepared a kind of test (called post-test) that would be given to the students. By giving the post-test, the researcher knew the students' listening comprehension was improving or not.

2. Application

After making the planning, the researcher tried to apply to research procedures that had been already planned. There were some steps in doing the research:

- a. In the first meeting the researcher gave try-out to the class that was not chosen. The test was multiple choice that consists of 40 items with 4 options a, b, c, and d.
- b. In the second, third, fourth, fifth, sixth, seventh meeting, the researcher conducted the treatment in experimental class and control class; three times in experimental class and three times in control class; in experiment class the researcher conducted treatment using video and the control class using audiobook.
- c. In the last meeting, the research gave post-test. The test was multiple choice with 4 options a, b, c, and d. The total of the test items was determined by the validity and reliability analysis of the try-out. It means only the valid and reliable test items would be used in the post-test.

3. Reporting

The last point in the research that was done by the researcher in this research procedure was reporting. The steps were follows:

- a. Analyzing the data that was received from post-test.
- b. Making a report of the findings

H. Scoring System

Before getting the score, the researcher determines procedure to be used in in scoring the students' work. In order to do that the researcher used Arikunto's formula.¹⁰ The ideal high score is 100. The score of post-test was calculated by using the following formula:

$$s = \frac{r}{n} \times 100$$

Where:

s = the score of the test

r = the total of the right answer

n = the total item

I. Validity and Reliability

1. Validity

Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested.¹¹ According to Fraenkel and Wallen, "Validity has been defined as referring to the *appropriateness, correctness, meaningfulness, and usefulness* of the specific *inferences* researchers make based on the data they collect."¹² In other word the data cannot be random; it should be from the right data that is collected. Test can be said valid if the instrument items test measure what is purposed should be measured. To know the

¹⁰Suharsimi Arikunto, *Op. Cit*, p. 130.

¹¹C. R. Kothari, *Op.Cit*, p. 73.

¹²Jack R. Fraenkel and Norman E. Wallen, *Op.Cit*, p. 148.

validity of the instrument, the researcher used content validity, construct validity, and internal validity.

a. Content Validity

Content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information.¹³ If all the instruments have represented all ideas that related to the material we measure, so the instrument has fulfilled the content validity. In the content validity the material that was given is suitable with the curriculum use. Then to make the test was valid, the researcher give the test related to the students' listening comprehension taught using video and that taught using audiobook based on curriculum in the school that was consulted to the English teacher there, Drs. Sapri, M.M.

b. Construct Validity

Construct validity refers to the degree to which the research adequately captures the construct of interest.¹⁴ Construct validity also referred to assumption, showing the measurement used contains correct operational definite, which was based on the theoretical concept. Construct validity is used to measure perception, language behavior, motivation, even the language ability.¹⁵ In this research the researcher administered listening comprehension test and scoring the students' listening

¹³ Alison Mackey and Susan M. Gass, *Second Language Research: Methodology and Design* (New Jersey: Lawrence Erlbaum Associates Inc., 2005), p. 107.

¹⁴ *Ibid*, p. 108.

¹⁵ Ag. Bambang Setiyadi, *Op. Cit*, p. 26

comprehension based on three aspect, those were the main ideas, the detail information, and the inferences. In this research, the researcher asked the English teacher, Drs. Sapri, M.M, in the school to determine whether instruments have fulfilled construct validity or not. (See appendix 8)

c. Internal Validity

Internal validity refers to the extent to which the results of a study are a function of the factor that the researcher intends.¹⁶ It can be reached if it has accordance between the part of instrument and all instruments holistically. In other word an instrument, has internal validity if every single instrument supported the mission holistically. To know the validity, the researcher used point biserial correlation formula as follows:

$$rpbi = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Where:

rpbi = Coefficient of validity item

Mp = The average score of the right answer

Mt = The average of total score

SDt = Standard deviation

p = Proportional of the students who get true answer

q = Proportional of the students who get wrong answer.¹⁷

¹⁶Alison Mackey and Susan M. Gass, *Op. Cit*, p. 109.

¹⁷Suharsimi Arikunto, *Op. Cit*, p. 326

In the first step of try-out, there were 11 items considered invalid from 40 items. They were the items number 1, 5, 7, 8, 18, 23, 25, 30, 35, 36, and 39. After dropping the invalid test the researcher did the second step post-test try out and there are 8 items consider invalid those were 10, 15, 17, 20, 21, 24, 34, and 37. After dropping those 8 invalid items, the researcher did the third step, there was 1 item consider invalid that was item number 22. Then the researcher found no single item which was consider invalid in fourth step try-out. Finally the total valid in try-out were 20 items, those were items number 2, 3, 4, 6, 9, 11, 12, 13, 14, 16, 19, 26, 27, 28, 29, 31, 32, 33, 38, and 40. (See appendix 14)

2. Reliability

Reliable measuring instrument does contribute to validity, but a reliable instrument need not be a valid instrument.¹⁸ According Fraenkel and Wallen, “Reliability refers to the consistency of the scoresobtaiimjned—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.”¹⁹ It means whether the test consistent in its scoring and gives us an indication of how accurate the test score are. To see the reliability of the test is consistent it is scoring and gives us an indication of how accurate the test scores are.

Here the formula of KR-20 (Kuder Richardson) used:

¹⁸C. R. Khothari, *Op.Cit*, p. 74.

¹⁹Jack R. Fraenkel and Norman E. Wallen, *Op.Cit*, p. 154.

$$R_{11} = \left(\frac{n}{n-1} \right) - \left(\frac{St^2 - \sum p_i q_i}{st^2} \right)$$

Where:

R11 = Reliability of the test

P = Total of the students who get wrong in the test ($q = 1 - p$)

$\sum pq$ = Sum of p time q

N = Total items

S = Standard of deviation of the test.²⁰

Furthermore, to know the degree of the level of the reliability of the listening test, the researcher used the criteria of reliability.

The criteria of reliability test are:

0.800 – 1.00 = Very high reliability

0.600 – 0.799 = High reliability

0.400 – 0.599 = Medium reliability

0.200 – 0.399 = Low reliability

0.000 – 0.199 = Very low reliability.²¹

From the data gained, the reliability of post-test was 0.73. Then this result was consulted to the category of reliability test. Based on the category, it was known that

²⁰ Anas Sugiyono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p. 254.

²¹ *Ibid*, p. 186

the reliability test of post test was high reliability since score of test on 0.600 – 0.799.

the result of reliability of post-test was 0.73. (See appendix 15)

J. Data Analysis

1. Fulfillment of Assumptions

a. Normality Test

To analysis the data, the researcher used normality test to know whether the data is normality distributed or not so the researcher decide what type of test will be used to test the hypothesis of the research later. The normality test will use to measure whether data in the experimental class and control class are normality distribute or not.²²Statistical computation by using SPSS (*Statistical Package for Social Science*) for normality was used in this research.

The hypotheses of normality test are formulated as follows:

H_0 : The data are normality distributed

H_a : The data are not normality distributed

While the criteria of acceptance or rejection of hypotheses are as follows:

H_0 is accepted if Sig. (P_{value}) $> \alpha = 0.05$

H_a is accepted if Sig. (P_{value}) $< \alpha = 0.05$

b. Homogeneity Test

²²Anas Sugiyono, *Op. Cit*, p. 172

After the normality test, the researcher determined the homogeneity of the test. Homogeneity test is used to know whether the data in experimental class and control class are homogenous or not. This research used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 : the variance of the data is homogenous

H_a : the variance of the data is not homogenous

While the criteria of acceptance or rejection of hypothesis for homogeneity are as follow:

H_0 is accepted if Sig. (P_{value}) $> \alpha = 0.05$

H_a is accepted if Sig. (P_{value}) $< \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normally tests and homogeneity test were fulfilled, used independent sample t-test. In this case, used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test was used. The purpose of using SPSS in this case was to practicality and efficiency in the study.

The hypotheses are:

H_0 = There is no significant difference of students' listening comprehension taught using video and that taught using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year.

H_a = There is a significant difference of students' listening comprehension taught using video and that taught using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year.

The criteria for acceptance and rejection of the hypothesis were:

H_0 is accepted if $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

The researcher got the data in the form of score. The score was delivered from post-test. The post-test was held on September 6th, 2017 for experimental class and on September 7th, 2017 for control class. In post-test the researcher gave the task for students after the treatment.

Result of Post-test

The researcher conducted post-test in order to know students' listening comprehension after the treatment. The students' listening comprehension that were tested in post-test can be seen in figure 1 and 2.

1. The Result of Post-test in Experimental Class

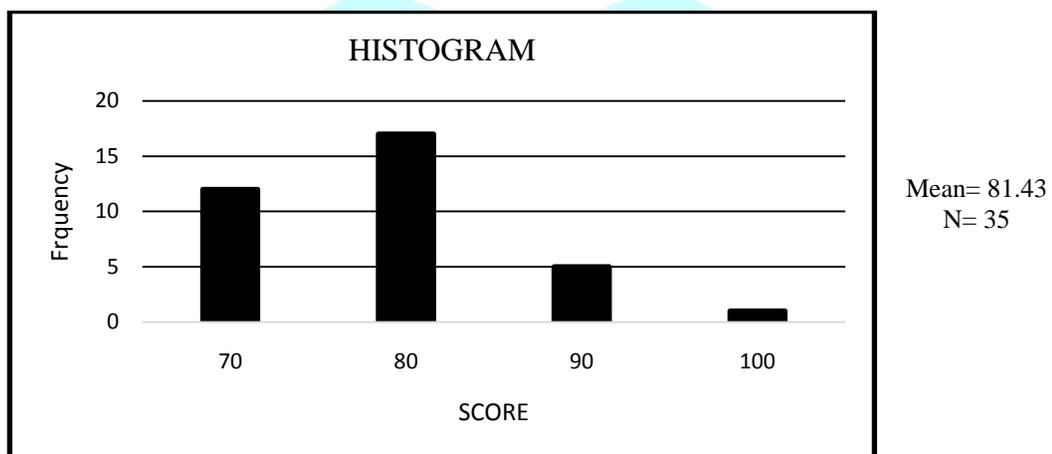


Figure 1
The result of post-test of XI IPA 3

Based on the figure 1, it could be seen that there was 3 students got 70 and 9 students got 75, 8 students got 80 and 9 students got 85, 3 students got 90 and 2 students got 95, and 1 students got 100. It can be seen that the highest score was 100 and the lowest score was 70 (passed the KKM). Mean was 81.43, standart deviation was 7.33, N was 35, median was 80, variance was 53.78, minimum score 70 and maximum score 100. (See Appendix 16)

2. The Result of Pos-test in Control Class

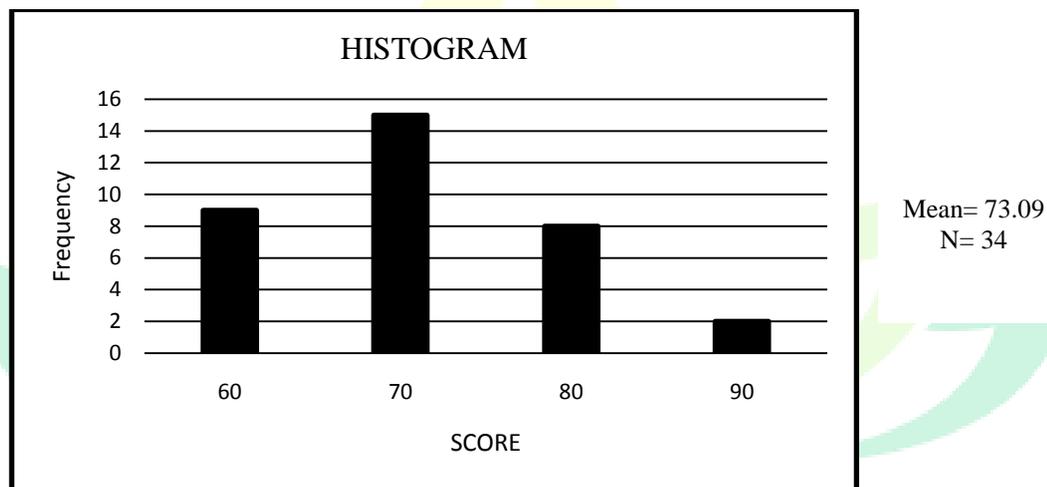


Figure 2
The result of post-test of XI IPA 2

Based on the figure 2, it could be seen that there was 3 students got 60 and 6 students got 65, 8 students got 70 and 7 students got 75, 6 students got 80 and 2 students got 85, and 2 students got 90. It can be seen that the highest score was 90 and the lowest score was 60 (there were 9 students did not pass the KKM, 3 students got 60 and 6 students got 65). Mean was 73.09, standart deviation was

8.07, N was 34, median was 72.5, variance was 65.17, minimum score 60 and maximum score 90. (See Appendix 17)

B. Data Analysis

1. Fulfillments of Assumption

a. Result of Normality Test

The researcher did the normality test to know whether the data has normal distribution or not. The hypothesis for the normality are formulated as follows:

H_0 : The data are normality distributed

H_a : The data are not normality distributed

While the criteria of the normality test are as follows:

H_0 is accepted if Sig. (P_{value}) $> \alpha = 0.05$

H_a is accepted if Sig. (P_{value}) $< \alpha = 0.05$

Table 6
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
skor	.127	69	.008	.968	69	.077

a. Lilliefors Significance Correction

Based on the table5, it can be seen that Sig. (P_{value}) was 0.077 and $\alpha = 0.05$. It means that Sig. (P_{value}) $> \alpha$ and H_0 is accepted. The conclusion is the data are in the normal distribution. (See Appendix 18)

b. The Result of Homogeneity Test

The researcher did the homogeneity test to know whether the data is homogenous or not. The researcher used Levene Test using SPSS 17.0. The hypotheses for the homogeneity tests are formulated as follows:

H_0 : the variance of the data is homogenous

H_a : the variance of the data is not homogenous

While the criteria of acceptance or rejection of hypothesis for homogeneity are as follow:

H_0 is accepted if Sig. (P_{value}) $> \alpha = 0.05$

H_a is accepted if Sig. (P_{value}) $< \alpha = 0.05$

Table 7

Test of Homogeneity of Variances

Skor

Levene Statistic	df1	df2	Sig.
.558	1	67	.458

Based on the table 6, it can be seen Sig. (P_{value}) was 0.458 and $\alpha = 0.05$. It means that Sig. (P_{value}) $> \alpha$ and H_0 is accepted. The conclusion is the data has same variance or homogenous. (See Appendix 19)

2. The Result of Hypothetical Test

After the researcher knew that the data were normal and homogenous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect. The hypothesis are:

H_0 = There is no significant difference of students' listening comprehension taught using video and that using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year.

H_a = There is a significant difference students' listening comprehension taught using video and that using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year.

The criteria for acceptance and rejection of the hypothesis were:

H_0 is accepted if Sig. (P_{value}) $> \alpha = 0.05$

H_a is accepted if Sig. (P_{value}) $< \alpha = 0.05$

Table 8
Test of Hypothetical of Variances

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar	Equal variances assumed	.558	...	4.189	67	.000	7.895	1.885	4.133	11.657
	Equal variances not assumed			4.195	66.662	.000	7.895	1.882	4.138	11.651

Based on the result obtained in table 7, it was clear that the value of significant generated Sig. (P_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.000 and $\alpha = 0.05$. It means that Sig. (P_{value}) $< \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was any significant differences students listening comprehension taught using video and that using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year. (See Appendix 20)

C. Discussion

After conducting the research, it was proven the video can be used for teaching listening comprehension. There is a significant difference of students' listening comprehension taught using video and that using audiobook. There are three components that is tested in the students' main idea, supporting detail and inferences.

In Experimental class, the researcher conducted the treatments three times. The treatment that is used by the researcher is video as the medium in teaching listening comprehension. When the researcher taught listening comprehension by using video, the students more interested in learning. The researcher played fairy tales videos for listening comprehension, the students very enthusiastic in understanding the lesson, the video helped them understanding the story; video also made them motivated in listening.

In control class, the researcher conducted the research by using audiobook as the medium in teaching listening comprehension. Even there are text about the audiobook, the students still easy to get bored while the teaching learning process. Some students find it so helpful because they would not get lost of the speaker says because there was the text, but some students do not pay attention to it because nothing special about the media. In control class the researcher also conducted three meetings. The activity looked monotonous. The students looked passive in teaching learning process.

According to the result there is a significant difference of students' listening comprehension taught using video and that taught using audiobook. That statement is supported in Harmer's book, it says, video is richer than audio: speakers can be seen; their body movements give clues as to meaning; so do the clothes they wear, their location, etc. By using video, the students more interested and motivated for listening. This is proven by the result of the students' post-test score. It can be seen from the

average in post-test score in experimental class was 81.43 and control class 73.09. While based on the calculation of the independent sample test, Sig. (P_{value}) was 0.000 and $\alpha = 0.05$. It means that Sig. (P_{value}) $< \alpha = 0.05$ and H_a is accepted. It means that there is a significant difference of students' listening comprehension taught using video and that using audiobook.

From the analysis above, we know that there is a significant difference of students' listening comprehension taught using video and that taught using audiobook. Video is one of the media that can help and motivate the students to understand the content. They do not just hear the language but also they see it too.

According to Contijoch states that the procedures of teaching using video using Silent Viewing (for language) technique includes; do a preview activity (introduce the topic or language function); show the whole sequence without the sound one or two times; have students predict the topic; lead them, if necessary, to the language function you want them to teach; use the pause/freeze frame control at the initial point of the story; repeat the sequence with the sound on so that students know if their predicted correctly.

The media helped students easier to understand the material. Then the students were more interested and motivated in learning listening comprehension using video. It was supported by the previous research conducted by Martinez about the effects on teaching listening skills through videos to advanced students from the foreign

language department at the university of El Salvador, the media was effective to the students to increase students' listening there.

From the explanation above, it can be concluded that there is a significant differences students listening comprehension taught using video and that using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year. But the teacher have to use variety media in teaching listeing, not just video. Brown states that using a variety of media will increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop. Heinich says that there are six types of media; those are text, audio, visual, motion, manipulative, and people; so the teacher can choose the media in variety of ways.

Based on the statement above it can be concluded that there is a significant difference of students' listening comprehension taught using video and that using audiobook. The students who are taught using video can increase their listening comprehension. Video is one of the alternative medium to increase their listening comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in SMAN1 Gedong Tataan Pesawaran in 2017/2018 academic year, the researcher might draw the conclusion as follows: In the previous chapter the researcher has analyzed the data statistically. Based on the statistical analysis, it can be concluded there is a significant difference students' listening comprehension taught using video and that using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year. The significant generated Sig. (P_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.000 and $\alpha = 0.05$. It means that Sig. (P_{value}) $< \alpha = 0.05$. So, H_0 is rejected and H_a is accepted.

By using video the students more interesting in learning listening and also video helps the students in understanding the material. In other word there is a significant differences students listening comprehension taught using video and that using audiobook at the first semester of the tenth grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year.

B. Suggestion

Based on the conclusion above, the researcher puts forward the following suggestion:

1. Suggestion for the Teacher

- a. Video as an alternative media in teaching learning process is a good way to be applied at the tenth grade of SMAN 1 GedongTataanPesawaran to improve students' listening comprehension.
- b. Using video in teaching listening is recommended for the English teacher, especially for the senior high school, to attract the students' interest in learning English.

2. Suggestion for the Students

- a. The students should learn and be more seriously in teaching English in order to develop their listening comprehension.
- b. The students should practice the language they have to learn with their environment even with their friends or teacher.

3. Suggestion for the School

- a. The school should provide some more English videos to be listen by the students, so they can improve their ability.
- b. The school should provide another facility to students to practice English competency.

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APPENDICES



SAppendix 1**INTERVIEW FOR THE ENGLISH TEACHER**

Interviewer : Merliana Gita
Interviewee : Drs. Sapri, M.M
Day/date : Wednesday, August 23rd, 2017
Time : 09.00 a.m
Place : SMAN 1 Gedong Tataan

1. How long have you been teaching English here?
2. How is the students' listening comprehension here?
3. Do you have problem in teaching listening comprehension?
4. What media that you use in teaching listening comprehension?
5. Do you always use audio as your media in teaching listening comprehension?
6. Do you ever use video as your media in teaching listening comprehension?
7. What do you think about using video as the media in teaching listening comprehension?
8. Do you know about audiobook?
9. What do you think about using audiobook as the media in teaching listening comprehension?
10. In your opinion, is that video or audiobook that can increase students' listening comprehension?

Appendix 2

THE RESULT OF THE INTERVIEW WITH THE ENGLISH TEACHER

Interviewer : Merliana Gita
Interviewee : Drs. Sapri, M.M
Day/date : Wednesday, August 23rd, 2017
Time : 09.00 a.m
Place : SMAN 1 GedongTataan

NO	QUESTION	ANSWER	CONCLUSION
1	How long have you been teaching English here?	I have been teaching English here for about 17 years	Based on the answer the teacher has been teaching English for a long time.
2	How is the students' listening comprehension here?	Students' listening here is low. They still confuse about what the speaker says. Especially when they have to listen in a long monologue/ conversation.	Based on that answer, the students rarely practice their listening. So they still confuse to understand the materials.
3	Do you have problem in teaching listening comprehension?	Yes because the students usually do not understand the materials, they are hardly to find the main idea and the detail information in the audio, and also they usually lazy and easy to get bored while listening.	Based on the statement, the problem in listening comprehension are students hard to understand the materials, hard to find the main ideas and the detail information, lazy and also easy to get bored while listening.
4	What media that you use in teaching listening comprehension?	I usually use audio in teaching listening comprehension	Based on the statement the teacher usually use audio as the media in teaching listening comprehension.

5	Do you always use audio as your media in teaching listening comprehension?	Yes I do since like 5/6 years ago. Because English laboratory is build 5 years ago and i used audio since that time.	The teacher said that the he used audio as medium in listening comprehension since 5/6 years ago
6	Do you ever use video as your media in teaching listening comprehension?	No I do not	Based on that statement, the teacher do not ever use video as his medium in teaching listening comprehension
7	What do you think about using video as the media in teaching listening comprehension?	I think that is a good idea, students can see while they listen. It may increase students' listening comprehension	Based on that statement, it can be concluded that the teacher think that video is a good medium in teaching listening comprehension.
8	Do you know about audiobook?	I do not know	She did not know what is audiobook
9	What do you think about using audibook as the media in teaching listening comprehension?	It can be trried, students can listen and know the teks, so they will not miss the vocabulary that the author says	Based on the statement, audiobbok may can be tried as the media in teaching listening
10	In your opinion, is that video or audiobook that can increase students'	I am not really sure about that, students have different characteristics. Maybe there are many students more interest with video because they can see when they do not know what the audio is	It can be concluded that he does not what media that is good in listening comprehension, video or audiobook.

	listening comprehension?	about. But some students maybe does not like it, the picture just distracted because they cannot concentrate on the audio	
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Appendix 3

QUESTIONER GUIDELINE FOR STUDENTS

Nama :

Kelas :

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa Inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Bacalah dengan baik setiap pertanyaan, kemudian berilah tanda ceklis (V) pada kolom *Yes* atau *No*. Jawaban anda tidak berpengaruh terhadap hasil nilai belajar.

No	Question	Answer	
		Yes	No
1	Apakah anda mengalami kesulitan dalam <i>listening comprehension</i> ?		
2	Apakah anda kesulitan dalam menemukan ide pokok dalam <i>listening</i> ?		
3	Apakah anda kesulitan dalam menemukan detail informasi dalam <i>listening</i> ?		
4	Apakah anda kesulitan dalam menarik kesimpulan dalam <i>listening</i> ?		
5	Apakah guru anda menggunakan media yang menarik dalam mengajarkan <i>listening comprehension</i> ?		
6	Apakah menurut anda media yg digunakan guru anda dalam mengajarkan <i>listening comprehension</i> sudah efektif?		
7	Apakah guru anda selalu menggunakan <i>audio</i> sebagai media dalam kelas <i>listening</i> ?		
8	Jika guru anda selalu menggunakan <i>audio</i> sebagai media dalam <i>listening</i> , apakah menurut anda media itu sudah efektif?		
9	Apakah guru anda pernah menggunakan <i>video</i> sebagai media dalam mengajarkan <i>listening</i> ?		
10	Apakah guru anda pernah menggunakan <i>audiobook</i> sebagai media dalam mengajarkan <i>listening</i> ?		

Appendix 4

**Students' Score of Listening at the Tenth Grade of SMAN 1 GedongTataan
in Academic Year of 2017/2018 in Preliminary Research**

No	CLASS X							
	X IPA 1		X IPA 2		X IPA 3		X IPS 1	
	Code	Score	Code	Score	Code	Score	Code	Score
1	A1-1	70	A2-1	80	A3-1	68	B1-1	70
2	A1-2	70	A2-2	78	A3-2	80	B1-2	72
3	A1-3	68	A2-3	60	A3-3	58	B1-3	72
4	A1-4	62	A2-4	64	A3-4	58	B1-4	68
5	A1-5	78	A2-5	70	A3-5	78	B1-5	60
6	A1-6	72	A2-6	70	A3-6	60	B1-6	60
7	A1-7	68	A2-7	72	A3-7	60	B1-7	78
8	A1-8	40	A2-8	60	A3-8	60	B1-8	78
9	A1-9	46	A2-9	74	A3-9	74	B1-9	70
10	A1-10	68	A2-10	68	A3-10	64	B1-10	68
11	A1-11	68	A2-11	64	A3-11	60	B1-11	70
12	A1-12	76	A2-12	68	A3-12	58	B1-12	60
13	A1-13	68	A2-13	70	A3-13	70	B1-13	68
14	A1-14	60	A2-14	72	A3-14	70	B1-14	64
15	A1-15	74	A2-15	86	A3-15	70	B1-15	72
16	A1-16	64	A2-16	60	A3-16	68	B1-16	74
17	A1-17	58	A2-17	72	A3-17	74	B1-17	70
18	A1-18	72	A2-18	70	A3-18	74	B1-18	60
19	A1-19	72	A2-19	60	A3-19	74	B1-19	58
20	A1-20	60	A2-20	60	A3-20	74	B1-20	70
21	A1-21	60	A2-21	70	A3-21	64	B1-21	58
22	A1-22	76	A2-22	60	A3-22	62	B1-22	60
23	A1-23	70	A2-23	60	A3-23	62	B1-23	60
24	A1-24	68	A2-24	64	A3-24	62	B1-24	72
25	A1-25	70	A2-25	68	A3-25	80	B1-25	70
26	A1-26	74	A2-26	70	A3-26	80	B1-26	60
27	A1-27	68	A2-27	60	A3-27	68	B1-27	68
28	A1-28	68	A2-28	60	A3-28	68	-	-
29	A1-29	68	A2-29	62	A3-29	60	-	-
30	A1-30	80	A2-30	64	A3-30	62	-	-
31	A1-31	80	A2-31	60	A3-31	78	-	-
32	A1-32	78	A2-32	64	A3-32	60	-	-
33	A1-33	68	A2-33	68	A3-33	60	-	-
34	A1-34	76	A2-34	70	A3-34	60	-	-
35	A1-35	58	-	-	A3-35	70	-	-

APPENDIX 5

SILABUS PEMBELAJARAN

Sekolah : SMAN 1 Gedong Tataan

Kelas : X (Sepuluh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (Ganjil)

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya dan Karakteristik Bangsa	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Mendengarkan</p> <p>2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari</p>	<p>2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana. <i>Fungsi sosial:</i> Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain. <i>Struktur:</i></p> <ul style="list-style-type: none"> • Pengenalan tokoh dan setting • Komplikasi terhadap tokoh utama • Solusi dan akhir 	<p>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<ul style="list-style-type: none"> • Mendengarkan cerita/petunjuk melakukan sesuatu untuk menemukan berbagai informasi secara individu • Mendiskusikan perbedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok. • Berdiskusi secara berkelompok 	<ul style="list-style-type: none"> • Merespon teks monolog sederhana berbentuk narrative. • Menjawab pertanyaan teks monolog sederhana berbentuk narrative 	<p>Quiz</p> <p>Unggahan tertulis</p> <p>Tugas</p>	<p>2 x 45</p> <p>2 x 45</p> <p>2 x 45</p>	<ul style="list-style-type: none"> • <u>Audio/ Video</u> • <u>Suara guru</u> • <u>Buku paket</u> • <u>Koran/ majalah berbahasa Inggris</u> • <u>Sumber internet</u>

	<p>dalam teks: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>	<p>cerita</p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> • Kata-kata terkait karakter, watak, dan setting dalam legenda • Modal auxiliary verbs, • Ejaan dan tulisan tangan dan c etak yang jelas dan rapi • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata <p><i>Topik:</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>		<p>untuk membuat sebuah cerita dan bercerita secara sambung menyambung.</p>			
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Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1) FOR EXPERIMENTAL CLASS

Satuan Pendidikan : SMA NEGERI 1 GEDONG TATAAN
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/1
 Materi Pokok : Narrative Text
 Pertemuan ke : 1
 Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi:

2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar:

2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: *recount*, *narrative*, dan *procedure*.

C. Indikator Pencapaian Kompetensi

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

E. Materi Pokok

NARRATIVE TEXT

Definition of Narratiive Text

- It is used to entertain, that is to gain and hold the reader's interest in a story.
- To amuse the reader
- It can be imaginary or factual (fairy tales, mysteries, fables, romances, adventures stories, myths and legends), or it can be complicated event that leads to a crises that finally find a solution.

Generic Structure

✓ **ORIENTATION**

- Introduces participants/character (who)
- Sets the scene (when & where)

✓ **COMPLICATION**

- Development of a Crises: a crisis arises, something happened unexpectedly

✓ **RESOLUTION**

- Solution of the crisis: for better or for worse

✓ **RE-ORIENTATION**

- Closing to the narrative (optional)
- Coda: changes of characters, lesson taken from the story

Example of Narrative Text :

HANSEL AND GRETEL

Once upon a time there lived a family. A husband and a wife and they had two children, Hansel and Gretel. The parents could not take care of the children anymore. They decided to leave them in the middle of the forest. Hansel and Gretel heard this and were very scared. They came up with the plans of dropping the fables along the way the father took them. All they have to do was followed the line the fables back home.

Their parents were surprise to see them again and decided to take them again. Hansel and Gretel decided to drop seed this time as the fables were gone but sadly for the children the animal and bird ate up the seed.

They walked and walked but couldn't find the way back home. Suddenly the saw the string house made of cookies, candies and chocolate. Just as Hansel and Gretel eating the yummy door a witch appeared in front of them. She locked up Hansel in the cube and asked Gretel to help her hit the open. She would cook them and ate them up. But just as the witch back too check open temperature. Gretel pushed her from behind and lock the open door. Gretel rescue Hansel and found the gold in witch's house. Finally they found the way back home and gave the gold to their parents. Thanks to the clever children the families was not hungry anymore.

www.youtube.com/narrative-story-about-hansel-and-gretel/

Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

Struktur Teks

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang

F. Metode/Teknik Pembelajaran: Silent Viewing (for language)

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru mengecek kehadiran siswa - Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari 	10 menit
2.	<p>Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> - Guru memilih video yang akan didengar siswa berdasarkan level mendengar mereka. - Guru melakukan pre-listening (memperkenalkan video yang akan ditonton, menggali pengetahuan siswa tentang video yang akan ditonton). <p>Elaborasi:</p> <ul style="list-style-type: none"> - Guru memutar video tanpa suara tentang <i>Hansel and Gretel</i> - Guru meminta siswa untuk menebak apa isi cerita. - Guru mem-pause cerita ditempat-tempat yang penting dalam cerita <p>Konfirmasi:</p> <ul style="list-style-type: none"> - Guru memutar lagi video untuk melihat apakah tebakan siswa benar 	70 menit
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> - Guru menyimpulkan materi pelajaran - Guru memberi motivasi kepada siswa - Guru menutup pelajaran dengan mengucapkan salam 	10 menit

H. Sumber dan Media

Sumber : Catur, Irmawan.Lolitarini, D. N.2008.*English Today 1: English for Senior High School Students X*. Jakarta: Quadra.

Media : Video of Hansel and Gretel Story

I. Penilaian

1. **Teknik** : Tertulis
2. **Bentuk** : Pilihan ganda

J. Rubrik penilaian

• **Rubrik Penilaian Listening**

Question number 1 until 10, follow the video and choose the right answer!

1. Why did the parents leave Hansel and Gretel in the forest?
 - a. Because Hansel and Gretel was naughty
 - b. Because they couldn't take care of them again
 - c. Because the witch wanted them
 - d. Because the parents did not have responsibility
2. What did they do to get back to the house after their parents left them to the wood?
 - a. They memorized they way to get home
 - b. They put fables along their way to get home
 - c. They gave a mark in the wood to get home
 - d. They hiding in the witch's home
3. What did the string house make for?
 - a. Rocks, candies and chocolate
 - b. Cookies, rocks, and candies
 - c. Candies, seed, and rocks
 - d. Candies, cookies, and chocolate
4. What did the witch want to do with them?
 - a. Ate them
 - b. Safe them
 - c. Kept them
 - d. Gave them more candies
5. What did happen to the witch?
 - a. Hansel killed her
 - b. Gretel killed her
 - c. Hansel and Gretel killed her
 - d. The witch killed Hansel and Gretel
6. What did Hansel and Gretel find in the witch's home?
 - a. Candies
 - b. Ceke
 - c. Gold

- d. Chocolate
7. Which of the following is NOT TRUE according to the text?
- Hansel and Gretel were sibling
 - Hansel and Gretel were bearing down the witch
 - Their parents left Hsnsel and Gretel in the forest
 - Hansel and Gretel were helped by the witch
8. What can we infer from the story?
- Hansel and Gretel was killed by the witch
 - Hansel and Gretel saved the family
 - Hansel and Gretel bear down the witch
 - Hansel and Gretel ate too many candies
9. Did the Hansel and Gretel live happily ever after?
- Yes they do
 - No they do not
 - Yes they did
 - No they did not
10. What was the moral value from the story?
- Do not go to stranger's house
 - Do not walking around in the wood
 - Do not trust people we do not know
 - Do not play in the wood

KUNCI JAWABAN

1	2	3	4	5	6	7	8	9	10
D	B	D	A	B	C	D	B	C	C

Skor penilaian pilihan ganda : setiap jawaban benar mendapat nilai 10

Nilai Akhir = Jumlah jawaban benar X10

Nilai maksimal = 100

K. PENILAIAN PROSES DAN HASIL BELAJAR

a. Teknik penilaian

- Sikap : Observasi
- Pengetahuan : Tes tertulis dan lisan

b. Remedial

- Pembelajaran remedial dilakukan bagi siswa yang capaian KD nya belum tuntas.

- Tahapan pembelajaran remedial dilaksanakan melalui remedial teaching, atau tutor sebaya, atau tugas.
- c. **Pengayaan**
- bagi siswa yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan.

Gedong Tataan, 24 Agustus 2017

Mengetahui
Guru Mata Pelajaran

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Mengetahui
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 2)
FOR EXPERIMENTAL CLASS**

Satuan Pendidikan : SMA NEGERI 1 GEDONG TATAAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Narrative Text
Pertemuan ke : 2
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi:

2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar:

2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: *recount*, *narrative*, dan *procedure*.

C. Indikator Pencapaian Kompetensi

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

E. Materi Pokok

NARRATIVE TEXT

Definition of Narratiive Text

- It is used to entertain, that is to gain and hold the reader's interest in a story.
- To amuse the reader
- It can be imaginary or factual (fairy tales, mysteries, fables, romances, adventures stories, myths and legends), or it can be complicated event that leads to a crises that finally find a solution.

Generic Structure

✓ **ORIENTATION**

- Introduces participants/character (who)
- Sets the scene (when & where)

✓ **COMPLICATION**

- Development of a Crises: a crisis arises, something happened unexpectedly

✓ **RESOLUTION**

- Solution of the crisis: for better or for worse

✓ **RE-ORIENTATION**

- Closing to the narrative (optional)
- Coda: changes of characters, lesson taken from the story

Example of Narrative Text :

RAPUNZEL

Once upon a time, there lived a man and his wife. They did not have any children. But they really wanted to have one. After short period of time, the lady was expecting a baby.

One morning, when she was looking out of the window, she saw a beautiful herb garden next door. From that moment she could not ever think of anything else except that herb, "i wish i could eat them" The husband's heart was sad when he heard her. These gardens belong to wrecked witch who would not let one to enter. But he loved her wife very much. And so with pounding heart, he went into the garden to pick the juicy herb. But as he was about to pick the herb the wrecked witch caught him, "you thief! How dare you enter my garden" she screamed. He failed off of his feet and bag "please do not curse me. If my wife does not eat this she will die. She is going to have a baby and it is very ill." "i will let you live" she said " if you promise to give me your first born"

Poor man had no other way but to agree. He took the herb to his wife and soon gave birth to a beautiful girl. But as for their agreement, the witch came to take the baby away. The beautiful girl was named Rapunzel and the witch took her to far away land and locked her in a high tower. The tower had no door or stair. There was only a window on top. The only person who Rapunzel ever showed was the wrecked witch.

She grown up to be the most beautiful girl with pretty eyes, beautiful voice and the golden hair grow very very long. All day long when Rapunzel was alone she would sing and wait

(Rapunzel sing)

“Hey birds sing with me, i am alone. Come be my friend”

Rapunzel wanted to go out and explored the world but she was locked in that high tower. Every day the wrecked witch came to the tower with food. She stood at the bottom at the tower and shouted. “Rapunzel, Rapunzel let your hair down.” Rapunzel would drop her long hair through the window. The witch used that hair as a rope to climb in to the tower.

One day a handsome prince was passing by and heard her sing.

(Rapunzel sing)

He fell in love with her voice and un noun to all king to the tower every day to hear her sing.

One day the prince saw the witch climbing up to the tower using Rapunzel’s hair. The next day the prince called out to Rapunzel. “Rapunzel, Rapunzel let down your hair” he said. The prince climbed out to the top of the tower after that prince came to meet Rapunzel every day.

Alas!The witch soon discovered the prince with Rapunzel. She pushed him to the tower onto a Courtney buss, making him blind. She punished Rapunzel into the desert far away.

Many years passed, the blind prince wondered alone and finally reached the same desert. One day he heard familiar voice sing

(Rapunzel sing)

Following the sound he found her. They hugged each other in joy. Tears of happiness flowed down Rapunzel’s cheek. As the tears spell on the prince’s eyes, he regained his vision.

The prince took Rapunzel to his kingdom and lived happily ever after.

www.youtube.com/narrative-story-about-rapunzell/

Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

Struktur Teks

Dapat mencakup:

- Orientasi

- Komplikasi
- Resolusi
- Orientasi ulang

F. Metode/Teknik Pembelajaran: Silent Viewing (for language)

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru mengecek kehadiran siswa - Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari 	10 menit
2.	<p>Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> - Guru memilih video yang akan didengar siswa berdasarkan level mendengar mereka. - Guru melakukan pre-listening (memperkenalkan video yang akan ditonton, menggali pengetahuan siswa tentang video yang akan ditonton). <p>Elaborasi:</p> <ul style="list-style-type: none"> - Guru memutar video tanpa suara tentang <i>Hansel and Gretel</i> - Guru meminta siswa untuk menebak apa isi cerita. - Guru mem-pause cerita ditempat-tempat yang penting dalam cerita <p>Konfirmasi:</p> <ul style="list-style-type: none"> - Guru memutar lagi video untuk melihat apakah tebakan siswa benar 	70 menit
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> - Guru menyimpulkan materi pelajaran - Guru memberi motivasi kepada siswa - Guru menutup pelajaran dengan mengucapkan salam 	10 menit

H. Sumber dan Media

- Sumber** : Catur, Irmawan.Lolitarini, D. N.2008.*English Today 1: English for Senior High School Students X*. Jakarta: Quadra.
- Media** : Video of Rapunzell

I. Penilaian

1. **Teknik** : Tertulis
2. **Bentuk** : Pilihan ganda

J. Rubrik penilaian

- **Rubrik Penilaian Listening**

Question number 1 until 10, follow the video and choose the right answer!

1. What was the text talking about?
 - a. About a girl named Rapunzel
 - b. About a girl who lived with her step mother and step sister
 - c. About a girl who loved to dance a lot
 - d. About a girl who already did not have parents
2. What is the genre of the text?
 - a. Descriptive
 - b. Recount
 - c. Narrative
 - d. Announcement
3. Why the king entered the witch's garden?
 - a. Steal a herb in the witch's garden
 - b. Asked a herb in the witch's garden
 - c. Bought a herb in the witch's garden
 - d. Sold a herb in the witch's garden
4. What did the witch want to the King for taking her herb?
 - a. She wanted money
 - b. She wanted gold
 - c. She wanted a king to marry her
 - d. She wanted the first baby born
5. Where did the witch take Rapunzel?
 - a. Took her in a little village

- b. Took her in the high tower
 - c. Took her in her palace
 - d. Took her in the wood
6. What did Rapunzel do when she was alone?
 - a. She sang and waited
 - b. She sang and ate
 - c. She sang and dance
 - d. She dance and waited
 7. How could the witch come to the high tower?
 - a. She climbed the wall
 - b. She flew with her broom stick
 - c. She is took by Rapunzel's hair
 - d. She walked by ladder
 8. How could the Prince come to the high tower where Rapunzel lived?
 - a. Did same as what the witch did
 - b. He borrowed the witch's broom stick
 - c. He just waited Rapunzel down stair
 - d. He did nothing
 9. Where did the witch send Rapunzel as her punishment?
 - a. To the sea
 - b. To the wood
 - c. To the little village
 - d. To the desert
 10. What did Rapunzel and the prince after they met each other in the desert?
 - a. They hug each other and the prince took her to his palace
 - b. They never met in the desert
 - c. They got married in the desert
 - d. They hugged and the prince died

KUNCI JAWABAN

1	2	3	4	5	6	7	8	9	10
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Skor penilaian pilihan ganda : setiap jawaban benar mendapat nilai 10

Nilai Akhir = Jumlah jawaban benar X10

Nilai maksimal = 100

K. PENILAIAN PROSES DAN HASIL BELAJAR

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- Sikap : Observasi
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b. Remedial

- Pembelajaran remedial dilakukan bagi siswa yang capaian KD nya belum tuntas.
- Tahapan pembelajaran remedial dilaksanakan melalui remedial teaching, atau tutor sebaya, atau tugas.

c. Pengayaan

- bagi siswa yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan.

Gedong Tataan, 24 Agustus 2017

Mengetahui
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Mahasiswa Praktikan

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3)
FOR EXPERIMENTAL CLASS**

Satuan Pendidikan : SMA NEGERI 1 GEDONG TATAAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Narrative Text
Pertemuan ke : 3
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi:

2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

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2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: *recount*, *narrative*, dan *procedure*.

C. Indikator Pencapaian Kompetensi

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

E. Materi Pokok

NARRATIVE TEXT

Definition of Narratiive Text

- It is used to entertain, that is to gain and hold the reader's interest in a story.
- To amuse the reader
- It can be imaginary or factual (fairy tales, mysteries, fables, romances, adventures stories, myths and legends), or it can be a complicated event that leads to a crisis that finally finds a solution.

Generic Structure

- ✓ **ORIENTATION**
 - Introduces participants/character (who)
 - Sets the scene (when & where)
- ✓ **COMPLICATION**
 - Development of a Crisis: a crisis arises, something happened unexpectedly
- ✓ **RESOLUTION**
 - Solution of the crisis: for better or for worse
- ✓ **RE-ORIENTATION**
 - Closing to the narrative (optional)
 - Coda: changes of characters, lesson taken from the story

Example of Narrative Text :

THE FROG PRINCE

Once upon a time, there lives a beautiful princess in a big castle.

One day, her father the king gave her a golden ball as a birthday present. "Happy birthday my daughter". "Thank you father". The princess loved this golden ball. She started to spend all her time playing with it in the garden.

One day she went out with her ball and started to play with it, throwing it around. The princess came to a little pond and continued playing with her ball. Right at that moment, she could not catch the ball after she threw it in the air and the ball started to roll away. "My ball". The princess ran out to her golden ball but

the ball got faster and faster. Finally, the ball was falling the pond and sinking in the deep water. “oh no”

The princess sat down next to the pond and desperately started to cry. “My beautiful golden ball, how can i get it back?”

Suddenly she heard a voice “My beautiful princess why are you crying?”. She looked around but could not figure it out where the voice coming from. When she looked closely she realized that the voice was coming from the frog that was right next pond looking at her. The frog leaped to watch the princess and asked again after he got closer, “What’s wrong m beautiful princess? Why are you crying?”. The princess got shock when she saw a talking frog. “A talking frog? How can that be?”. “Well, here I am talking to me my beautiful princess. Now tell me why are you crying?” coming back to herself, the princess started to tell her story. “The golden ball that my father gave me is fall in the pond. It is already at the bottom. How am I going to get it back?”. The frog came next to her feet and made an offer. “My beautiful princess I will bring back the golden ball but it is chanced i will need a chance you to do me a favor” the princess was curious. “So what the favor?”. If you accept me to be friend with me, I would like to live with you in the castle. The princess thought about it and then accepted his offer. So the frog jumped in the water and went out of sight. An hour later, he appeared with a golden ball and threw it to the princess. Really excited with her ball the princess started to walk back to the castle. Seeing the princess leaving the frog behind, frog yelled out after her, “My beautiful princess you forget me. You promise to take me with you to the castle. The princess yelled out from laughing, “How can an ugly frog likes you can imagine to live with a beautiful princess like me”. The princess left the frog right there and went back to the castle.

In the evening, king, queen, and the princess sat down at the dinner table. Right when they were starting to eat; they heard a knock on the door. The maid told them that a frog had arrived and told them that he was invited by the princess and asked permission to come in. The king surprised asked his daughter, “Would you tell us what’s going on my daughter?”. “Well, emm daddy...” the princess told about what happened that morning at the pond. “If you get the promise to the frog to save your ball then, you must keep your word for it.” the king ordered the main to welcome the frog inside.

A moment later, the door open and the little frog coming and stop next to the dinner table. “Good evening everyone and thank you the king for allowing me in.” With one big jump, the frog landed next to the princess’s plate. He looked at her unhappy. The king ordered the plate for the frog but the frog stopped it. No need a plate, I can eat from princess’s plate.

The frog started to eat from her plate. The princess was really upset with him but she thought that he would leave after the dinner anyway and he could not say anything. But the frog had no intension to leave after the dinner. When she left the dinner he followed the princess to her room.

Time passed and the frog got sleepy. “My princess, I am very sleepy. I would sleep in your bed if you do not mind. Afraid to upset her father the princess had to say yes. The frog jumped in to the bed and put his head in a soft pillow. Trying not to show her angle, the princess lay next to the frog and slept.

In the morning, the frog woke the princess up, “Good morning my beautiful princess, i have one more wish from you. If you want to do that i will leave right away”. Hearing that the ugly frog will leave soon without making obvious the princess was extremely happy. “Alright, what is it now?” “I want you to kiss me my princess.” The princess shocked out of the bed furiously. “How dare you! That is impossible” the smile on the frog’s face disappear and instead the tears dropped rain down his cheek. The princess shocked for a while, “Oh well what’s a big deal with tiny little kiss, i will not see him again”. And so she gave him a kiss.

As soon as she kissed the frog, a bright white light covered the room. Because of it, the princess could not see anything. After short while, the light disappear. The princess started to see again. But this time she could not believe her eyes. Right away the frog was standing a moment ago there was a very handsome man in state. The princess was done what she was she could not believe her eyes and so she asked, “Who are you? What happen with the frog was standing here?”. “My beautiful princess, I am the prince from the land far away. The evil witch had spell on me and turned me into a frog. To break the spell I have to spend one night next to a princess and get a kiss from her. Thanks to you I am saved from being a frog forever”. The princess was very surprised but also very happy about what she heard. They both went next to the king and told him all about it. “This should be the second lesson that a frog taught you my dear daughter we should not evaluate anyone by only their look and judge without knowing the whole truth about them”.

The king housed the prince for a few more days in his castle. The prince and the princess came next to the pond where they first met. “My princess will you marry me and come with me to my kingdom” the princess smiled and nodded accepting the prince offer. And right after that moment a sound hear in silent. They turned and looked where the sounds came from; it was a frog next to the pond looking at them. They heal a breath and waited for him to talk but it did not happen. They both started laughed. “Do not worry little frog, I am sure you will find your princess one day”. And laughed a rough.

After short while they married and happily ever after.

www.youtube.com/narrative-story-about-teh-frog-prince/

Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

Struktur Teks

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang

F. Metode/Teknik Pembelajaran: Silent Viewing (for language)

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru mengecek kehadiran siswa - Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari 	10 menit
2.	<p>Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> - Guru memilih video yang akan didengar siswa berdasarkan level mendengar mereka. - Guru melakukan pre-listening (memperkenalkan video yang akan ditonton, menggali pengetahuan siswa tentang video yang akan ditonton). <p>Elaborasi:</p> <ul style="list-style-type: none"> - Guru memutar video tanpa suara tentang <i>Hansel and Gretel</i> - Guru meminta siswa untuk menebak apa isi cerita. - Guru mem-pause cerita ditempat-tempat yang penting dalam cerita <p>Konfirmasi:</p> <ul style="list-style-type: none"> - Guru memutar lagi video untuk melihat apakah tebakan siswa benar 	70 menit
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> - Guru menyimpulkan materi pelajaran 	10 menit

	- Guru memberi motivasi kepada siswa - Guru menutup pelajaran dengan mengucapkan salam	
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H. Sumber dan Media

- Sumber** : Catur, Irmawan.Lolitarini, D. N.2008.*English Today 1: English for Senior High School Students X*. Jakarta: Quadra.
- Media** : Video of The Frog Prince

I. Penilaian

1. **Teknik** : Tertulis
2. **Bentuk** : Pilihan ganda

J. Rubrik penilaian

• Rubrik Penilaian Listening

Question number 1 until 10, follow the video and choose the right answer!

1. What was the test about?
 - a. A young princess and her bonnet
 - b. A young princess in a spring cold water
 - c. A young princess with a golden ball in her hand
 - d. The frog prince
2. What kind of text is the text?
 - a. Narrative
 - b. Hortatory exposition
 - c. descriptive
 - d. argumentative
3. The communicative purpose of the text is?
 - a. To describe a young princess with a golden ball
 - b. To amuse or entertain the readers
 - c. To tell about our opinion about a young princess and her bonnet
 - d. To persuade the readers to do some thing
4. What did the king give to the princess as her gift?
 - a. A necklace
 - b. A ring
 - c. A golden ball
 - d. A new dress
5. Where was the ball fall?
 - a. In the canyon

- b. In the big lake
 - c. In the sea
 - d. In the pond
6. What should the princess do as a favor to the frog?
 - a. The frog wanted to live with the prince in the castle
 - b. The frog wanted to marry the princess in the castle
 - c. The frog wanted to kiss the princess in the castle
 - d. The frog did not want anything
 7. What did the frog ask to the princess in order that the frog would go?
 - a. The frog wanted a food
 - b. The frog wanted a kiss
 - c. The frog wanted money
 - d. The frog did not want anything
 8. What did happen after the princess kiss the frog?
 - a. The frog turned into a handsome prince
 - b. The frog turned into a soldier
 - c. The frog turned into a police
 - d. The frog turned into a slave
 9. Why could the prince turn into a frog?
 - a. Because he is rude
 - b. Because he is ugly
 - c. Because he was chanced by the evil which
 - d. Because he was really handsome
 10. Did the prince and the princess live happily ever after?
 - a. Yes they do
 - b. No they do not
 - c. Yes they did
 - d. No they did not

KUNCI JAWABAN

1	2	3	4	5	6	7	8	9	10
D	A	B	C	D	A	B	A	C	C

Skor penilaian pilihan ganda : setiap jawaban benar mendapat nilai 10

Nilai Akhir = Jumlah jawaban benar X10

Nilai maksimal = 100

K. PENILAIAN PROSES DAN HASIL BELAJAR

a. Teknik penilaian

- Sikap : Observasi
- Pengetahuan : Testertulisdanlisan

b. Remedial

- Pembelajaran remedial dilakukanbagisiswa yang capaian KD nyabelumtuntas.
- Tahapanpembelajaran remedial dilaksanakanmelaluiremidial teaching, atau tutor sebaya, atautugas.

c. Pengayaan

- bagisiswa yang sudahmencapainilai ketuntasandiberikanpembelajaranpengayaan.

Gedong Tataan, 24 Agustus 2017

Mengetahui
Guru Mata Pelajaran

MahasiswaPraktikan

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Appendix 7

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 1)
FOR CONTROL CLASS**

Satuan Pendidikan : SMA NEGERI 1 GEDONG TATAAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Narrative Text
Pertemuan ke : 1
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi:

2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar:

2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: *recount*, *narrative*, dan *procedure*.

C. Indikator Pencapaian Kompetensi

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

E. Materi Pokok

NARRATIVE TEXT

Definition of Narratiive Text

- It is used to entartain, that is to gain and hold the reader's interest in a story.
- To amuse the reader
- It can be imaginary or factual (fairy tales, mysteries, fables, romances, adventures stories, myths and legends), or it can be complicated event that leads to a crises that finally find a solution.

Generic Structure

✓ **ORIENTATION**

- Introduces participants/character (who)
- Sets the scene (when & where)

✓ **COMPLICATION**

- Development of a Crises: a crisis arises, something happened unexpectedly

✓ **RESOLUTION**

- Solution of the crisis: for better or for worse

✓ **RE-ORIENTATION**

- Closing to the narrative (optional)
- Coda: changes of characters, lesson taken from the story

Example of Narrative Text :

HANSEL AND GRETEL

Once upon a time there lived a family. A husband and a wife and they had two children, Hansel and Gretel. The parents could not take care of the children anymore. They decided to leave them in the middle of the forest. Hansel and Gretel heard this and were very scared. They came up with the plans of dropping the fables along the way the father took them. All they have to do was followed the line the fables back home.

Their parents were surprise to see them again and decided to take them again. Hansel and Gretel decided to drop seed this time as the fables were gone but sadly for the children the animal and bird ate up the seed.

They walked and walked but couldn't find the way back home. Suddenly they saw the string house made of cookies, candies and chocolate. Just as Hansel and Gretel eating the yummy door a witch appeared in front of them. She locked up Hansel in the cube and asked Gretel to help her hit the open. She would cook them and ate them up. But just as the witch back too check open temperature. Gretel pushed her from behind and lock the open door. Gretel rescue Hansel and found the gold in witch's house. Finally they found the way back home and gave the gold to their parents. Thanks to the clever children the families was not hungry anymore.

www.storynory.com/story-about-hansel-and-gretel/

Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

Struktur Teks

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang

F. Metode/Teknik Pembelajaran: Listen again

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	Kegiatan Awal <ul style="list-style-type: none"> - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru mengecek kehadiran siswa - Guru mengajukan pertanyaan kepada siswa yang 	10 menit

	menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari	
2.	<p>Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> - Guru memutar audiobook yang sesuai dengan level mendengarkan siswa <p>Elaborasi:</p> <ul style="list-style-type: none"> - Guru memutar audio tentang <i>Hansel and Gretel</i> tanpa teks. - Guru meminta siswa untuk memahami cerita dan pengucapan katanya. - Guru memutar lagi audio tersebut dan siswa diharapkan untuk fokus pada kata yang tidak diketahui artinya - Guru memutar lagi audio dengan teks dan siswa mendengar untuk memahami keseluruhan cerita; bagaimana menggunakan kata dalam kalimat atau bagaimana suara narrator berbunyi ketika mereka menggunakan prasa. <p>Konfirmasi:</p> <ul style="list-style-type: none"> - Guru memutar lagi audio dengan teks dan siswa mendengar untuk memahami keseluruhan cerita; bagaimana menggunakan kata dalam kalimat atau bagaimana suara narrator berbunyi ketika mereka menggunakan prasa. 	70 menit
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> - Guru menyimpulkan materi pelajaran - Guru memberi motivasi kepada siswa - Guru menutup pelajaran dengan mengucapkan salam 	10 menit

H. Sumber dan Media

Sumber : Catur, Irmawan.Lolitarini, D. N.2008.*English Today 1: English for Senior High School Students X*. Jakarta: Quadra.

Media : Audiobook of Hansel and Gretel Story

I. Penilaian

1. **Teknik** : Tertulis
2. **Bentuk** : Pilihan ganda

J. Rubrik penilaian**• Rubrik Penilaian Listening**

Question number 1 until 10, follow the Audiobook and choose the right answer!

1. Why did the parents leave Hansel and Gretel in the forest?
 - a. Because Hansel and Gretel was naughty
 - b. Because they couldn't take care of them again
 - c. Because the witch wanted them
 - d. Because the parents did not have responsibility
2. What did they do to get back to the house after their parents left them to the wood?
 - a. They memorized they way to get home
 - b. They put fables along their way to get home
 - c. They gave a mark in the wood to get home
 - d. They hiding in the witch's home
3. What did the string house make for?
 - a. Rocks, candies and chocolate
 - b. Cookies, rocks, and candies
 - c. Candies, seed, and rocks
 - d. Candies, cookies, and chocolate
4. What did the witch want to do with them?
 - a. Ate them
 - b. Safe them
 - c. Kept them
 - d. Gave them more candies
5. What did happen to the witch?
 - a. Hansel killed her
 - b. Gretel killed her
 - c. Hansel and Gretel killed her
 - d. The witch killed Hansel and Gretel
6. What did Hansel and Gretel find in the witch's home?
 - a. Candies
 - b. Ceke
 - c. Gold
 - d. Chocolate
7. Which of the following is NOT TRUE according to the text?
 - a. Hansel and Gretel were sibling
 - b. Hansel and Gretel were bearing down the witch

- c. Their parents left Hsnsel and Gretel in the forest
 - d. Hansel and Gretel were helped by the witch
8. What can we infer from the story?
- a. Hansel and Gretel was killed by the witch
 - b. Hansel and Gretel saved the family
 - c. Hansel and Gretel bear down the witch
 - d. Hansel and Gretel ate too many candies
9. Did the Hansel and Gretel live happily ever after?
- a. Yes they do
 - b. No they do not
 - c. Yes they did
 - d. No they did not
10. What was the moral value from the story?
- a. Do not go to stranger's house
 - b. Do not walking around in the wood
 - c. Do not trust people we do not know
 - d. Do not play in the wood

KUNCI JAWABAN

1	2	3	4	5	6	7	8	9	10
D	B	D	A	B	C	D	B	C	C

Skor penilaian pilihan ganda : setiap jawaban benar mendapat nilai 10

Nilai Akhir = Jumlah jawaban benar X10

Nilai maksimal = 100

K. PENILAIAN PROSES DAN HASIL BELAJAR

a. Teknik penilaian

- Sikap : Observasi
- Pengetahuan : Tes tertulis dan lisan

b. Remedial

- Pembelajaran remedial dilakukan bagi siswa yang capaian KD nya belum tuntas.
- Tahapan pembelajaran remedial dilaksanakan melalui remedial teaching, atau tutor sebaya, atau tugas.

c. Pengayaan

Bagi siswa yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan.



Gedong Tataan, 24 Agustus 2017

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 2)
FOR CONTROL CLASS**

Satuan Pendidikan : SMA NEGERI 1 GEDONG TATAAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Narrative Text
Pertemuan ke : 2
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi:

2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar:

2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: *recount*, *narrative*, dan *procedure*.

C. Indikator Pencapaian Kompetensi

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

E. Materi Pokok

NARRATIVE TEXT

Definition of Narrative Text

- It is used to entertain, that is to gain and hold the reader's interest in a story.
- To amuse the reader
- It can be imaginary or factual (fairy tales, mysteries, fables, romances, adventures stories, myths and legends), or it can be complicated event that leads to a crises that finally find a solution.

Generic Structure

✓ **ORIENTATION**

- Introduces participants/character (who)
- Sets the scene (when & where)

✓ **COMPLICATION**

- Development of a Crises: a crisis arises, something happened unexpectedly

✓ **RESOLUTION**

- Solution of the crisis: for better or for worse

✓ **RE-ORIENTATION**

- Closing to the narrative (optional)
- Coda: changes of characters, lesson taken from the story

Example of Narrative Text :

RAPUNZEL

There were once a man and a woman who had long wished for a child – but without any luck. At last, the woman hoped that God was about to grant her desire. They had a little window at the back of their house from which a splendid garden could be seen, which was full of the most beautiful flowers and herbs. It was, however, surrounded by a high wall, and no one dared to go into it because it belonged to an enchantress, who had great power and was dreaded by all the world.

One day the woman was standing by this window and looking down into the garden, when she saw a bed which was planted with the most beautiful plant called a rapunzel, and it looked so fresh and green that she longed for it; she quite pined away, and began to look pale and miserable. Then her husband was alarmed, and asked, “What troubles you, dear wife?”

“Ah,” she replied, “if I can’t eat some of the rapunzel, which is in the garden behind our house, I shall die.”

The man, who loved her, thought, “Sooner than let your wife die, better bring her some of the rapunzel – let it cost you what it will.”

When it was getting dark, he clambered down over the wall into the garden of the enchantress, hastily clutched a handful of the rapunzel plant and took it to his wife. She at once made herself a salad of it, and ate it greedily. It tasted so good to her – so very good that the next day she longed for it three times as much as before. If he was to have any rest, her husband must once more descend into the garden.

In the gloom of evening therefore, he let himself down again; but when he had clambered down the wall he was struck with terror, for he saw the enchantress standing before him. “How can you dare,” said she with angry look, “climb down into my garden and steal my rapunzel, like a thief? You shall suffer for it!”

“Ah,” answered he, “let mercy take the place of justice, I only made up my mind to do it out of necessity. My wife saw your rapunzel from the window, and felt such a longing for it that she would have died if she had not gotten some to eat.”

Then the enchantress allowed her anger to be softened, and said to him, “If you speak the truth, I will allow you to take away with you as much rapunzel as you will, only I make one condition, you must give me the child which your wife will bring into the world; it shall be well treated, and I will care for it like a mother.” The man in his terror agreed to everything, and when the child was born, the enchantress appeared at once, gave the child the name of Rapunzel, and took it away with her.

Rapunzel grew into the most beautiful child under the sun. When she was twelve years old, the enchantress shut her in a tower, which lay in a forest, and had neither stairs nor door, but quite at the top was a little window. When the enchantress wanted to go in, she placed herself beneath it and cried, “Rapunzel, Rapunzel; let down your hair to me.”

Rapunzel had magnificent long hair, fine as spun gold, and when she heard the voice of the enchantress she unfastened her braided tresses, wound them around one of the hooks of the window above. Then the hair fell twenty yards down, and the enchantress climbed up by it.

After a year or two, it happened that the king's son rode through the forest and passed by the tower. Then he heard a song, which was so charming that he stood still and listened. This was Rapunzel, who in her solitude passed her time in letting her sweet voice sing out. The king's son wanted to climb up to her, and looked for the door of the tower, but none was to be found. He rode home, but the singing had so deeply touched his heart that every day he went out into the forest and listened to it.

Once when he was thus standing behind a tree, he saw that an enchantress came there, and he heard how she cried, "Rapunzel, Rapunzel; let down your hair to me." Rapunzel let down the braids of her hair, and the enchantress climbed up to her. "If that is the ladder that leads to the top, I too will try my fortune," said he, and the next day when it began to grow dark, he went to the tower and cried, "Rapunzel, Rapunzel; let down your hair to me."

Immediately the hair fell down and the prince climbed up; at first Rapunzel was terribly frightened when a man, such as her eyes had never yet beheld, came to her; but the king's son began to talk to her quite like a friend, and told her that his heart had been so stirred that it had let him have no rest – he had been forced to see her. Rapunzel lost her fear, and when he asked her if she would take him for her husband, and she saw that he was young and handsome, she thought, "He will love me more than old Dame Gothel the enchantress does," so she said yes, and laid her hand in his.

She said, "I will willingly go away with you, but I do not know how to get down. Bring with you a ball of silk every time that you come, and I will weave a ladder with it. When that is ready I will climb down, and you will take me on your horse." They agreed that until that time he should come to her every evening, for the old woman came by day.

The enchantress remarked nothing of this, until once Rapunzel said to her, "Tell me, Dame Gothel, how it happens that you are so much heavier for me to draw up than the young king's son – he is with me in a moment."

"Ah! You wicked child," cried the enchantress. "What do I hear you say? I thought I had separated you from all the world, and yet you have deceived me!" In her anger she clutched Rapunzel's beautiful hair, wrapped it twice around her left hand, seized a pair of scissors with the right, and snip snap; they were cut off, and the lovely braids lay on the ground. She was so pitiless that she took poor Rapunzel into a desert where she had to live in great grief and misery.

On the same day that she cast out Rapunzel, however, the enchantress fastened the braids of hair, which she had cut off, to the hook of the window, and when the king's son came and cried, "Rapunzel, Rapunzel; let down your hair to me." She let the hair down and the king's son climbed, but instead of finding his dearest Rapunzel, he found the enchantress, who gazed at him with wicked and poisonous looks.

"Aha!" She cried mockingly. "You would fetch your dearest, but the beautiful bird sits no longer singing in the nest; the cat has got it, and will scratch out your eyes as well. Rapunzel is lost to you; you will never see her again."

The king's son was beside himself with pain, and in his despair he leaped down from the tower. He escaped with his life, but the thorns into which he fell pierced his eyes. Then he wandered quite blindly about the forest, ate nothing but roots and berries, and did naught but and weep over the loss of his dearest wife. Thus he roamed about in misery for some years, and at last came to the desert where Rapunzel, with the twins to which she had given birth; a boy and a girl, lived in wretchedness.

He heard a voice, and it seemed so familiar to him that he went towards it, and when he approached, Rapunzel knew him and fell on his neck and wept. Two of her tears wetted his eyes and they grew clear again, and he could see with them as before. He led her to his kingdom where he was joyfully received, and they lived for a long time afterwards, happy and contented.

<http://www.storynory.com/2007/10/21/rapunzel/>

Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

Struktur Teks

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang

F. Metode/Teknik Pembelajaran: Listen again

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi
----	-----------------------	---------

		Waktu
1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru mengecek kehadiran siswa - Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari 	10 menit
2.	<p>Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> - Guru memutar audiobook yang sesuai dengan level mendengarkan siswa <p>Elaborasi:</p> <ul style="list-style-type: none"> - Guru memutar audio tentang <i>Rapunzell</i> tanpa teks. - Guru meminta siswa untuk memahami cerita dan pengucapan katanya. - Guru memutar lagi audio tersebut dan siswa diharapkan untuk fokus pada kata yang tidak diketahui artinya - Guru memutar lagi audio dengan teks dan siswa mendengar untuk memahami keseluruhan cerita; bagaimana menggunakan kata dalam kalimat atau bagaimana suara narrator berbunyi ketika mereka menggunakan prasa. <p>Konfirmasi:</p> <ul style="list-style-type: none"> - Guru memutar lagi audio dengan teks dan siswa mendengar untuk memahami keseluruhan cerita; bagaimana menggunakan kata dalam kalimat atau bagaimana suara narrator berbunyi ketika mereka menggunakan prasa. 	70 menit
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> - Guru menyimpulkan materi pelajaran - Guru memberi motivasi kepada siswa - Guru menutup pelajaran dengan mengucapkan salam 	10 menit

H. Sumber dan Media

Sumber : Catur, Irmawan.Lolitarini, D. N.2008.*English Today 1: English for Senior High School Students X*. Jakarta: Quadra.

Media : Audiobook of Rapunzel

I. Penilaian

1. **Teknik** : Tertulis
2. **Bentuk** : Pilihan ganda

J. Rubrik penilaian

- **Rubrik Penilaian Listening**

Question number 1 until 10, follow the video and choose the right answer!

1. What was the text talking about?
 - a. About a girl named Rapunzel
 - b. About a girl who lived with her step mother and step sister
 - c. About a girl who loved to dance a lot
 - d. About a girl who already did not have parents
2. What is the genre of the text?
 - a. Descriptive
 - b. Recount
 - c. Narrative
 - d. Announcement
3. Why the king entered the witch's garden?
 - a. Steal a herb in the witch's garden
 - b. Asked a herb in the witch's garden
 - c. Bought a herb in the witch's garden
 - d. Sold a herb in the witch's garden
4. What did the witch want to the King for taking her herb?
 - a. She wanted money
 - b. She wanted gold
 - c. She wanted a king to marry her
 - d. She wanted the first baby born
5. Where did the witch take Rapunzel?
 - a. Took her in a little village
 - b. Took her in the high tower
 - c. Took her in her palace
 - d. Took her in the wood

6. What did Rapunzel do when she was alone?
 - a. She sang and waited
 - b. She sang and ate
 - c. She sang and dance
 - d. She dance and waited
7. How could the witch come to the high tower?
 - a. She climbed the wall
 - b. She flew with her broom stick
 - c. She is took by Rapunzel's hair
 - d. She walked by ladder
8. How could the Prince come to the high tower where Rapunzel lived?
 - a. Did same as what the witch did
 - b. He borrowed the witch's broom stick
 - c. He just waited Rapunzel down stair
 - d. He did nothing
9. Where did the witch send Rapunzel as her punishment?
 - a. To the sea
 - b. To the wood
 - c. To the little village
 - d. To the desert
10. What did Rapunzel and the prince after they met each other in the desert?
 - a. They hug each other and the prince took her to his palace
 - b. They never met in the desert
 - c. They got married in the desert
 - d. They hugged and the prince died

KUNCI JAWABAN

1	2	3	4	5	6	7	8	9	10
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A	C	A	D	B	A	C	A	D	A
---	---	---	---	---	---	---	---	---	---

Skor penilaian pilihan ganda : setiap jawaban benar mendapat nilai 10

Nilai Akhir = Jumlah jawaban benar X10

Nilai maksimal = 100

K. PENILAIAN PROSES DAN HASIL BELAJAR

a. Teknik penilaian

- Sikap : Observasi
- Pengetahuan : Testertulisdanlisan

b. Remedial

- Pembelajaran remedial dilakukanbagisiswa yang capaian KD nyabelumtuntas.
- Tahapanpembelajaran remedial dilaksanakanmelaluiremidial teaching, atau tutor sebaya, ataugas.

c. Pengayaan

Bagisiswa yang sudahmencapainilai ketuntasandiberikanpembelajaranpengayaan.

Gedong Tataan, 24 Agustus 2017

Mengetahui
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3)
FOR CONTROL CLASS**

Satuan Pendidikan : SMA NEGERI 1 GEDONG TATAAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Materi Pokok : Narrative Text
Pertemuan ke : 3
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi:

2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar:

2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: *recount*, *narrative*, dan *procedure*.

C. Indikator Pencapaian Kompetensi

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Menemukan ide pokok dalam cerita
2. Menjawab pertanyaan-pertanyaan 51 1H
3. Menemukan kesimpulan dalam cerita

E. Materi Pokok

NARRATIVE TEXT

Definition of Narrative Text

- It is used to entertain, that is to gain and hold the reader's interest in a story.
- To amuse the reader
- It can be imaginary or factual (fairy tales, mysteries, fables, romances, adventures stories, myths and legends), or it can be complicated event that leads to a crises that finally find a solution.

Generic Structure

✓ **ORIENTATION**

- Introduces participants/character (who)
- Sets the scene (when & where)

✓ **COMPLICATION**

- Development of a Crises: a crisis arises, something happened unexpectedly

✓ **RESOLUTION**

- Solution of the crisis: for better or for worse

✓ **RE-ORIENTATION**

- Closing to the narrative (optional)
- Coda: changes of characters, lesson taken from the story

Example of Narrative Text :

THE FROG PRINCE

In olden times, when if you made a wish, it would always come true, there lived a king whose daughters were all beautiful, but the youngest was so beautiful that the sun itself, which has seen so much, was astonished whenever it shone in her face. Close by the king's castle lay a great dark forest, and under an old lime tree in the forest was a well. When the day was very warm, the king's child went out into the forest and sat down by the side of the cool fountain, and when she was dull she took a golden ball, and threw it up on high and caught it, and this ball was her favourite plaything.

Now it so happened that on one occasion the princess' golden ball did not fall into the little hand which she was holding up for it, but on to the ground beyond, and rolled straight into the water. The king's daughter followed it with her eyes, but it vanished, and the well was deep – so deep that the bottom could not be seen. On this she began to cry, and cried louder and louder, and could not be comforted. As she was

complaining, someone said to her, "What troubles you, king's daughter? You weep so that even a stone would show pity."

She looked around to the side from whence the voice came, and saw a frog stretching forth its thick, ugly head from the water. "Ah! old water-splasher, is it you?" Said she. "I am weeping for my golden ball, which has fallen into the well."

"Be quiet, and do not weep," answered the frog, "I can help thee, but what wilt you give me if I bring thy plaything up again?"

"Whatever you will have, dear frog," said she. "My clothes, my pearls and jewels, and even the golden crown which I am wearing."

The frog answered, "I do not care for thy clothes, thy pearls and jewels, or thy golden crown, but if you will love me and let me be thy companion and play fellow, and sit by thee at thy little table, and eat off thy little golden plate, and drink out of thy little cup, and sleep in thy little bed. If thou wilt promise me this I will go down below, and bring thee thy golden ball up again."

"Oh yes," said she, "I promise thee all you wish, if you will bring me my ball back again." She however, thought, "How the silly frog does talk! He lives in the water with the other frogs, and croaks, and can be no companion to any human being!"

But the frog, when he had received this promise, put his head into the water and sank down, and in a short while came swimming up again with the ball in his mouth, and threw it on the grass. The king's daughter was delighted to see her pretty plaything once more, picked it up, and ran away with it. "Wait, wait," said the frog. "Take me with thee. I can't run as thou canst." But what did it avail him to scream his croak-croak after her, as loudly as he could? She did not listen to it, but ran home and soon forgot the poor frog, who was forced to go back into his well again.

The next day when she had seated herself at the table with the king and all the courtiers, and was eating from her little golden plate, something came creeping splish splash, splish splash, up the marble staircase, and when it had got to the top, it knocked at the door and cried, "Princess, youngest princess, open the door for me."

She ran to see who was outside, but when she opened the door, there sat the frog in front of it. Then she slammed the door to, in great haste, sat down to dinner again, and was quite frightened. The king saw plainly that her heart was beating violently

and said, "My child, what art thou so afraid of? Is there perchance a giant outside who wants to carry thee away?"

"Ah, no," replied she. "It is no giant but a disgusting frog."

"What does a frog want with you?"

"Ah, dear father, yesterday as I was in the forest sitting by the well, playing, my golden ball fell into the water. And because I cried so, the frog brought it out again for me, and because he so insisted, I promised him he should be my companion, but I never thought he would be able to come out of his water! And now he is outside there, and wants to come in to me."

In the meantime it knocked a second time, and cried, "Princess! Youngest princess! Open the door for me! Dost thou not know what thou saidst to me, yesterday by the cool waters of the fountain? Princess, youngest princess! Open the door for me!"

Then said the king, "That which you have promised, you must do. Go and let him in." She went and opened the door, and the frog hopped in and followed her, step by step, to her chair. There he sat and cried, "Lift me up beside you." She delayed, until at last the king commanded her to do it. When the frog was once on the chair he wanted to be on at the table, and when he was on the table he said, "Now, push your little golden plate nearer to me that we may eat together." She did this, but it was easy to see that she did not do it willingly. The frog enjoyed what he ate, but almost every mouthful she took choked her.

At length he said, "I have eaten and am satisfied; now I am tired, carry me into thy little room and make thy little silken bed ready, and we will both lie down and go to sleep."

The king's daughter began to cry, for she was afraid of the cold frog which she did not like to touch, and which was now to sleep in her pretty, clean little bed. But the king grew angry and said, "He who helped thee when thou wert in trouble ought not afterwards to be despised by thee." So she took hold of the frog with two fingers, carried him upstairs, and put him in a corner. When she was in bed he crept to her and said, "I am tired, I want to sleep as well as thou. Lift me up or I will tell thy father." Then she was terribly angry, and took him up and threw him with all her might against the wall.

“Now, you will be quiet, you horrible little frog,” said she. But when he fell down he was no frog but a king’s son with beautiful kind eyes. He, by her father’s will was now her dear companion and husband. Then he told her how he had been bewitched by a wicked witch, and how no one could have delivered him from the well but herself, and that tomorrow they would go together into his kingdom. They then went to sleep, and next morning when the sun awoke them, a carriage came driving up with eight white horses, which had white ostrich feathers on their heads, and were harnessed with golden chains, and behind stood the young king’s servant, Faithful Henry.

Faithful Henry had been so unhappy when his master was changed into a frog, that he had caused three iron bands to be laid around his heart, in case it should burst with grief and sadness. The carriage was to conduct the young king into his Kingdom. Faithful Henry helped them both in, and placed himself behind again, and was full of joy because of this wonderful end to their troubles. When they had driven a part of the way, the king’s son heard a cracking behind him as if something had broken. So he turned round and cried, “Henry, the carriage is breaking.”

“No, master, it is not the carriage. It is a band from my heart, which was put there in my great pain when you were a frog and imprisoned in the well.” Again and once again while they were on their way something cracked, and each time the king’s son thought the carriage was breaking; but it was only the bands which were springing from the heart of faithful Henry because his master was set free and was happy.

<http://www.storynory.com/2007/06/16/the-frog-prince/>

Fungsi Sosial

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

Struktur Teks

Dapat mencakup:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi ulang

F. Metode/Teknik Pembelajaran: Listen again

G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu
1.	<p>Kegiatan Awal</p> <ul style="list-style-type: none"> - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru mengecek kehadiran siswa - Guru mengajukan pertanyaan kepada siswa yang menyangkut pengetahuan sebelumnya dengan materi yang akan dipelajari 	10 menit
2.	<p>Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> - Guru memutar audiobook yang sesuai dengan level mendengarkan siswa <p>Elaborasi:</p> <ul style="list-style-type: none"> - Guru memutar audio tentang <i>The Frog Prince</i> tanpa teks. - Guru meminta siswa untuk memahami cerita dan pengucapan katanya. - Guru memutar lagi audio tersebut dan siswa diharapkan untuk fokus pada kata yang tidak diketahui artinya - Guru memutar lagi audio dengan teks dan siswa mendengar untuk memahami keseluruhan cerita; bagaimana menggunakan kata dalam kalimat atau bagaimana suara narrator berbunyi ketika mereka menggunakan prasa. <p>Konfirmasi:</p> <ul style="list-style-type: none"> - Guru memutar lagi audio dengan teks dan siswa mendengar untuk memahami keseluruhan cerita; bagaimana menggunakan kata dalam kalimat atau bagaimana suara narrator berbunyi ketika mereka menggunakan prasa. 	70 menit
3	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> - Guru menyimpulkan materi pelajaran - Guru memberi motivasi kepada siswa - Guru menutup pelajaran dengan mengucapkan salam 	10 menit

H. Sumber dan Media

- Sumber** : Catur, Irmawan.Lolitarini, D. N.2008.*English Today 1: English for Senior High School Students X*. Jakarta: Quadra.
- Media** : Audiobook of The Frog Prince

I. Penilaian

1. **Teknik** : Tertulis
2. **Bentuk** : Pilihan ganda

J. Rubrik penilaian

- **Rubrik Penilaian Listening**

Question number 1 until 10, follow the video and choose the right answer!

1. What was the test about?
 - a. A young princess and her bonnet
 - b. A young princess in a spring cold water
 - c. A young princess with a golden ball in her hand
 - d. The frog prince
2. What kind of text is the text?
 - a. Narrative
 - b. Hortatory exposition
 - c. descriptive
 - d. argumentative
3. The communicative purpose of the text is?
 - a. To describe a young princess with a golden ball
 - b. To amuse or entertain the readers
 - c. To tell about our opinion about a young princess and her bonnet
 - d. To persuade the readers to do some thing
4. What did the king give to the princess as her gift?
 - a. A necklace
 - b. A ring
 - c. A golden ball
 - d. A new dress
5. Where was the ball fall?
 - a. In the canyon

- b. In the big lake
 - c. In the sea
 - d. In the pond
6. What should the princess do as a favor to the frog?
 - a. The frog wanted to live with the prince in the castle
 - b. The frog wanted to marry the princess in the castle
 - c. The frog wanted to kiss the princess in the castle
 - d. The frog did not want anything
 7. What did the frog ask to the princess in order that the frog would go?
 - a. The frog wanted a food
 - b. The frog wanted a kiss
 - c. The frog wanted money
 - d. The frog did not want anything
 8. What did happen after the princess kiss the frog?
 - a. The frog turned into a handsome prince
 - b. The frog turned into a soldier
 - c. The frog turned into a police
 - d. The frog turned into a slave
 9. Why could the prince turn into a frog?
 - a. Because he is rude
 - b. Because he is ugly
 - c. Because he was chanced by the evil which
 - d. Because he was really handsome
 10. Did the prince and the princess live happily ever after?
 - a. Yes they do
 - b. No they do not
 - c. Yes they did
 - d. No they did not

KUNCI JAWABAN

1	2	3	4	5	6	7	8	9	10
D	A	B	C	D	A	B	A	C	C

Skor penilaian pilihan ganda : setiap jawaban benar mendapat nilai 10

Nilai Akhir = Jumlah jawaban benar X10

Nilai maksimal = 100

K. PENILAIAN PROSES DAN HASIL BELAJAR

a. Teknik penilaian

- Sikap : Observasi
- Pengetahuan : Testertulisdanlisan

b. Remedial

- Pembelajaran remedial dilakukan bagisiswa yang capaian KD nyabelumtuntas.
- Tahapan pembelajaran remedial dilaksanakanmelalui remedial teaching, atau tutor sebaya, ataautugas.

c. Pengayaan

- bagisiswa yang sudahmencapainilaiketuntasandiberikan pembelajaran pengayaan.

Gedong Tataan, 24 Agustus 2017

Mengetahui
Guru Mata Pelajaran

MahasiswaPraktikan

Drs. SAPRI, M.M
NIP 19681009 199412 1 002

MERLIANA GITA
NPM. 1311040239

Mengetahui
Kepala SMAN 1 GedongTataan

Dra. Hj. MEY SRIYANI

NIP. 19650528 199412 2 001



Appendix8

VALIDATION FORM FOR LISTENING COMPREHENSION TEST FOR POST-TEST

Direction:

For each question, please give your response by ticking (✓) a box representing your choice.

No.	Questions	Yes	No	Comments
1.	Apakah tes tersebut sudah mencapai atau mencakup aspek yang ingin diukur?			
2.	Apakah petunjuk dalam tes sudah jelas dan mudah dipahami siswa?			
3.	Apakah semua <i>words</i> yang tersedia sesuai dengan materi yang diajarkan?			
4.	Apakah <i>words</i> yang disediakan tidak menyulitkan siswa?			
5.	Apakah alokasi waktu sudah cukup?			

General comments:

Please give any general comment or suggestions you may have concerning this test development.

.....

.....

.....

.....

Date, 23 Agustus2017

Validator

Drs. SAPRI, M.M
NIP 19681009 199412 1 002

Appendix 9

TRANSCRIPT FOR TRY-OUT AND POST-TEST

Question no 1-5

Little Red Riding Hood

Once summer day, a girl named little red riding hood was baking cakes with her mother, “Do you think you could deliver this to grandmother’s house by yourself?” the mother asked, placed in the cake inside the picnic basket. “Yes mother” said little red riding hood. She grabbed the basket and escaped quickly out the door. “Wait” called her mother “Stay on the path and do not talk to stranger”, but little red riding hood was too far down the road to hear.

Little red riding hood followed the path as it lead into the forest. Little red riding hood noticed the beautiful flowers, delicious nuts, and flipping butterflies just off the path. She stepped out the road to collect flowers; from the shadow appeared of eyes spied little red riding hood living the path. “Excuse me pretty dear, who are those flowers for?” asked the hungry wolf disguised as a person. Little red riding hood answered the stranger without even looking at his face. “These flowers are for grandmother. She is sick and home alone in the first house by the oak tree” the wolf smiled and crept away. “Grandma is home alone at the first house by the oak tree” the wolf licked his lips as he ran down in the path which lead directly to grandmother’s cottage.

The wolf knocked on grandmother’s door, “Who is it?” asked grandmother. The wolf disguised his voice. “It is little red riding hood and I’ve brought cakes”. Grandmother who had been very sick couldn’t hear well. She believed the wolf’s voice was red riding hood’s voice. She told him how to unlock the door and he crept inside with a grin

Not long after little red riding hood arrived to grandmother cottage. “Who is it” asked the wolf disguised his voice like grandmothers. “It’s red riding hood, i brought cake and flowers” the wolf told her how to unlock the door and she crept inside with a smile.

Inside, the wolf picked up from under a blanket. When little red riding hood came close, he said “Stay away dear, I’ve been very ill and do not want to get you sick.” The wolf lied; making his voice just like grandmothers. Little red riding hood set the basket down and watched grandmother stand to cake from the basket. “Grandmother what a big arm you have” said little red riding hood. “Ohh they better to hug you my dear” said the voice. Little red riding hood sad down at the end of the bed and let her hand among grandmother’s foot. “Grandmother, what a big feet you have” she explained. “All that better to walk on your house my child” grandmother’s bones felt so big and little red riding hood shouted “grandmother what a big ears you have” “all better to hear your voice my daughter”

Soon the cake was nearly finished, “come closer my dear and have the last bite” said grandmother. Little red riding hood moved over and took the cake. “Grandmother what a big

eyes you have” little red riding hood gasped “all those better to see your face” grandmother explained. Then grandmother smiled very wildly. “Grandmother what big teeth you have” marveled little red riding hood “all those better to eat you with” screamed the wolf as he throw of the covers. Little red riding hood screamed and ran.

Little red riding hood found the door at the back of the room and opened it. Inside was her real grandmother. Little red riding hood untied grandmother and they escaped at the front door. Little red riding hood and her grandmother stayed on the rote and did not stop to talk to any stranger along the way. That night little red riding hood did a little more listening then talking, and whenever she did say something, she spoke only to people knew very very well.

Question 6-10

The Princess and the Pea

There once was a prince and he wanted a princess, but then she must be a real princess. He traveled right around the world to find one. But there was always something wrong. There was twenty princesses but whether they real princesses. He had great difficulty discovering. There was always something that was not quite right about them. So at least, he came home again. And he was very sad because he wanted a real princess so badly.

One evening, a terrible storm, thunder and lightning and the rain so heavy, indeed that was a fearful night. In the middle of the storm, somebody knock at the town gate and the old king himself went to open it. It was a princess who stood outside but she was in the terrible condition from the rain and the storm. The water dripped out of her ears and her clothes, it rain it from the top until her shoes and out at the heel, but she said she is a real princess. “Well we shall see if that is true” though the old queen. But she said nothing, she went it to the bed room took all the bed cloth off and let a pie on the bed state. Then she took twenty mattresses and stacked them on the top of the pea and twenty beds on top of the mattresses. This was the weird princess was to sleep that night.

In the morning the slave arrived. “Oww terrible bed” said the princess “i had hardly close my eyes the whole night. Have not known what was in the bed. I seem to be lying on the hard thing. And my whole body is black and blue this morning. It is terrible” they shout once that she must be a real princess when she felt the pea through twenty mattresses and twenty beds. Nobody but a real princess could have such delicate skin. So the prince took her as his wife. For now he had sure that found his real princess and the pea was put it on the museum that may still be seen if no one had stolen it

Question no 11-15

Beauty and the Beast

In a faraway land lived the migrant and his daughter, named beauty.

One day the migrant got lost in the woods and reached the castle. He went inside and saw nobody there, decided to spend the night there.

Next morning when the migrant was leaving he saw beautiful roses in the garden. He thought about beauty and plucked one. Suddenly a horrible beast came behind him and screamed to him for stealing from his garden. The migrant was scared and explained he plucked the rose for his daughter beauty. The beast said he would let him go if he promised to send beauty to stay with him. The migrant fearfully agreed.

At home, he soar fully told beauty the story. Beauty put her father worries rest and went to the castle. Initially, she was scared to the beast but in a few days that the beast was kind and gentle.

One day, in a magic mirror gave by the beast, beauty saw that her father was ill. Unable to see her sadness, the beast let her go home. Beauty was glad to be home again. On the beauty cared the father quickly recovered.

One day, she thought about the beast and looked into the magic mirror. She saw the beast to was ill. She went to the castle to meet him. Beauty saw the beast moaning in pain and was dying. He was very glad to see her. She held him a soup and told him that she loved him and kissed him softly. At that very instead the beast changed into a handsome prince. Beauty was surprise. The prince explained that her sweet word had broken his spell that was crashed on him by a witch. They soon got married and lived happy ever after.

Question no 16-20

The Ugly Duckling

A little duckling was very sad because he thought he was the ugliest among his brothers and sisters. They would not play with him and chased the poor ugly duckling.

One day, he saw his reflection in the water and cried, “nobody likes me. I am so ugly”. He decided to leave home and went far away into the wood. Deep in the forest, he saw a cottage in which there lived an old woman, her dog and her cat. The duckling stayed with them for some times but he was unhappy there and soon left. When winter sat it, the poor duckling almost froze to death. A farmer took him home, to his wife and children. The poor duckling was terrified of his children and escaped. The ugly duckling spent the winter in a marshy pan. Finally, spring arrived

One day, the duckling saw a beautiful swan swimming in the pond and fell in love with her and he remembered how everyone made fun of him and he bend his hand on shame. When he saw his reflection on the water he realized that he was different. He was not a duckling but he was a swan, that was why he so different from his sisters and brothers. He came to the beautiful swan and they fell in love. And finally they got married and happily ever after.

Question no 21-25

The Little Mermaid

One quite day, deep deep inside the blue ocean a little mermaid woke up with a big smile on her face. It was her 15 birthday and that was a big deal for she was came out to the surface for the very first time.

She rushed on and took her first deep breath of the air. She saw the sun, and the boats and one very handsome human. But all the sudden the wave grown bigger and crushed the boat. "oh no" screamed the mermaid she swam into him. She dragged him into the beach and quickly swam back in the water but she wished she could stay. She just was falling in love. She thought of him all the time and had to see him again. So the next day she swam straight to the sea witch is door. "Can you give me legs?" she begged as the sea witch laughed. She gave her legs but not telling her the price. "You give me your voice and your mermaid soul". She said "But worried not you get human one as long as you married your one true love" it sounded so dangerous but little mermaid did not care. She drank up the poison and the very next morning she woke up on land with legs. She slowly started walking and soon learned to dance. The human saw her beautiful dancing and came to her right away. As they dance he told her, he was in love with the girl who save his live. She wanted to scream that was me but she couldn't without a voice. She lost her love one and her soul she sad by the sea and cried as she snail swam by and told her however that there was still time kill the human and you will get your soul back. It whispered. But the little mermaid knew she was not going to kill anyone. "Your heart may be broken but it still good." The snail went on. "You can be a spirit of Areas daughter if you want". What could she do? She agreed and she left it into the sky. She watched over her love one and kept him save and that made her smile.

Question no 26-30

The Pied Piper of Hamelin

Long ago the town of Hamelin had problem of too many rats. The people tried to get every way to get away of them but in faint the chief of the town be clear to give 10 sacks of gold to anyone who save them from the rats.

One day, a stranger from far away land came to the chief that he would get rid of the rats. The stranger took up his pipe and played in a low tone. All the rats in town heard the music and began to follow him.

The clever man took them all to the river where all the rats fell and drowned. Finally Hamelin was free of rats. The Pied Piper went to collect his wage but now when the problem was solved, the greedy chief refused to pay any money. He immediately played his pipe again. This time every Hamelin boy began to follow his magical music. The Pied Pipers took them all to a cape and closed it with a huge rock. Two children who were left behind went to the chief and told him what happened. The chief was very scared and ashamed of breaking his promise. He went to the Pied Piper and begged for forgiveness. He even promised to give the Pied Piper 20 sacks of gold. Finally, the Pied Piper let the children go. The town of Hamelin had learned never to be ungrateful again.

Question no 31-35

Sleeping Beauty

Once upon a time there was a very kind king and queen. They had a daughter called Beauty. On Beauty's 21st birthday, the king and queen organized a special party to celebrate and invited everyone in the kingdom except an evil old witch. When the witch discovered that she had not been invited, she became very angry. On the day of the party, while everyone was enjoying themselves, the witch appeared and put a spell on poor Beauty. "You will break your finger on a spinning wheel and fall asleep for a hundred years," chuckled the witch. The king and queen were worried until one night they had an idea. "Why don't we throw away all the spinning wheels so Beauty cannot hurt herself on any of them?" he said. Everyone agreed that was an excellent idea, so all the people in the kingdom threw away their spinning wheels. All except for one that had been left forgotten in an old tower at the castle.

One day when the king and queen went away, Beauty walked on the castle alone. In the tower, Beauty saw the old forgotten spinning wheel. Beauty had never seen the spinning wheel before and touched it, breaking her finger. Suddenly, Beauty fell asleep. When the king and queen returned, they could not wake up Beauty. The king and queen called the fairy godmother to help. The fairy godmother appeared and said, "I cannot wake Beauty, but I can keep you all safe until she does." With a wave of her wand, everyone in the kingdom fell asleep. Magical bushes and trees grew up in the castle to protect everyone when they slept.

For a hundred years, no one entered the castle until one day a handsome prince was walking and passed the castle and decided to investigate. The prince cut through the magical bushes and trees. The prince arrived at the door of the castle and very carefully opened it. Inside, he could see people lying asleep all around him. The prince saw Beauty sleeping soundly. The prince tried to wake Beauty with a kiss. Sure enough, Beauty woke up and so did everyone else. The prince and

Beauty were very happy and soon fell in love. Shortly after they were married and lived happily ever after.

Question no 36-40

Hansel and Gretel

Once upon a time there lived a family. A husband and a wife and they had two children, Hansel and Gretel. The parents could not take care of the children anymore. They decided to leave them in the middle of the forest. Hansel and Gretel heard this and were very scared. They came up with the plans of dropping the fables along the way the father took them. All they have to do was followed the line the fables back home.

Their parents were surprise to see them again and decided to take them again. Hansel and Gretel decided to drop seed this time as the fables were gone but sadly for the children the animal and bird ate up the seed.

They walked and walked but couldn't find the way back home. Suddenly the saw the string house made of cookies, candies and chocolate. Just as Hansel and Gretel eating the yummy door a witch appeared in front of them. She locked up Hansel in the cube and asked Gretel to help her hit the open. She would cook them and ate them up. But just as the witch back too check open temperature. Gretel pushed her from behind and lock the open door. Gretel rescue Hansel and found the gold in witch's house. Finally they found the way back home and gave the gold to their parents. Thanks to the clever children the families was not hungry anymore.

Appendix 10**LISTENING COMPREHENSION TEST FOR TRY-OUT**

Subject : English
Skill : Listening
Level/Class : Senior High Score in 10th grade
Time : 90 minutes

Direction: Listen carefully and answer the following questions based on the stories you have heard!

Question no 1-5 based on the story you've heard

1. What is the story about?
 - a. A kind wolf who wanted to help little red riding hood
 - b. A little red riding hood met wolf
 - c. Grandma asked wolf to take little red riding hood
 - d. A bad wolf who wanted to eat little red riding hood and her grandma
2. Why little red riding hood went alone in the wood?
 - a. She went playing
 - b. She went to the grandmother house
 - c. She went to school
 - d. She went to his friend's house
3. Why did the wolf disguise like grandmother?
 - a. He wanted to eat little red riding hood
 - b. He wanted to accompany little red riding hood
 - c. He wanted to be friend with little red riding hood
 - d. He wanted to play with little red riding hood
4. What can we infer from the story?
 - a. Little red riding hood was killed by the wolf
 - b. Grandmother and little red riding hood ate the cake together with the wolf
 - c. Grandmother was killed by the wolf
 - d. Little red riding hood could escape from the wolf
5. What is the moral value of the story?
 - a. Do not be greedy
 - b. Do not easily believe in stranger
 - c. Do not go to grandma's house alone
 - d. Do not use riding hood

Question 6-10 based on the story you've heard!

6. What is the main idea of the story?
 - a. The prince wanted a real princess
 - b. The prince traveled all around the world
 - c. The prince found an ordinary girl for his wife
 - d. The prince would become a king after he got married
7. Who was coming when the storm came up?
 - a. A slave
 - b. A princess
 - c. A soldier
 - d. An ordinary girl
8. How did the queen do to find out that the girl was a real princess?
 - a. Put her in 12 mattresses
 - b. Put a pea under 12 mattresses
 - c. Put her in luxurious bedroom
 - d. Put her in the kitchen
9. What did happen to the princess in the morning?
 - a. She was angry because of the bed
 - b. She was fine
 - c. Her body was black and blue
 - d. Her body was irritation
10. What is the purpose of the story?
 - a. To tell the listener about the princess
 - b. To describe the princess
 - c. To amuse the listener with the story
 - d. To explain about the princess

Question 11-15 based on the story you've heard

11. What is the main idea of the story?
 - a. The beast had to find his true love to break the spell
 - b. The beauty's father decided to spend the night in beast's castle
 - c. Beauty lived in the castle with the beast
 - d. Beauty did not love the beast
12. What did the beast ask to let beauty's father go?
 - a. He wanted beauty to stay with him
 - b. He wanted money
 - c. He wanted migrant to bring 10 girls to him
 - d. He wanted his rose back

13. Why did Beauty love the beast?
 - a. She scared with the beast and pretend to love him
 - b. The beast was a kind man
 - c. Beauty wanted the beast's castle
 - d. The beast could kill Beauty anytime
14. What is the conclusion of the text?
 - a. Beauty came back to his house
 - b. Beauty kissed the beast
 - c. The beast became a handsome prince
 - d. The beast found his true love
15. What is the moral value of the story?
 - a. The ugly man could be a handsome one
 - b. True love could turn the prince into a handsome prince
 - c. Do not judge book by its cover
 - d. To entertain the reader

Answer the question no 16-20 based on the story you have heard!

16. What was the text about?
 - a. The ugly duckling who was different from his family
 - b. The ugly duckling found who he really was
 - c. The ugly duckling looked for love
 - d. The ugly duckling was not a duck
17. Why did the ugly duckling escape from the farmer's house?
 - a. He hated the farmer's wife
 - b. They did not give him food
 - c. He did not like the children
 - d. He was kicked out by the children
18. Where did he spend the winter?
 - a. In the pond
 - b. In the forest
 - c. In the marshy pan
 - d. In the farmer's house
19. What is the moral value of the story?
 - a. Believing in your self
 - b. Do not let anyone break you down
 - c. Do not give up before trying
 - d. Always positive thinking
20. What can we infer from the story?
 - a. The ugly duckling was different
 - b. The ugly duckling moving around

- c. The ugly duckling finally found the real him
- d. The ugly duckling got married

Answer the question no 21-25 based on the story you have heard!

21. What was the story about?
 - a. The little mermaid casing her love
 - b. The little mermaid 15 birthday
 - c. The little mermaid's voice
 - d. The little mermaid wanted to live like human
22. What did she do on her 15 birthday?
 - a. Having a boyfriend
 - b. Coming out the surface for the first time
 - c. Having a legs
 - d. Seeing the sea witch
23. What did she ask to the sea witch?
 - a. She wanted a boyfriend
 - b. She wanted to be a human
 - c. She wanted legs
 - d. She wanted to go to the land
24. What was a price for legs?
 - a. The beauty face
 - b. The hands
 - c. The long hair
 - d. The voice and mermaid soul
25. Did she get her love?
 - a. Yes she did
 - b. No she did not
 - c. Yes she does
 - d. No she does not

Answer the question no 26-30 based on the story you have heard!

26. What was the problem in Hamelin?
 - a. Too many mice
 - b. Too many got
 - c. Too many butterflies
 - d. Too many rats
27. What did the chief give for that could save them from the rats?
 - a. 10 sacks of gold
 - b. 20 sacks of gold
 - c. 30 sacks of gold

- d. 40 sacks of gold
28. What did the stranger do to chase away the rats?
- a. He did magic thing
 - b. He killed the rats one by one
 - c. He played music with his pied
 - d. He arrested the rats
29. What did the pied piper do when the chief did not want to give him the gold?
- a. Took all of the boys Hamelin in the cape
 - b. Killed the chief
 - c. Called the rats back
 - d. Did not do anything
30. What is the moral value of the story?
- a. Learning to chase away the rats
 - b. Learning to be kind
 - c. Learning to play a pied
 - d. Learning not to be ungrateful

Answer the question no 31-35 based on the story you have heard!

31. What was the text about?
- a. About a girl named Beauty
 - b. About the Beauty and the Beast
 - c. About the handsome prince
 - d. About the spinning wheel
32. What was the witch doing to Beauty?
- a. Gave her present
 - b. Gave her spinning wheel
 - c. Put a spell on her
 - d. Kept her safety
33. Where was the forgotten wheel?
- a. In the witch's house
 - b. In the forest
 - c. In the tower
 - d. In the queen's room
34. For how long the Beauty slept?
- a. 10 years
 - b. 50 years
 - c. 75 years
 - d. 100 years
35. What is the conclusion of the test?
- a. Beauty woke up because the prince kissed her

- b. Beauty woke up because of love of her family
- c. Beauty woke up by herself
- d. Beauty woke up because she was tired to sleep

Answer the question no 36-40 based on the story you have heard!

- 36. Why did the parents leave Hansel and Gretel in the forest?
 - a. Because Hansel and Gretel was naughty
 - b. Because they couldn't take care of them again
 - c. Because the witch wanted them
 - d. Because the parents did not have responsibility
- 37. What did the string house make for?
 - a. Rocks, candies and chocolate
 - b. Cookies, rocks, and candies
 - c. Candies, seed, and rocks
 - d. Candies, cookies, and chocolate
- 38. What did the witch want to do with them?
 - a. Ate them
 - b. Safe them
 - c. Kept them
 - d. Gave them more candies
- 39. What did happen to the witch?
 - a. Hansel killed her
 - b. Gretel killed her
 - c. Hansel and Gretel killed her
 - d. The witch killed Hansel and Gretel
- 40. What can we infer from the story?
 - a. Hansel and Gretel was killed by the witch
 - b. Hansel and Gretel saved the family
 - c. Hansel and Gretel bear down the witch
 - d. Hansel and Gretel ate too many candies

Appendix 11**Key Answer of Students' Listening Comprehension Test for Try Out**

1. B	11. A	21.D	31. A
2. A	12. A	22.B	32.C
3. A	13. B	23.B	33.C
4. D	14. D	24.D	34.D
5. B	15. C	25.C	35.A
6. A	16.A	26.D	36. B
7. B	17. C	27.A	37. D
8. B	18. D	28. C	38.A
9. C	19.B	29. A	39.C
10. C	20.C	30.D	40.B

Appendix 12**LISTENING COMPREHENSION TEST FOR POST-TEST**

Subject : English
Skill : Listening
Level/Class : Senior High Score in 10th grade
Time : 60 minutes

Direction: In this test, please answer the following questions based on the stories you hear. The test will not write out so you have to listen carefully.

Answer the question no 1-3 based on the story you have heard!

1. Why little red riding hood went alone in the wood?
 - a. She went playing
 - b. She went to the grandmother house
 - c. She went to school
 - d. She went to his friend's house
2. Why did the wolf disguise like grandmother?
 - a. He wanted to eat little red riding hood
 - b. He wanted to accompany little red riding hood
 - c. He wanted to be friend with little red riding hood
 - d. He wanted to play with little red riding hood
3. What can we infer from the story?
 - a. Little red riding hood was killed by the wolf
 - b. Grandmother and little red riding hood ate the cake together with the wolf
 - c. Grandmother was killed by the wolf
 - d. Little red riding hood could escape from the wolf

Answer the question no 4-5 based on the story you have heard!

4. What is the main idea of the story?
 - a. The prince wanted a real princess
 - b. The prince traveled all around the world
 - c. The prince found an ordinary girl for his wife
 - d. The prince would become a king after he got married
5. What did happen to the princess in the morning?
 - a. She was angry because of the bed
 - b. She was fine
 - c. Her body was black and blue

- d. Her body was irritation

Answer the question no 6-9 based on the story you have heard!

6. What is the main idea of the story?
 - a. The beast had to find his true love to break the spell
 - b. The beauty's father decided to spend the night in beast's castle
 - c. Beauty lived in the castle with the beast
 - d. Beauty did not love the beast
7. What did the beast ask to let beauty's father go?
 - a. He wanted beauty to stay with him
 - b. He wanted money
 - c. He wanted migrant to bring 10 girls to him
 - d. He wanted his rose back
8. Why did Beauty love the beast?
 - a. She scared with the beast and pretend to love him
 - b. The beast was a kind man
 - c. Beauty wanted the beast's castle
 - d. The beast could kill Beauty anytime
9. What is the conclusion of the text?
 - a. Beauty came back to his house
 - b. Beauty kissed the beast
 - c. The beast became a handsome prince
 - d. The beast found his true love

Answer the question no 10-11 based on the story you have heard!

10. What was the text about?
 - a. The ugly duckling who was different from his family
 - b. The ugly duckling found who he really was
 - c. The ugly duckling looked for love
 - d. The ugly duckling was not a duck
11. What is the moral value of the story?
 - a. Believing in your self
 - b. Do not let anyone break you down
 - c. Do not give up before trying
 - d. Always positive thinking

Answer the question no 12-15 based on the story you have heard!

12. What was the problem in Hamelin?
 - a. Too many mice
 - b. Too many got

- c. Too many butterflies
 - d. Too many rats
13. What did the chief give for that could save them from the rats?
- a. 10 sacks of gold
 - b. 20 sacks of gold
 - c. 30 sacks of gold
 - d. 40 sacks of gold
14. What did the stranger do to chase away the rats?
- a. He did magic thing
 - b. He killed the rats one by one
 - c. He played music with his pied
 - d. He arrested the rats
15. What did the pied piper do when the chief did not want to give him the gold?
- a. Took all of the boys Hamelin in the cape
 - b. Killed the chief
 - c. Called the rats back
 - d. Did not do anything

Answer the question no 16-18 based on the story you have heard!

16. What was the text about?
- a. About a girl named Beauty
 - b. About the Beauty and the Beast
 - c. About the handsome prince
 - d. About the spinning wheel
17. What was the witch doing to Beauty?
- a. Gave her present
 - b. Gave her spinning wheel
 - c. Put a spell on her
 - d. Kept her safety
18. Where was the forgotten wheel?
- a. In the witch's house
 - b. In the forest
 - c. In the tower
 - d. In the queen's room

Answer the question no 19-20 based on the story you have heard!

19. What did the witch want to do with them?
- a. Ate them
 - b. Safe them
 - c. Kept them

- d. Gave them more candies
20. What can we infer from the story?
- a. Hansel and Gretel was killed by the witch
 - b. Hansel and Gretel saved the family
 - c. Hansel and Gretel bear down the witch
 - d. Hansel and Gretel ate too many candies





Appendix 13**Key Answer of Students' Listening Comprehension Test for Try Out**

1. B	11. B
2. A	12. D
3. D	13. A
4. A	14. C
5. C	15. A
6. A	16.A
7. A	17.C
8. B	18.C
9. D	19.A
10. A	20.B



Appendix 16

The Result of Studets' Post-test of Listening Comprehension in Experimental Class at the Tenth Grade of SMAN 1 Gedong Tataan in 2017/2018 Academic Year

No	Nama	Code	Post-test
1	Amelya Kurniawati	A3-1	85
2	Ana Marlina	A3-2	80
3	Andreas Primayoga	A3-3	85
4	Angly Chintana Wilyasari	A3-4	80
5	Anggita Dwi Oktarina	A3-5	85
6	Anggun Oktaviana	A3-6	75
7	Anti Rodesti	A3-7	90
8	Arasita	A3-8	70
9	Desi Natalia	A3-9	85
10	Elsa Syafitri	A3-10	75
11	Fadlan Ramadhan	A3-11	90
12	Faris Ubad Alfharuq	A3-12	75
13	Grasia Luisa	A3-13	80
14	Iqsal Dhea Fitra	A3-14	85
15	Ismi Fitria Sari	A3-15	70
16	Kinanti Sekar Wangi	A3-16	75
17	Lucky Adi Tama	A3-17	95
18	M. Yoga Saputra	A3-18	75
19	Mega Lestari	A3-19	90
20	Muhammad Fauzan	A3-20	95
21	Muhammad Ridho	A3-21	80
22	Mukti Andika	A3-22	75
23	Nesya Erwinda	A3-23	85
24	Nureva Purnama	A3-24	75
25	Rani Puspita	A3-25	85
26	Rico Nelandi	A3-26	100
27	Rifky Prayoga	A3-27	70
28	Rifky Alfiandra	A3-28	80
29	Risza Iqtira Wahirma	A3-29	75
30	Salsabila	A3-30	80
31	Sholeha Tulailla	A3-31	80
32	Siti Halimah	A3-32	80
33	Virginda Erwantiarra	A3-33	85
34	Widia Ratna	A3-34	75
35	Yeni Indriasari	A3-35	85

Appendix 17

The Result of Studets' Post-test of Listening Comprehension in Control Class at the Tenth

No	Nama	Code	Post-test
1	Agnessi Shelina Rynaldo	A2-1	90
2	Adinda Ramasuri	A2-2	80
3	Alia Febriani	A2-3	70
4	Anis Dwi Jayanti	A2-4	90
5	Annisa Ferbriyani	A2-5	75
6	Arif Irawan	A2-6	80
7	Arlina Susanti	A2-7	75
8	Bela Dwi Cahya	A2-8	85
9	Betty Rahayu	A2-9	65
10	Cindy Yuliana	A2-10	70
11	Dea Nasela	A2-11	65
12	Decky Rahmat Khadafi	A2-12	80
13	Dela Aryanti	A2-13	60
14	Devi Oktafiani	A2-14	70
15	Eka Putri Hari Damayanti	A2-15	75
16	Erlinda Eka Agustina	A2-16	65
17	Fina Dina Antika	A2-17	80
18	Gita Yolanda	A2-18	70
19	Hanna Aprilia Irawati	A2-19	75
20	Hilma Fitriyani	A2-20	80
21	Indah Pratiwi	A2-21	70
22	Merli Handayani	A2-22	75
23	Mutiara Sagita	A2-23	65
24	Neza Arda	A2-24	85
25	Nur Fitriani	A2-25	60
26	Putri Della	A2-26	70
27	Satria Radlan Anhar	A2-27	75
28	Septia Anggraeni	A2-28	65
29	Silvia Candra	A2-29	75
30	Stevn Hariyanto	A2-30	70
31	Trisna Amalia	A2-31	65
32	Yesica Oktaviani	A2-32	70
33	Yevira Alviona	A2-33	60
34	Yuhani Widia	A2-34	80

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Appendix 18

NORMALITY TEST

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
skor	.127	69	.008	.968	69	.077

a. Lilliefors Significance Correction



Appendix 19

HOMOGENEITY TEST

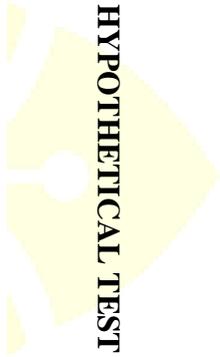
Test of Homogeneity of Variances

Skor

Levene Statistic	df1	df2	Sig.
.558	1	67	.458



Appendix 20


HYPOTHETICAL TEST
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	Lower	Upper
hasil belajar	.558	...	4.189	67	.000	7.895	1.885	4.133	11.657
Equal variances assumed			4.195	66.662	.000	7.895	1.882	4.138	11.651
Equal variances not assumed									

