

**THE INFLUENCE OF USING ANIMATION VIDEO ON STUDENTS'
LISTENING ABILITY AT THE SECOND SEMESTER OF
THE EIGHTH GRADE OF MTS DARUL ULUM
PANARAGAN JAYA TULANG BAWANG
BARAT IN THE ACADEMIC
YEAR OF 2017/2018**

**A Thesis
Submitted as a Partial Fulfillment of
The Requirement for S1-Degree**

By

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2018**

ABSTRACT

THE INFLUENCE OF USING ANIMATION VIDEO ON STUDENTS' LISTENING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTs DARUL ULUM PANARAGAN JAYA TULANG BAWANG BARAT IN THE ACADEMIC YEAR OF 2017/2018

**By:
WATHONI ARZAQI**

Listening is one important language skill that should be mastered by students. Based on preliminary research it was found that students' listening ability at the second semester of the eighth of MTs Darul Ulum was still low. The objective of the research is to know whether there is a significant influence of using animation video on students' listening ability at the eighth semester of the second grade of MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat in the academic year 2017/2018.

The population of this research was eighth grade of MTs Darul Ulum Panaragan. The research methodology was experimental research, which was conducted in two classes. They were VIII A as the experimental class and VIII B as control class. In this research VIII A was taught by using animation video, while VIII B was taught without video in collecting data, the researcher used the instrument test namely pre-test and post-test with multiple choice question, after being tried out, the instrument was used for pre-test and post-test.

After giving the post-test, the researcher then analyzed the data. From the data analysis, it shows that there is a significant influence of using animation video on students' listening ability at the second semester of the eighth grade of MTs Darul Ulum in the academic year of 2017/2018. From the data analysis computed by using SPSS, it was obtained that $\text{Sig} = 0.04 <$ and $\alpha = 0.05$. It means that H_a is accepted because $\text{Sig} < \alpha = 0.05$. Therefore, there is a significant influence of using animation video on students' listening ability at the eighth semester of the second grade of MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat in the academic year 2017/2018.

Keywords : Influence, Animation Video, Students' Listening Ability.

MOTTO

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ.

Meaning:

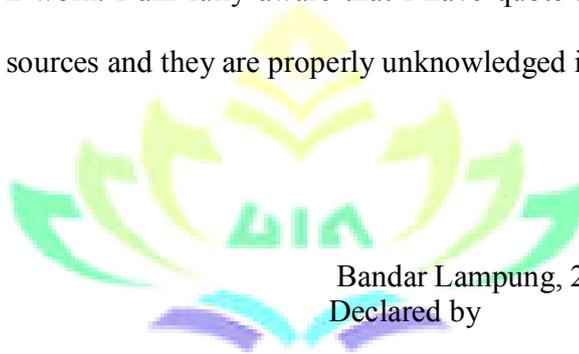
“When the Qur’an is read, listen to it attention, and hold your peace that may receive mercy”.¹ (QS. Al-A’raf :204).



¹King Fahd, *Holy Qur’an Printing Complex, Al-Madinah, Al-Munawwarah*. (Kingdom Of Saudi Arabia 1410 H), p.466

DECLARATION

I hereby certify that thesis entitled “The Influence of Using Animation Video on Students’ Listening Ability at the Second Semester of the Eighth Grade of MTs Darul Ulum Panaragan JayaTulang Bawang Barat in the Academic Year 2017/2018” is completely my own work. I am fully aware that I have quote some statements and ideas from various sources and they are properly unknowledged in the text.



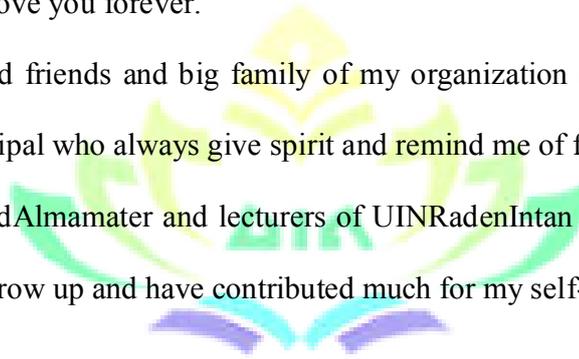
Bandar Lampung, 20 Desember2018
Declared by

Wathoni Arzaqi
NPM. 1111040127

DEDICATION

This thesis is dedicated to:

1. My beloved Father, Mother and my Sister, Mr. Ropikin, Mrs. Badriah and Nia Nur Saniati who always pray for my success, thanks for all the motivation and support, I love you forever.
2. My beloved friends and big family of my organization of students activities unit Maharipal who always give spirit and remind me of finishing my study.
3. My beloved Almamater and lecturers of UIN Raden Intan Lampung, who have made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

The researcher's name is Wathoni Arzaqi. He was born in Panaragan, on April 9th, 1994. He is the oldest son of two children of Mr. Ropikin and Mrs. Badriah. At present, he lives in Panaragan kabupaten Tulang Bawang Barat. The researcher started his formal study in kindergarten school of TK Miftahul Huda Brebes and graduated in 1999. Then, he continued his study to elementary school of MIN 1 Brebes Panaragan and graduated in 2005. After finishing his study at elementary school, the researcher continued to junior high school of MTs Alhikmah 1 Benda Sirampog Brebes and graduated in 2008. After that, he continued his study to MA Darul Ulum Panaragan Jaya and graduated in 2011. Then he continued his study to UIN RadenIntan Lampung. During studying of UIN Raden Intan Lampung, He followed Maharipal unit students activity.

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First of all, all praise be to Allah, the Most Merciful, the Most Beneficent for his mercy and blessing given to the writer during the study and in completing this final project. Then, peace and salutation maybe upon to the great messenger prophet Muhammad SAW, who have brought us from the stupidity to the cleverness.

This thesis is presented to the English Education study program of UINRadenIntan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

For those reason, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none is perfect and neither is the final project. Any corrections, comments, and criticism for the betterment of this final project are always open-heartedly welcomed.

BandarLampung, 20 Desember 2018
The researcher

Wathoni Arzaqi
1111040127



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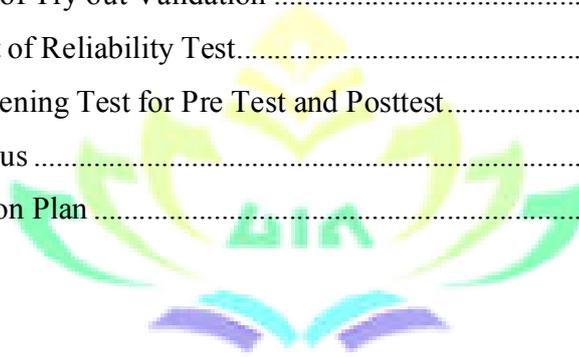
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CHAPTER I INTRODUCTION

A. Background of the Problem

English language is very important when people want to express their ideas. Without language, people will have difficulties when they interact one to another. Patel states that language is a system of communications through which consist of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.² Based on the statement above, it is clear that language is very important for people. Without language, people cannot interact one to another. Listening receives a focus.

Listening has an important place in learning as it is one of the four major skills in language acquisition. Listening can occur at a number of point in teaching sequence.³ Lukong states that listening is an active process where the listener plays very active part in constracting the overall message that eventually exchanged between listener and speaker.⁴ It means that Listening is an important part of communication as it is pivotal in providing a substantial and meaningful response.

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%, speaking 25-30%, reading 11-

² M . F. Patel, Preveen M. Jain, *English Language Teaching Methods, Tools and Techniques*. (Jaipur: Sunrice. 2008), p. 30.

³ Jeremy Harmer, *The Practice Of English Language Teaching*, (London: Person Education Limit ed, 2002), p.232

⁴Lukong, *Concept of Listening*. 1998, p.30. Available on <http://www.schoolar.google.conceptoflistening.com> , Retrieved on 1st January 2016

16%, and writing about 9%.⁵ Thus, we can say that listening has large portion than other skills. Therefore, more effort is needed to filter, concentrate, understand, remember and transforms back information. It means that listening is not a skill that can be mastered within overnight, students who eager to succeed in mastering the skill have to striving by not only practicing once a week but every day.

Lund in Brown found that listeners have difficulties in listening skill, especially in identifying the main idea and finding specific information of the text.⁶ The English teachers have to use learning method which is able to improve their ability in listening.

Based on the preliminary research was conducted at MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat, the researcher found that students in that school especially at the eighth grade students were low in listening skill. It can be seen from the result of interview with the English teacher at the school. The main point of the interview is the students' ability in listening is still low. They can not listen clearly if the audio or voice of the interlocutor (speaker) on listening activity is a native speaker. Most of them are weak listener, because their mother tongues are Indonesian and Javanese. So that the eighth grade students have to listen the audio of the native speaker twice or more times until really clear. In other words, most of them still get scores below the criteria of minimum mastery (KKM) 70. Based on the interview it finds that only

⁵ Mendelsohn. 1994, *Journal of Language Teaching and Research*, Vol. 2, No.1, p 1, Retrieved on 11th September 2015,

⁶ Steven Brown, *Teaching listening*, (New York: Cambridge University Press, 2006), p.10

37% or 35 of 98 students who get the score above the criteria of minimum mastery, while the others 98 students (63%) get the score below the criteria.

Table 1
The Students' Listening Score of The Eighth Grade

No.	Students score	The Number of students	Percentage
1.	< 70	63	65%
2.	≥ 70	35	35%
	Total	98	100%

Source : The students' score of MTs Darul Ulum at the eighth grade 2016/2017

There are many factors affecting the success in learning listening skill. A recent survey on learner listening research finds that factors which enhanced or depressed listening can be summarized into five categories: text type, task, interlocutor (speaker), process and listener characteristic. In listener characteristic that can influence comprehension is included language proficiency, gender, memory, interest, prior knowledge, attention, accuracy of pronunciation and established learning habits.⁷ From the statement above, it can be concluded that listening has factors which enhanced or depressed itself, they are text type, task, speaker, process, and listener characteristic. In addition, there are previous researches on listening skill through language proficiency, gender, memory, interest, prior knowledge, attention, accuracy of pronunciation and established learning habits.

In this case, the teacher had proven that audio recording is effective enough to teach listening skill in the classroom especially on listening activity although it is also suitable for teaching speaking skill. In this case the teacher takes role as a facility

⁷Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20

provider. In other word, the teacher gives additional information, gives clues, and gives a chance to students to discuss what the contents of the listening activity that is listened.

Animation video has an important function that the teacher can use in teaching learning process. It can also give student an opportunity to increasing their listening ability. It is supported by statement from Wilson, she suggest that the student like learning language through the use of cartoon movie. She states although these animation video may seem to hold student interest, she believes that it could increase their listening ability⁸. Based on the previous research by Boris Ramandhika from English Language Education Department of Yogyakarta State University with the title Improve Students' Listening Skill Using Animation Video for the Eight Grade Students of SMPN 6 Magelang in the Academic Year 2013/2014.⁹ He shows that animation video can improve students' listening ability. The researcher applied the procedures of listening skill by using animation video well. In addition, it can be seen based on the differences of pretest and posttest score.

The second of the previous research with the title Effects on Teaching Listening Skill Through Videos to Advanced Students from the Foreign Language Department at the University of Elsalvador During the First Semester 2010 the thesis is made by

⁸Christine Canning Wilson, *Practical aspects of Using Video in the Foreign Language Classroom*, The internet TESL Journal, Vol.VI, No.11,November 2000. <http://iteslj.org/>

⁹ Boris Ramandhika, *Improve Students' Listening Skill Using Animation Video for the Eight Grade Students of SMPN 6 Magelang in the Academic Year 2013/2014*. 2014.

Rolando Guzman Martinez.¹⁰ He found that used video as the alternative media in the learning English able to improve students' listening ability as well as enhance students' interest and implementation of video give good effect in students learning activities. Based on the background above, the researcher proposed a research entitled "The Influence of Using Animation Video on Students' Listening Ability at the Second Semester of The Eighth Grade of MTs Darul Ulum Panaragan Tulang Bawang Barat in the Academic Year 2017/2018".

B. Identification of the Problem

Based on the background above, the researcher identifies the problems as follows:

1. Students' listening ability is low
2. Students feel difficult to get information from audio record on listening activity
3. Animation Video has not applied in this school.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focuses on the influence of using animation video on students' listening ability at the second semester of the eighth grade of MTs Darul Ulum Panaragan Tulang Bawang Barat in the academic year 2017/2018.

¹⁰ Rolando Guzman Martinez, *The Effects on Teaching Listening Skill Through Videos to Advanced Students from the Foreign Language Department at the University of El Salvador*, El Salvador, 2010.

D. Formulation of the Problem

Based on the identification and limitation of the research, the researcher formulates the problem whether there is a significant influence of using animation video on students' listening ability at the second semester of the eighth grade of MTs Darul Ulum Panaragan Tulang Bawang Barat in the academic year 2017/2018.

E. Objective of the Research

Based on the formulation of the problem above, the objectives of the research is to know and describe, whether there is influence of using animation video on students' listening ability at the second semester of the eighth grade of MTs Darul Ulum Panaragan Tulang Bawang Barat in the academic year 2017/2018.

F. Use of the Research

The researcher expects the result of this research can be used as the information as follows:

1. To give information to English teacher about listening activity by using animation video.
2. To give contribution to the English teacher and the students to use animation video in teaching listening.

G. Scope of the Research

1. Subject of the Research

Subject of the research is the second semester of the eighth grade of MTs Darul Ulum Panaragan Jaya.

2. Object of the Research

Object of the research is to find out whether there is significant influence of using animation video on students' listening ability at the second semester of the eighth grade of MTs Darul Ulum Panaragan Tulang Bawang Barat in the academic year 2017/2018.

3. Place of the Research

The research will be conducted at MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat.

4. Time of the Research

The research will be conducted at the second semester in the academic year of 2017/2018.

CHAPTER II FRAME OF THEORY, THINKING, AND HYPOTHESIS

A. Frames of Theory

1. Teaching and Learning English as a Foreign Language

English has become a foreign language, many students learned English in their school or in private education. Teaching listening is a foreign language which is used by the people around the world as a tool of communication. It can be used to communicate or express our feelings, knowledge, and thoughts or idea another people. English is the first foreign language considered to be taught starting from elementary school to university. In teaching english foreign language the teacher should prepare the material to be taught because learning and teaching can be regarded as a process.¹¹

Foreign language is not the mother tongue. It means that this sort of instruction can take place in any country, English speaking or not. Typically, English foreign language is learned either to pass exams as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus. According to Murcia that a foreign language is language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language. In addition,

¹¹Marianne Celce-Murcia, *Teaching As a Second or Foreign Language (3rd Ed.)*(Newbury: House Publisher, 2001), p.359

Murcia said that teacher should know what the teach focuses on what to listen for as well as how to listen. It emphasized both the act of listening and the actions that result from paying close attention to another.¹² Furthermore listening is one of the fundamental language skills. It is a medium through which children, young people and adult gain a large portion of their information, their understanding of the world and humman affair, their ideals, sense of value, and their appreciation.¹³ It can be concluded it is medium tought the children and adult gain a large portion of their information.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For the language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the Malaysia or United States. People in those countries emphasize on the ability and fluency in communications of daily lives, they acquire English because they are exposed to the language in the society. They are not always aware of the process of gaining the language. Referring to the theory of gaining a target language mentioned above, the process of gaining English in Indonesia is regarded more

¹²Katherine Schultz, *Listening a framework for teaching accros differences*,(New York:collage columbia University, 2003), p.9

¹³Arif Saricoban.1999. *The Teaching of Listening*. *The internet TESL*, Journal. Available on <http://teslj.org/article/saricoban-Listening> hend

as *learning* while in Malaysia more as *acquisition*.¹⁴ Thus, listening in Indonesia is more difficult to be mastered where English is not spoken in the society and the learners should be done a lot of practice.

According to Richard “there are three processes in learning a language – receiving the knowledge or materials, fixing in the memory by repetition, and using it in actual practice until it become a personal skill”.¹⁵ It means that students who learn a language are expected to be a person that has a lot of the knowledge by applying it in classroom to outside classroom.

It is clear that the purpose of teaching learning English as foreign language is to make the students master the language, to make that happen, the students should be actively involved in teaching learning process and do a lot of practice. The teacher also should manage the class in good way. The teachers should be creative in teaching, in order that, the students will not feel bored or lose eagerness to learn. In English there are four skills that you should be mastered, one of them is listening.

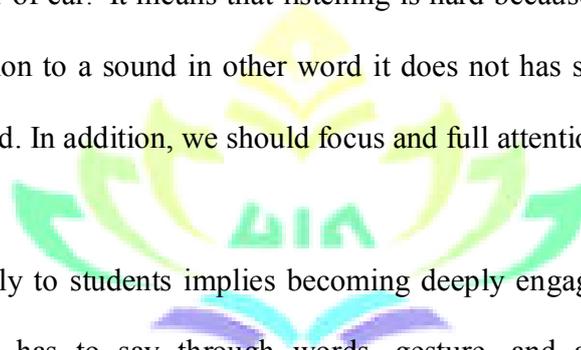
2. Concept of Listening

English as foreign language has been learned at school, from elementary school until senior high school. It has four skills that have to be mastered by students.

¹⁴Bambang Setiyadi, *Teaching English as A Foreign Language*,(Yogyakarta: Graha Ilmu, 2006), p.22

¹⁵ Jack C Richard and Theodore S. Rodgers, *Approach and Methods in Language Teaching, second edition*, (New York:Cambridge University press, 2001), p. 41

These skills are reading, listening, writing, and speaking. Listening is a skill that felt difficult to be mastered, listening mean giving full attention to a sound in other word it does not has something to do with the ear, but also with the mind, however, hearing does not necessarily mean giving meaning full attention, it is merely a matter of ear.¹⁶It means that listening is hard because the students should give full attention to a sound in other word it does not has something to do with the ear and mind. In addition, we should focus and full attention to listen the native speaker.



Listening closely to students implies becoming deeply engaged in understanding what a person has to say through words, gesture, and actions. Listening is fundamentally about being in relationship to another through this relationship supporting change or transformation. By listening to others, the listener is called on to respond. The notion of listening to teach focuses on what to listen for as well as how to listen. It emphasizes both the act of listening and the actions that result from paying close attention to another.¹⁷ Listening focuses on relation between people to engage the information from understanding what are the listeners heard. So the listeners can give a response for the information.

From definitions above, the researcher concludes that listening is important skill in foreign language classroom that. Listener gets the information from the speaker, and then can result imagination and understanding. When a person decides to

¹⁶Harry A. Green And Kate, *Basic Language* (New York : English Curriculume,1982), p.27

¹⁷ Katherine Schultz, *Listening a Framework for Teaching Across Differences*, (New York: College Columbia University, 2003)

communicate with another person, he or she does so to fulfill the need. The person wants something, feels discomfort, and or has feeling or thoughts about something. In deciding to communicate, the person selects the method or code which he or she believes it will effectively deliver the message, impression, thought, beliefs, attitudes, and emotional to the other person. Effective communication exists between two people when the receiver interprets and understands the sender's message in the same way the sender intended it.

3. Types of Listening

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

a. Extensive listening

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

b. 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.

c. Intensive Listening

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

d. Selective

Processing stretches 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 meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise), or certain facts and events.¹⁸

Moreover Broughton, pointed out there are extensive and intensive types in listening. Extensive listening can be used for two different purposes. A very basic is the re-presentation of already known material in a new environment. This could be a recently taught structure or say, a lexical set which was introduced months before and needs revision. Whereas extensive listening is concerned with the freer, more general listening to natural English, intensive listening is concerned, in a much more controlled way, with just one or two specific points. Clearly in this second case the meaning of the language must

¹⁸H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), p. 120

already be generally familiar.¹⁹ It means that in intensive listening the listener must be familiar with the language than in extensive listening.

In the types of listening, it can be concluded that each types of listening has different purposes and ways for the listeners to understand the message and the meaning from their listening activity. Firstly in extensive is all types of listening activity that allow learners to receive a lot of comprehensible and enjoyable listening input. Extensive listening can be done as an in class or out of class activities, but the important thing to remember is that students get to do a lot of meaningful listening practice. Then in intensive listening, listeners just asked to get the componenets of language such as phonemes and intonation. While in responsive listening, listeners should understand short stretch of language like a greeting and question, so the listeners can make short response from those activity. Next selective listening is done when listeners only take in bits and pieces of information during an interpersonal encounter and dismissing the rest. The reseacher used extensive and selective listeningto improve student'slistening fluency and to scan for certain information by using animation video. Selective listening has same purpose with the researcher and it is match with the population of the research which they are still teenager and interesting with animation video.

¹⁹Meoffrey Broughton and Christopher Brumfit, *Teaching English as a Foreign Language*, (New York: Routledge, 1980), p. 72

4. Listening Processes

There are kinds of process in Listening activity, they are as follows:

a. Bottom-up Process

These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. 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.²⁰ It means that bottom-up process more focus on grammatical relationship in the words. So the listeners understand with the sounds, words, intonation, grammatical structure, and other components of spoken language.

b. Top-down Process

Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. 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. The key process here is inferencing.²¹ In top-down process the listeners should have other background information that they bring

²⁰I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*,(New York: Routledge, 2009), p. 40

²¹*Ibid*, p.42

to the text. The listeners can predict what kind of information from the text if they have prediction about the text that they will hear before.

Whereas as Nunan pointed out in Richard and Renandya that the Bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units(phonemes) to complete texts. Then in the Top-down process suggest that the listener actively constructs or more accurately the original meaning of the speaker using incoming sounds as clues. The listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hear.²²

It can be concluded that bottom-up process used for the listener to get the message piece by piece, from the parts to the whole. By assemble the message piece by piece, it will make the listeners focus on words, grammatical structures, and so on that they must gain from their listening activity. Whereas the top-down process going from the whole of prior knowledge of the listener to predict the message. The listeners should have background knowledge about the text that they will hear, so the interpretation of a text will be appeared from there.

²²Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*, (New York:Cambridge University Press, 2002), p.239

5. Listening Ability

Listening is the ability to find meaning and knowledge of information with a focus on what the speaker is saying. By listening, the students are able to receive information in order to learn and knowledge in education. This means that listening is one of the important capabilities that must be mastered by student. Through listening, students can gain knowledge and new information that they never knew before.

Based on the teaching listening theory by Brown, there are commonly used in assesing students' listening ability. They are²³ :

a. Listening for main ideas.

Listening for main ideas means that the listener wants to get a general idea of what is being said. The details are less important.

b. Listening for details.

We need the details when we are getting directions to someplace like a friends' home. Just understanding the topic in this case does us no good.

c. Listening and making inferences.

Speakers do not always say exactly what they mean. That is, important aspects of meaning are sometimes implied rather than stated. Listeners have to “listen between the lines” to figure out what really is meant.

²³ Steven Brown, *Teaching Listening*, (New york: Cambridge University Press, 2006), p.6

In conclusion, listening ability in this research is the students' ability to find meaning and knowledge of information from what they hear by showing their ability to listen for main ideas, listen for details, and listen to make inferences.

6. Teaching Listening

Teaching listening skill is one of the most difficult for teachers. Because of successful listening skill are acquired over time and with lots of practice. It is frustrating for students because there are no rules as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improved skill. This is not saying that there are not ways of improving listening skill, however they are difficult to quantify.

Listening is one of the four language skills, reading, speaking, and writing. Listening is a receptive skill, as it involves responding to language rather than producing it. Listening involves making sense of the meaningful (having meaning) sounds of language. In listening classes, students are usually given in listening, but they are not actually through listening.

In addition, to give students plenty of listening practice. We should break the skill of listening into micro-skill component and make sure that our students are aware of what they need to know and understand how to listen English speaker. The listening skill has received special attention in speaking course, possibly because it previously had been neglected as a skill in its own right listening share a number of features with reading and play import role in speaking and listening. In the real life, there are many situations in which we acts as listeners only as

member of an audience for radio, television, lecture, and video. There is at least one common situation on where we cannot see the speaker, but must certainly respond to what he says, such as in a telephone conversation.

7. Concept of Video

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers. Students like it because video presentations are interesting, challenging, and stimulating to watch. Video is widely accepted as more powerful and more comprehensible than other media for second and foreign language students.²⁴ Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations.²⁵ It means that video is more effective to teach students, because video makes students focus to study at class they are not only hear speaker from tape but also they can see too.

Harmer also states on their book the reasons why video can be special medium in language learning process. First, seeing language in use; one of the advantages of video is that the students not only hear the information of native speaker but also they can see how the expression and gesture of speaker. Thus the students can

²⁴Gaskill, *International Journal Of Linguistics*, (Cited In Keihaniyan, 2013), p.209.

²⁵Ismail Cakir, *The Use of Video As an Audio-Visual Material in Foreign Language Teaching Classroom*, *The Turkish Online Journal of Educational Technology* Vol. 5 Issue 4 (October 2006), p. 68.

observe how the intonation can match with the facial expression. Second, cross cultural awareness; the video allows students to look situation beyond their classrooms or environments. It also learns the value for students about differentiate of cultures among nations, for example: the typical British “body language” when inviting someone, how the Americans speak to waiters, and kinds of foods in different country. Third, the power of creation; when students are able to use video in their learning process, they are given the potential to create something which are enjoyable and memorable. It can increase the creativity of students. The task of video-making can provoke creativity of students themselves. Finally, motivation; video can give the great increased of interest because they have the chance to see language using as well as hear it. So, they can couple both of hearing and seen tasks in interesting.²⁶

8. Using Video for Teaching Listening

Video has long been used as both a source of authentic listening input and also as a stimulus for speaking or writing activities. Video, and in particular films, offers some advantages for enhancing listening skills. Although films are scripted, they are made to sound natural to the native speaker and thus they do represent authentic language.²⁷ It is supported by Van duzer who states that the authentic language contains hesitations, rephrasing, and variety of accents. In this way, it

²⁶Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), p. 282

²⁷Katchen, J. 1996. *Teaching a Listening and speaking course with dvd film*, Taipei: Crane, Retrieved may 27, 2015 pp. 221-236.

should not be modified or simplified to make it easier for learners' level. Furthermore, video materials applied in listening skill, provide real situations, intonation, and real pronunciation and allow students to be exposed to a real context.²⁸ It means that video material as teaching in the class have a positive effect and can motivate students on English listening comprehension.

9. Concept of Media

A well-known way to create meaningful context for language teaching is through media. In teaching learning process teacher wouldn't always meet good atmosphere in the classroom. Nowadays a creative teacher is needed. Media can make teaching-learning language process more interesting and motivate the students, the another reason is the use of media resources in learner-centered methodologies provides rich opportunities to develop these language skills. Also, the media in education is important because students have to always follow the world progress particularly in education.

Every English teacher knows that boredom is the first enemy and to avoid it the learning environment should be very interesting and the whole learning process should be enjoyable experience and no doubt. In this case, media can be used by the teacher. Media inform, amuse, startle, entertain, thrill, anger, but very seldom

²⁸Duzer, C. 1997. *Improving ESL learners' listening skills: At the workplace and beyond*. Retrieved May 27, 2015. from http://www.cal.org/caela/esl_resources/digests/LISTENQA.html.

leave anyone untouched.²⁹ Therefore, by using media, the teacher can dissappear boredom of the students.

Media come from latin word *medius* that has meaning ‘middle’, ‘intermediary’, or ‘escort’. Gerlach and Ely in arsyad say generally media are humans, materials, or creation that build a condition, thus the students be able to get knowledge, skil, or attitude.³⁰ Moreover, media are means for transferring or delivering massage. It is called the edicational medium when the medium transfer massage for the purpose of teaching.³¹ It is also explained that without aplication of teaching media in classroom, none of learnig theory principles can be fulfilled.³² Media can be tools that help teacher in teaching in order that both teacher and student can follow the process of teaching learning easily and effectively.

There are three types of media that can be used in teaching-learning process. They are: a) audio (tape, radio, compact disc, and so on); b) visual (pictures, poster OHP, and so on); c) audio visual (television, video, VCD, computer, and so on). Teachers may use one of them for an activity, or they may use more than one media for an activity. Moreover, according to Sugeng Suwandari, the effect of

²⁹ Y. L. Sowntharya, S. Gomanthi, C. Mahuntarajan, *International Journal on Recent and Innovation Trends in Computing and Communication* ISSN: 2321-8169 volume: 2 Issue: Visual Media and English Learners, Colledge of Engineering, Namakkal Dt, 2014, p. 384-385

³⁰ Li-Lig KUO, Christine, Pp *Bulletin of social Educatin Volume 20. 61-88 (june 1991)* The Importance of Edicational Media in Teaching, 1991, CUHK Edu, Beijing, p.1

³¹ *Loc. Cit.*

³² Azhar Arsyad, *Media Pembelajaran*, PT Raja Grafindo Persada, Jakarta, 2013, p.4

using audio visual is almost twice than audio only or visual media only.³³ Audio Visual media as teaching aids are needed to help the students' understanding and to increase students' knowledge. It is also stimulate the students' motivation in learning English. Thus, whatever the media used by the teacher will help and make the teaching learning atmosphere interesting.

From the theories above, it can be concluded that media are tools, materials, or events for transferring or delivering messages used by the teacher that facilities, makes teaching learning process easier and interesting and motivates students to learn.

10. Concept of Animation Video

Meanwhile there are many definitions of animation. Webster says "a: amotion picture made by photographing successive positions of inanimate objects(as puppets or mechanical parts), b: animated cartoon, a motion picture made from a series of drawings simulating motion by means of slight progressive changes."³⁴ This is a fairly common understanding of the term animation, but it reflects a limited exposure to what the art-form has to offer. Webster's definition is useful because one can learn something about who is doing the defining. In conclusion, video animation is described cartoon, films, images, puppets, etc. that are photographed and shown in a way that makes them move and appear to be alive.

³³ Dian Iswandari, *Using Audio Visual aids to improve students' Involvement in the Teaching and Learning Process of the Third Grade Students of SDN Krpyak Sleman, Yogyakarta in the Academic Year 2012/2013*, University of Yogyakarta, Yogyakarta, 2013, p.3-4

³⁴ <https://www.merriam-webster.com/dictionary/animation>, 2017.html

Concept of using animation video to improve student's listening ability had been explored in the previous section. The English teaching could not be separated from teaching listening in the teaching learning process. Considering the importance of teaching listening, there should be media that can promote the language learning. Using animation video could be used to improve the students' listening ability since video as a listening tool enhanced the listening experience for the students. It is supported by Ramandhika, he states that by using animation video can improve the listening skill.³⁵ By watching the animation video, students learned proper pronunciation. Furthermore, they also learned useful English language expressions as well as phrases for conversation. The setting, action, emotions, gestures, that our students observed in animation video, provided an important visual stimulus for language production and practice.

11. Procedure of Teaching Listening Ability by Using Animation Video

According Brown, he states that there are three aspects from which one can interpret an utterance. First, before listening, one uses background (top-bottom) to predict utterance. While listening, we use the phonological system and other discrete aspects of the utterance (bottom-up) to confirm or reject our predictions and also get information or details we did not predict.³⁶ In our everyday listening, we usually employ all three nearly all the time. While listening, as we confirm or

³⁵Boris Ramandhika, *Improve Students' Listening Skill Using Animation Video for the Eight Grade Students of SMPN 6 Magelang in the Academic Year 2013/2014*. 2014.

³⁶ Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy*, (Longman: New York, 2001), p.54

reject predictions, we make a new predictions and are drawing inferences at the same time, as we continue listening and deciphering the phonological code.

The procedures of teaching listening by using animation video are stated by Mirriam cited in Martinez, they are as follows:³⁷

Pre-listening activity

1. The teacher must engage the learners' interest in what they will be doing.
2. The teacher must prepare the learners to do listening activity successfully.
3. The teacher tells the students or leads the learners to discover for themselves why they are viewing the video.

While-listening activity

1. The teacher shows the animation video for students.
2. The teacher remains the students to observe the actions in the animation video and see what they do not understand, what they are intrigued by, and what bothers them.
3. The teacher is also to press pause, rewind, and play.
4. The teacher asks students what they get from the animation video.
5. The teacher gives text that relates to the animation video.
6. The teacher asks students to do previewing reading activity where the students are asked to discuss of new vocabulary from the video.

³⁷ Martinez, *Effect on Teaching Listening Skills Through Animation Video to Advanced Students' from the Foreign Language Department at the University of EFL Salvador*, (University of El Salvador, 2010)

Post-listening activity

1. The teacher should review and clarify complex points, encourage discussion, and explain and assign follow up activities whether they are included in the students text and materials that accompany the instructional videos.
2. The teacher and students discuss in small groups, the language and culture concepts presented in the video, along with work on grammar or vocabularies vocabulary activities taken from the language and structures use in the video.³⁸

12. Advantages and Disadvantages of Using Animation Video

Harmer states that using video as media in teaching learning process has advantages and disadvantages that can be a consideration in using this medium.³⁹

1) Advantages

- a) First video provides audio and visual contribution. When using video, students not only hear language, but also they can see it too. This greatly can be aids comprehension, for example; general meaning and moods are often conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language that they have seen.
- b) Second, video uniquely allows students 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 waiters.

³⁸ Martinez, *Effect on Teaching Listening Skills Through Videos to Advance Students From the Foreign Language Department at the University of Salvador*, (Journal of International, 2010)

³⁹Jeremy Harmer, *Op.Cit*,p.283

Video also gives great of value in giving students a chance to see such thing as what of food people eat in other countries, and what they wear. They not only learn about language, but also they can learn about culture of another country. wear. They not only learn about language, but also they can learn about culture of another country.

c) Third, when students use video themselves they are given potential to create something memorable and enjoyable. In addition students will be enjoyable in learning activity.

d) The last, video can help them to achieve in understanding the material. Finally, for all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it. It can motivate students in process teaching learning.

2) Disadvantages

Besides the advantages of video, it also has disadvantages side, there are as follows.

a) The nothing new syndrome

Just switching on the monitor in a classroom is not especially exciting for a television (and internet) viewing population. Both in our choice of video material and in the way we exploit it, we have to provide video activities that are unique learning experiences and do not just replicate home television viewing.

b) Poor quality tapes and disks

Poorly filmed and woodenly acted material will not engage students who are used to something better. When deciding whether to use a videotape or disk, we have to judge whether the quality is sufficiently good to attract our students' interest.

c) Poor viewing condition

We have to be sure that students can see and hear the video. The monitor must be big enough for the people at the back of the class to see the screen clearly. We also need to see if we can dim the ambient light sufficiently for the picture to be clear.⁴⁰

Therefore to solve those disadvantages, the teachers should manage the class as well as possible so the students can see and hear the video even they are in the back of class. Furthermore teachers should pay attention with the quality of the video to attract the students' interest in their teaching learning process.

13. Concept of AudioRecording

Audio media is one of the media in the media group audio which can serve as transmission media or audio recording media, just as the recording media, which

⁴⁰Jeremy Harmer, *Op.Cit*, p.284.

isoperatedas a media in a learning grou, or independent learning individual/personal.⁴¹

a. The advantage of audiorecording

- 1) Tape recordings, as the recording media can be played over and over without any impact on the volume of the recording.
- 2) Audio recording can be attributed to a variety of implementation methods or earning strategies, such as discussions, question and answer.
- 3) Audio recording can be proved information as the findings of the field(the interview)
- 4) Learning a foreign language can be more efficient through using of audio recording.

b. Weakness of audio recording media

- 1) As the recording media used for group or individual lesson range expansion is still much influenced by many factor ,such as the abilityof the facilitator, motivation learning, the purhasing power of individual learners.
- 2) Not unlike the product of other commercial recording, then it will not be separated from the issue of copyright and piracy of intellectual works,

⁴¹Zainuri, *Media Rekaman Audio sebagai media pembelajaran*, (Makasar,2011.),p.22.
<http://perkasamandiri2.blogspot.com/2011/03/mediarekamansebagaimedia.html?zx=b6f873d43bde891>

which will be influenced by the motivation of the audio recording procedure.⁴²

from explanation above, the recording media is a tool that is able to fill the rubric of a transmitter broadcasts the sound, but the students are only hear and they do not focus with it, so when they listen, their attention tends to wander. They may hear the recorded message but not listen attentively and comprehend.

14. Procedure of Teaching Listening by Using Audio Recording

As with all activities, for listening we need to be active in creating student engagement through the way we set up task. We need to build up students' confidence by helping them listen better than by testing their listening abilities.

In particular we need to focus on the following procedure:

The procedures of teaching listening by using audio recording are stated by Mirriam cited in Martinez, they are as follows:⁴³

Pre-listening activity

1. The teacher must engaged the learners' interest in what they will be doing.
2. The teacher must prepare the learners to do listening activity successfully.
3. The teacher asks students to read the text before listening.

While-listening activity

⁴²Ibid

⁴³Martinez, *Effect on Teaching Listening Skills Through Animation Video to Advanced Students' from the Foreign Language Department at the University of EFL Salvador*, (University of El Salvador, 2010)

1. The teacher gives the text for students.
2. The teacher asks students to listen carefully from the audio recording.
3. The is also to press pause, rewind, and play.
4. The teacher asks students what they get from the text.
5. The teacher gives text that relates to the material. The teacher asks students to answer the question and fill gaps with missing words.

Post-listening activity

1. The teacher and students correct the true questions.
2. The teacher gives feedback and summarize the material.

B. Frame of Thinking

Listening is the most important skill in English because it is almost every people need listening to get information and have true mastery of a language. Teaching learning process of English usually uses the monotonous and in classical way. It makes students feel bored and makes students' motivation is low in learning English.

The English teachers need new media to teaching listening. Therefore, the researcher chooses media of animation video in teaching listening. Harmer says that the advantage of video is that the students not only hear the information of native speaker but also they can see how the expression and gesture of speaker.⁴⁴

The researcher think that it can give influence to the students' listening ability. It

⁴⁴ Jeremy Harmer, *Op. Cit*, p.9

means that teaching and learning process by using animation video will be more interesting, more active, creative and enjoyable to learn English. It is also supported by previous research of Boris Ramandhika in his thesis entitled improve students' listening skill using animation video for the eight grade students of SMPN 6 Magelang in the academic year 2013/2014.

In teaching listening, the researcher will give animation video with real monologue from native speaker. Thus, by using animation video which has contents to make students easier to get information from the animation video, the researcher assumes that it can be used in learning listening process in class. In another words, teaching listening by using animation video will help students' listening ability.

C. Hypothesis

Hypothesis is a temporary answer of problems in research until proved from the data which collected.⁴⁵ Based on theoretical assumption, the researcher formulates the hypotheses:

H₀ :There is no significant influence of using animation video on students' listening ability at the second semester of the eighth grade of MTs Darul Ulum in the academic year of 2017/2018.

⁴⁵SuharsimiArikunto, *Prosedure Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p.64g

H_a :There is significant influence of using animation videoon students'listening ability at the second semester of the eighth grade of MTs Darul Ulum in the academic year of 2017/2018.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

An experimental research, it means research methodology that can be used to search for treatment effect anything against the other under conditions the uncontrolled.⁴⁶ In the experimental design, the researcher used quasi experimental research design. Quasi experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.⁴⁷

In this research, the students in control class was given a treatment using audio recording (O) and the students in experimental class was given treatment using animation video (X). The research design was illustrated as follows:

$$G1 = T1 \ X \ T2$$

$$G2 = T1 \ O \ T2$$

⁴⁶ Sugiyono, *Metode Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta 2000), p.107.

⁴⁷ John W. Creswell, *Educational Research* 4th edition,(Boston: Pearson Education, 2008), p .309.

Notes

G1 : Group one (Experimental class)

G2 : Group Two (Control class)

T1 : Pre- test

T2 : post –test

X : Treatment through animation video

O : Treatment through audio recording .⁴⁸

B. Research Variable

In this research, there were two variables, they are:

- a. Independent variable is animation video (X)
- b. Dependent variables is students' listening ability (Y)

C. Operational Definition of Variable

The operational definition of variable was used to describe the variables that was be used in this research. It is as follows:

- a. Teaching listening by using the influence of using animation video on students' listening ability at the second semester of the eighth grade of MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat in the academic year 2017/2018.
- b. Students' listening ability by using animation video on students' listening ability to comprehend the message of a listening for main idea, for details, and making inferences.

⁴⁸David Nunan, *Research Method In Language Learning*, (New York: Cambirdge University Press, 1992), p.24-25.

D. Population, Sample, and Sampling Technique

1. Population

The term population, as used in the research, refers to all the members of a particular group.⁴⁹ The population of this research is the second semester of the eighth grade of MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat in the academic year 2017/2018”.

Table 2.1
The Number of Students at the Eighth Grade of MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat in 2017/2018

No	Class	Genders		Total
		Male	Female	
1.	VIII A	11	19	30
2.	VIII B	12	18	30
3.	VIII C	11	20	31
Total		34	57	91

Source: Archive of Eighth Grade in MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat in 2017/2018.

2. Sample

Sample is part of population which is supposed to represent the characteristic of the population. Therefore, sample is taken from part population, but not whole. The part of population is observed is called a sample. Sample is a group of individual which is taken from a given population.⁵⁰

The research was be taken two classes of samples. The researcher got VIII A as experimental class, which the students taught by using animation video and

⁴⁹Jack R Fraenkel and Norman E Wallen, *How to Design and Evaluate Research in Education*, (7th edition) (New York: Mc Graw Hill, 2009), p. 91.

⁵⁰ Suharsimi Arikunto, *Op,Cit.p.27*.

VIII B as control card, which the students taught by using audio recording used by the teacher.

3. Sampling Technique

In this research, the researcher used Cluster Random Sampling Technique because the population was homogen. The researcher determined which class was as experimental class and control class.

The steps in determining the experimental and control class were as follows :

- a. First, the researcher provided pieces of paper, each paper contains of the name of the tenth grade class.
- b. Then these papers was be rolled and put into the box.
- c. After that, the box was be shaken and the researcher took two pieces of the rolled paper.
- d. The first paper is the experimental class and the second one is the control class.

E. Research Procedure

The research was conducted with the procedure as follows:

1. Planning

Before applying the research procedure, the researcher made some planning to run the application well. The procedure of making planning of this research can be seen in the following explanation:

- a. Determining the subject

The researcher determined the subject, in this phase the research chose the subject semester of the eighth grade of MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat in the academic year 2017/2018”.

b. Preparing the try-out

The researcher prepared a kind of test (call try out) that was given to the students. The total number of test is 40 items that was given to the students. The tryout administer in 90 minutes. Then the researcher analyzed the test items to get validity items that were test in pre-test and post-test.

c. Preparing the pre-test

The researcher prepared a kind of test (call pre-test) that was given to the students. The pre-test was given in order to find out the students comprehension before treatment. The researcher used the test instrument which was tried out.

d. Determining the material to be teach

The researcher determined the material that was taught to the students at eighth grade.

e. Preparing the treatments

The researcher taught by using animation video in experiment class and by audio record of teacher in control class for three meetings. The topics were generic structure of narrative text, tense, and kinds of narrative text.

f. Preparing the post-test

The researcher prepared a kind of test that was given to the students. By giving the post-test, the researcher knew whether the students improved their listening ability.

2. Application

After making the planning, the researcher tried to apply the research procedure that has been already planned. There are some steps in doing this research:

a. In the first meeting, the researcher gave pre-test.

The test is multiple choice with 4 option a, b, c, and d. The total number of the test items were determined by the validity and reliability analysis of the try-out. After giving the pretest to the students, the researcher gave the treatment in experimental class and control class. In experimental class the researcher gave treatment by using animation video. While in control class, the researcher gave treatment by using recording.

b. In the second meeting to three meetings, the researcher did treatments.

In this meeting, the researcher gave the treatments by using animation video. The researcher taught listening skill by using animation video about three meetings.

d. In the last meeting, the researcher gave the post-test

The test is multiple-choice with 4 option a, b, c, and d the total number of the test items were determined by the validity and reliability analysis of the

try-out. It means that only the valid and reliable test items that were used in the pre-test and post-test.

F. Data Collecting Technique

In this research, the researcher used test to collect data. The test was used to get the students assesment and influence after the treatment. The test was done twice, pre test and post test. Pre test is a test that was done before giving the treatment to the students. Post test is a test that was done after giving the treatment to the students.

G. Instrument of The Research

In this research, the instruments were pre test and post test. The purpose of the test was to measure the students' listening ability. The pre test was done before giving treatment. In this research, the test in the form of multiple choice with one correct answer and four distractors.

Table 2.2
Specification of the pre-test and post-test

Aspects	Indicator	Total	Distribution
Main Ideas	Able to know the main ideas in the text	3	1, 2, 12
For Details	Able to know the details of the topic	12	3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15
Making Inferences	Able to know the meaning of words	5	16, 17, 18, 19, 20
Total		20	20

Based on the table above, it concluded that there are 20 questions for instruments. In main ideas, there are 3 questions. In main ideas questions they were 1, 2, 12. Aspects of for details, there were 21 questions. In for details questions they were 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15. Aspects of making inferences, there were 6 questions. In making inferences they were 16, 17, 18, 19, 20.

H. Validity and Reliability

1. Validity of Test

A test can be said valid if the test measures that object to be measured and suitable with the criteria. According to Brown, Validity is extent to which inferences made from assessment result are appropriate, meaningful, and useful in term of the purpose of the assessment.⁵¹ To know the validity of the test, the researcher used content and construct validity.

a. Content Validity

Content validity concerns with whether the test is sufficiently representative and comprehension for test. Content validity can be found by relating the material of the test with the curriculum for junior high school. It means the test designed based on the curriculum in the school. We can see at syllabus of junior high school.

b. Construct Validity

Construct validity focused on the kind of the test that is used to measure the ability. In other word, the test can measure what we need to measured. It

⁵¹ H. Douglas Brown, *Loc.Cit.*p.22

means that the test items should really measure the students' listening ability. In other word, the test can measure what we need to measured.

In the construct validity, it is based on the theories. It refers to teaching and learning listening by using animation video.

2. Reliability of Test

The reliability of a measuring instrument is degree of consistency with which it measures whatever it is measuring. According to Arikunto states that a reliable measure in one that provide consistent and stable indication of the characteristic being investigated.⁵² Brown states, a reliable test is consistent and dependable.⁵³ It means that if the same test is given to the same students or matched students on two different occasions, the test should have similar result or not fluctuation. According to Arikunto there criteria of reliability test are:

$$r = 1 - \frac{6(\sum D^2)}{N(N^2-1)}$$

Where:

r = Reliability

D = The differences of rank correlation

N = Number of student

Then the result is consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

⁵² Suharsimi Arikunto, *Op.Cit*, p.87

⁵³ H. Douglas Brown, *Op.Cit*, p.226

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low⁵⁴

I. Data Analysis

1. Prerequisite Test

a. Normality Test

The normality test was used to measure whether the data in the experimental class and control class are normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for social Science*) for normality of test.

The following are:

- 1) Arrange the sample's data from the lowest until the highest
- 2) Determine the score of Z from each datum by using the following formula:

$$Z = \frac{X_1 - X}{s}$$

Where:

S : Standard of deviation

X_1 : Single Datum

X : Confident of single Datum

- 3) Determine the probably of each Z Score with $f(Z)$ by using:

If $Z > 0$, then $f(Z) = 0.5 + \text{table score}$

⁵⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 319

If <0 , then $f(Z) = 1 (0.5 + \text{table of } Z \text{ score (SZ)})$

4) Count the cumulative frequency of Z score (SZ)

5) Determine the Lo score with the highest score compare to the L critical score from the table of *lilliefors*.

6) Criteria are as follows:

H_a is accepted if $L_{\text{observed}} \leq L_{\text{critical}}$, it means that the populations in the normal distribution.

H_o is refused if $L_{\text{observed}} > L_{\text{critical}}$, it means that the population is not in the normal distribution.

b. Homogeneity Test

After the researcher got the conclusion of the normality test, the researcher does this homogeneity test to know whether the data are homogeneous or not. The researcher used SPSS (*Statistical Program for social Science*) to calculate the levene's test.

The formula is as follows

$$F = \frac{S_1^2}{S_2^2} \text{ Where } S^2 = \frac{n \sum x^2 - (\sum X)^2}{n(n-1)}$$

Notes:

F : Homogeneity

S_2^2 : The Highest Variance

S_1^2 : The Lowest Variance

The hypotheses for the homogeneity test 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 for the homogeneity test are as follows:

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

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

2. Hypothetical Test

To investigate whether there was an influence of using animation video on students' listening ability, the researcher used t-test to analyze the data.

In this case, the researcher used statistical computation by using SPSS (*Statistical Program for social Science*) for hypothetical of test are:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes :

M : mean of scores of each group

N : the total number of students

x : deviation of each scores x_2 and x_1

y : deviation of each y_2 from mean of Y_1 .⁵⁵

⁵⁵ Suharsimi Arikunto, *Op.cit*, pp,311-312.

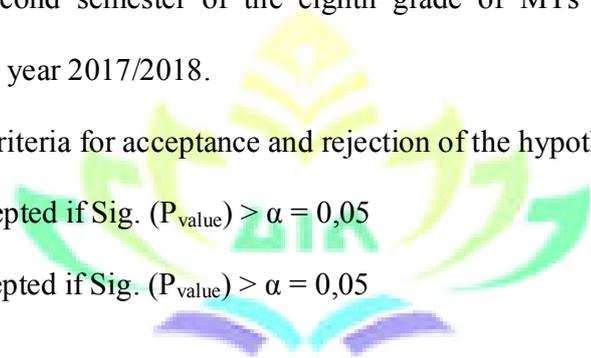
H_a : There is an influence of using animation video on students' listening ability at the second semester of the eighth grade of MTs Darul Ulum in the academic year 2017/2018.

H_o : There is no influence of using animation video on students' listening ability at the second semester of the eighth grade of MTs Darul Ulum in the academic year 2017/2018.

While the criteria for acceptance and rejection of the hypothesis are:

H_o 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. The Research Procedure

The research was conducted in February 12th, 2018. Before conducting the research, the researcher asked the headmaster and the English teacher for permission at the school. After getting the permission, the researcher conducted through the following steps:

1. Determined the subject of the research, namely the students at the eighth grade of MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat.
2. Designed the test which consists of 20 items for each of pre-test and post-test with four options a,b,c, and d.
3. Determined the sample of research by using cluster random sampling.
4. Held the try out test to know the reliability of the test and validity of the test (it was given to the students out of the research sample).
5. Analyzed the data gotten in try out test.
6. Held pre-test in order to know the students' score in listening ability before they had treatments.
7. Analyzed the data gotten through pre-test.
8. Gave the treatments to the sample of the research by implementing animation video in teaching and learning process listening ability.

9. Held post-test in order to know the students' score in listening after the treatments.
10. Analyzed the data gotten through post-test. The data were analyzed by using statistic formula.
11. Tested the hypothesis and made the conclusion.
12. Reported the result of the research.

B. Process of treatments

The research had been conducted since February 12th, 2018 to February 21th, 2018. This research had been carried through five steps. They involved try-out test, pretest, twice treatments and posttest. Finding out the influence of using animation video, the researcher identified several results, they were: the score of students before the treatments, the score of students after the treatments, the differences between students' score in pretest and posttest and from the differences of students' atmosphere between the students who were taught by using animation video and those taught by audio recording in teaching and learning process listening ability, especially in MTs DarulUlumPancaraganJaya TulangBawang Barat.

Before the test was used as an instrument to collect the data, it had been tried out to the students. The researcher prepared 40 items as the instrument of the test, 20 items for pre-test and 20 items for post-test. From 40 test items of tryout, some items were chosen as the instrument of the test. The choosing of the instrument

had been done by considering two categories, validity and reliability. The test given before and after the students followed the learning process was provided by the researcher. This test was given for control class and experimental class. Before the activities were conducted, the researcher determined the materials and lesson plans. The experimental class used Animation Video, while the control class used audio recording. Moreover in this research the researcher has being a teacher who taught both in experimental and control class.

a. Experimental Class

1. Description of the First Treatment

In the first treatment, the students felt surprised for the new teacher. The lesson was started by greeting, praying, and giving introduction which caused the students felt curious to know the next step of teaching learning process.

In the pre-activity, the researcher engaged the learners' interest in what they will be doing. After that, he prepared the learners to do listening activity successfully. The last, he told the students to discover for themselves why they are watching the video. It means that before the researcher started the lesson, the researcher told the reasons why they learned by using animation video.

In the while activity, the researcher asked the students whether they have listened the story about snow white? Have you ever seen the video about them?.

And then the researcher asked the students about the material that they would learn. Which was in this case the material was narrative text. He asked what

tense was and whether they had ever listened story about narrative text. He also asked the students to mention and explain what narrative text was.

Next in the while activity, the researcher showed the animation video. After that, the researcher remind the students to observe the actions in the animation video and see what they do not understand, what they are intrigued by, and what bothers them. It referes to use animation video of narrative text. It supported by Sharp, he also adds that describes a class video project suitable for middle school students. Based on statement, implementing video production in the middle school classroom can easily be extrapolated to the college-level classroom. Then, the researcher was also to press pause, rewind, and play.

After that in the elaboration activity, the researcher asked students what they get from the animation video. Then, the researchergave text that relates to the animation video. It refered to narrative text. In the confirmation activity, the researcher asked students to do previewing reading activity where the students are asked to discuss of new vocabulary from the video. The last, the researcher asked the students to do next listening section of animation video.

Then in the post activity, the researcher should review and clarify complex points, encourage discussion, and explain and assign follow up activities whether they are included in the students' text and materials that accompany the instructional videos. The last, the researcher and students discussed in small groups, the language and culture concepts presented in the video, along with

work on grammar or vocabularies vocabulary activities taken from the language and structures use in the video.

2. Description of the Second Treatment

The second treatment was better than the first treatment. The students understood the material and enjoyed the teaching listening of narrative text through animation video better than before. The lesson was started by greeting and giving introduction which caused the students felt curious to know the next step of teaching learning process.

In the pre activity, the researcher engaged the learners' interest in what they will be doing. After that, he asked the students to make a group and he prepared to do listening activity successfully.

In the while activity, the researcher showed the animation video and asked every group to understand about the story from the animation video. After that, the researcher also asked the students to discuss about the material that they have listened before three students of each group as delegation to tell the story in front of other students. He also asked the students to mention and explain what narrative text was, generic structure of narrative text, and tense that used in narrative text.

Then in the post activity, the researcher reviewed, encourage discussion, and explain main content of the video to the students. The last, the researcher and

students discussed about language and culture concepts presented in the video, and then explained grammar or vocabularies from animation video.

b. Control Class

1. Description of the First Treatment

In the first treatment, the students felt surprised for the new teacher. The lesson was started by greeting and giving introduction which caused the students felt curious to know the next step of teaching learning process. After that the researcher began the class. Such as the experimental class, the control class also used the three steps of teaching and learning activity. In the pre-activity, the researcher engaged the learners' interest in what they will be doing. After that, he prepared the learners to do listening activity successfully.

In the while activity, the researcher gave the text for students. After that, the researcher asked students to listen carefully from the audio recording. And then, the researcher was also to press pause, rewind, and play. After that, the researcher asked students what they get from the text that relates to the material. Finally, the researcher asked students to answer the question and fill gaps with missing words from a different audio recording.

Then, in the post activity, the researcher and students checked the true questions. And the last, the researcher gave feedback and summarize the material that refers to the language and culture concepts presented in the audio recording, along with work on grammar or vocabularies from the audion recording.

2. Description of the Second Treatment

The second treatment was more interesting than the first treatment. The students were curious the material and enjoyed the teaching listening of narrative text through audio recording. The lesson was started by praying, greeting and giving introduction which caused the students felt curious to know the next step of teaching learning process.

In the pre activity, the researcher gave motivation and told the students a story in english language as a stimulan. After that, he asked the students what they have got from the story and mention some vocabularies they listened. Then, the reseacher asked the students to make a group and explain about what they should do and how to work together in a group. Next, he prepared to do listening activity successfully.

In the while activity, the researcher played the audio recording about a story and asked every group to understand about the story from the audio recording. After that, the researcher also asked the students to discuss about the material that they have listened before three students of each group as delegation to tell the story in front of other students. He also asked the students to mention and explain what narrative text was, generic structure of narrative text, and tense that used in narrative text.

Then in the post activity, the researcher reviewed, encourage discussion, and explain main content of the audio recording to the students. The last, the researcher and students discussed with about language and culture concepts

presented in the audio recording, and then explained grammar or vocabularies from it.

C. Data Analysis

1. Result of the Analysis

This research was aimed to know whether there is significant influence of animation video towards students' listening ability at the first semester of the eighth grade of MTs DarulUlumPinaragan JayaTulangBawang Barat in the academic year 2017/2018. The total number of the sample was 30 students, two classes were chosen as control class and experimental class.

The instrument of this research was test. Pre-test consisted of 20 multiple-choice items with four options a, b, c, and d then post-test consisted of 20 multiple-choice items with four options a, b, c, and d. Pretest was conducted previously on February 14th, 2018 at 07.30 a.m for class VIII A as the experimental class and on February 14th, 2018 at 08.45 a.m for class VIII B as the control class. The pre-test was administrated in order to see the students' score in listening ability before the treatment.

After conducting the two meetings of using animation video, the researcher gave the posttest to the sample. The posttest was conducted on February 21th, 2018 at 07.30 a.m for the experimental class and on February 21th, 2018 at 08.45 a.m for control class. The post-test was administrated in order to see the students' score in listening ability after the treatment.

2. Result of the Difference on Students' Pretest and Posttest in Experimental Class

After administering both pretest and posttest, the result of the pretest was compared with the result of the posttest to analyze the difference on students' listening ability before and after the application of animation video. The difference between the pretest and the posttest score showed that students' mean score of posttest was higher than that of in the pretest, that is, $71.12 > 63.33$. Those scores could be seen on the following table.

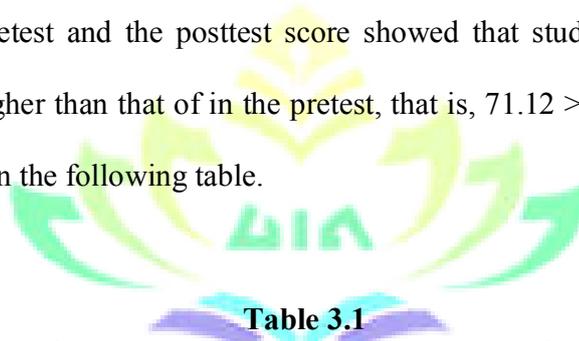
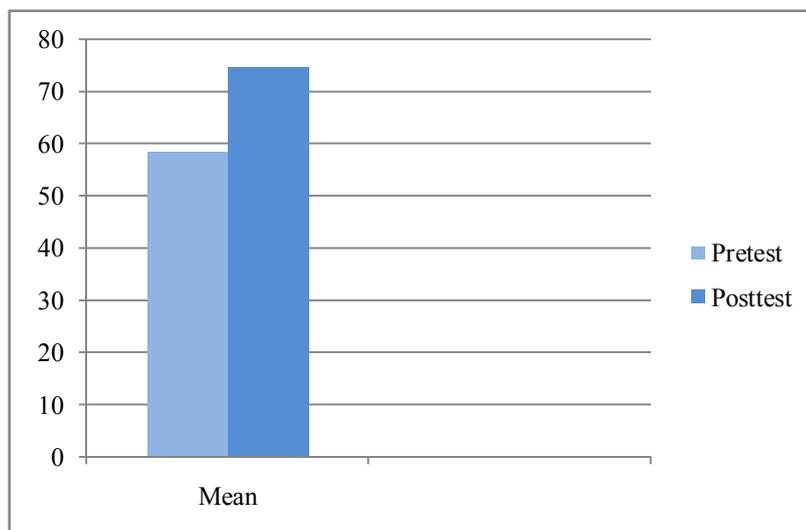


Table 3.1
The Difference on Students' Pretest and Posttest Mean Score

	Pretest Score	Posttest Score	Gain
Total students (n)	30	30	
Mean (m)	58.5	74.8	16.3

That students' difference (gain) between pretest and posttest mean score could also be seen on the following graph.

The Difference on Students' Pretest and Posttest Mean Score



In line with Graph 4.1.above, there was a difference between students' pretest and posttest mean score. Furthermore, that difference indicated that there had been an increase on students' mean score from the pretest to the posttest, that is, 58.5 to 74.8 with its gain score, 16.3. To know whether that difference and increase was significant or not, the hypothesis testing was done as in the following section.

3. Result of the Difference on Students' Pretest and Posttest in Control Class

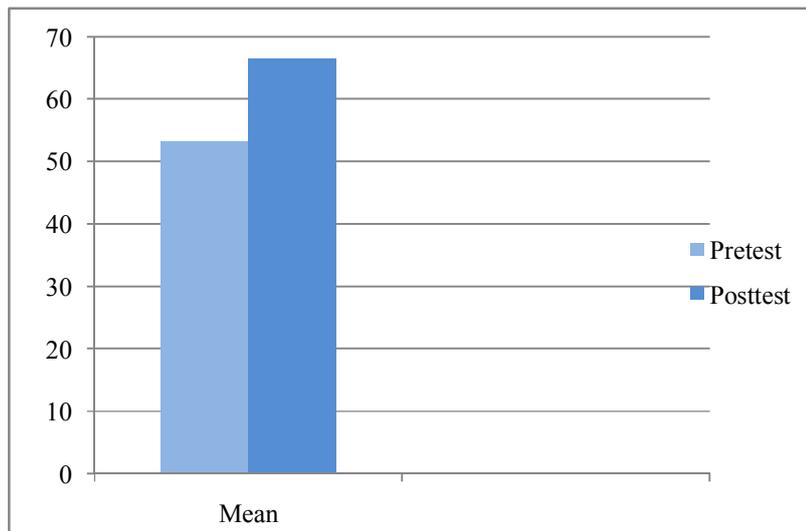
After administering both pretest and posttest, the result of the pretest was compared with the result of the posttest to analyze the difference on students' listening ability before and after the application of animation video. The difference between the pretest and the posttest score showed that students' mean score of posttest was higher than that of in the pretest, that is, $66.5 > 53.4$. Those scores could be seen on the following table.

Table 3.2
The Difference on Students' Pretest and Posttest Mean Score

	Pretest Score	Posttest Score	Gain
Total students (n)	30	30	
Mean (m)	53.4	66.5	13.1

That students' difference (gain) between pretest and posttest mean score could also be seen on the following graph.

The Difference on Students' Pretest and Posttest Mean Score



In line with Graph 4.1.above, there was a difference between students' pretest and posttest mean score. Furthermore, that difference indicated that there had been an increase on students' mean score from the pretest to the posttest, that is, 53.4 to 66.5 with its gain score, 13.1. To know whether that difference and increase was significant or not, the hypothesis testing was done as in the following section.

4. Result of the Difference on Students' Normality Test in Experimental and Control Class

The normality test is used to measure whether data in both control and experimental class are normally distributed or not. In this case, the researcher used liliefors formula to test the normality of the data.

The hypothesis for normality test formulated as follows:

H_0 : the data have normal distribution

H_a : the data do not have normal distribution

The test criteria:

H_0 is accepted if L_{observed} is lower than L_{critical} it means that the distribution of the data is normal.

H_a is rejected if L_{observed} is higher than L_{critical} it means that the distribution of the data is not normal.

Table 3.3
Tests of Normality

	Kolmogorov-Smimov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment_Classes	.139	30	.144	.957	30	.261
Control_Class	.204	30	.003	.947	30	.142

a. Lilliefors Significance Correction

Based on the Table above, it can be seen that Sig (P_{value}) for control was 0.142 and (P_{value}) for experimental class was 0.261 and $\alpha = 0.05$. It means that Sig (P_{value}) $> \alpha$ and H_0 was accepted. The conclusion was the data were in the normal distribution.

It is calculated based on the gain of the experimental and control class.

5. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The test of homogeneity employing Lilliefors Significance Correction: hypothesis for the homogeneity test formulated as follows:

H_0 : The variances of the data is homogenous.

H_a : The variances of the data is not homogenous.

The criteria for homogeneity test are as follows:

- a. H_0 is accepted if $\text{Sig (Pvalue)} > \alpha=0.05$.
- b. H_0 is accepted if $\text{Sig (Pvalue)} < \alpha=0.05$.

Table 3.4
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.028	1	52	.315

Based on the results obtained in the test of homogeneity variances in the column Levene Statistic it can be seen that $(\text{Sig}) = 0.315 > \alpha = 0.05$. it demonstraed that H_0 is accepted because Pvalue $(\text{Sig}) > \alpha = 0.05$. It means that the variance of the data was homogenous.

6. Result of Hypothetical Test

The hypotheses are:

H_a : There is significant influence of using animation video towards students'listening abilityat the first semester of the seventh grade of MTs DarulUlumPanaraganJaya TulangBawang Barat in the academic year 2017/2018.

H₀: There is no significant influence of using animation video towards students' listening ability at the first semester of the seventh grade of MTs DarulUlumPanaraganJaya TulangBawang Barat in the academic year 2017/2018.

The criteria of the test were as follows.

H_a is accepted if Sig. < $\alpha = 0.05$

H₀ is accepted if Sig. > $\alpha = 0.05$

In this case, the writer used the level of significant $\alpha = 0.05$

Table 3.5
Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
English learning result	Control Class	30	66.6667	9.49894	1.73426
	Experiment Class	30	74.8333	11.63254	2.12380

Table 3.6
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	.446	.507	-2.978	58	.004	-8.16667	2.74193	-13.65524	-2.67809
	Equal variances not assumed			-2.978	55.771	.004	-8.16667	2.74193	-13.65992	-2.67342

Based on the results of the computation using independent sample t-test above, it showed that the Pvalue of significant generated *Sig* (Pvalue) = 0.004 < α = 0.005. So, H_a is accepted and H_o is rejected. Based on the computation, it can be assumed that there was any significant influence of using animation video of students' listening ability at the second semester of the eighth grade of MTs Darul Ulum Panaragan Jaya in the academic year of 2017/2018.

7. Discussion

Based on the finding of the research, it was found that the students who were taught by using animation video have increased their ability in listening ability. It might be due to the animation video the students were highly involved in listening

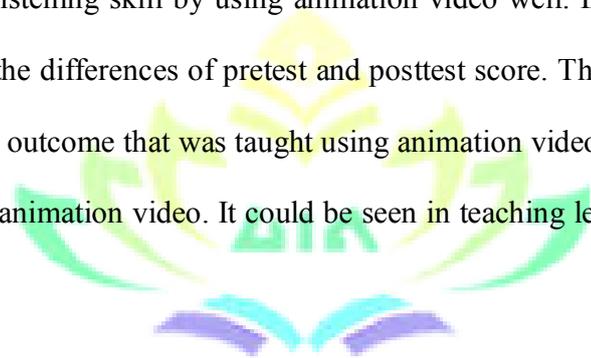
process, since they had to explore the narrative text and related it to their background knowledge.

Based on the result of the pre-test before animation video was implemented, the ability of students in listening ability was lower than after animation video was implemented. After getting the treatments and post-test were conducted, it was found that there was a significant difference between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 53.4 and in the post-test was 66.5 while the mean of pre-test score of experimental class was 55.8 and in the post-test was 78.5. It meant that the most improvement was in the experimental class.

The result of the data analysis showed that using of animation video in teaching listening ability seemed to be applicable for the eighth grade of MTs DarulUlumPanaraganTulangBawang Barat. The animation video encouraged the students to be more active and motivated in teaching listening ability. Teachers who use good media make the students interested with the lesson and for the result students can get high score.

Beside, it could be concluded that using animation video was in the experimental class made the students actively in understanding material. It is supported by statement from Wilson, she suggest that the student like learning language through the use of cartoon movie. She states although these animation video may seem to hold student interest, she believes that it could increase their listening ability.

Based on the previous research by Boris Ramandhika with the title Improve Students' Listening Skill Using Animation Video for the Eight Grade Students of SMPN 6 Magelang in the Academic Year 2013/2014. He shows that animation video can improve students' listening ability. The researcher applied the procedures of listening skill by using animation video well. In addition, it can be seen based on the differences of pretest and posttest score. There were differences in the students' outcome that was taught using animation video between those who taught without animation video. It could be seen in teaching learning process, they were as follow:



1. In the experimental class

When the researcher taught using animation video, it made the students more interested in learning. In the teaching and learning process, the students felt relaxed, so they could express their idea in the classroom freely. Then by using animation videocould help the students understood the matery.

2. In the control class

When the researcher used audio recording, he explained the material and asked the students to understand the text. The students seemed bored with it because they only listened and remind the words. It looked like monotonous activity in the class that could make the students got tired in their class. It made them

difficult to absorb the materials. The students were also lazy when the researcher gave them some questions. The last they could not improve their listening ability. Some students had difficulty to memorize the words and understanding the materials. Therefore, the students could not get high score in their listening class.

Based on the statement above, it could be seen that there was difference between the students who were taught by using animation video and those taught by using audio recording. The students who were taught using animation video could increase their listening ability in understanding the text, because they saw the object of the material that could make them easier to understand. While the students who were taught using the audio recording could not increase their listening ability in understanding the material. They were only asked to listened the material and make them difficult to understand and write some words.

In conclusion, the researcher concluded that the animation video was more helpful to be used for the students to help them increase their listening ability than using the audio recording. It was because animation video helped the students to understand the material in detail. Animation video helped the students found the way that can be used by the students to comprehend the information of the material. While, the way to understand and find the detail information of the material was not found in audio recording.



CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the research that was carried out in MTs DarulUlumPinaragan JayaTulangBawang Barat in the academic year of 2017/2018, the researcher might draw conclusions that there was a significant influence of using animation video on students' listening ability. By using animation video, it could give influence towards students' listening ability. It could gain the result of student' multiple choice test and could improve the students' listening ability. So the use of animation video in teaching learning process could make a good improvement.

In this research, the researcher can conclude that animation video can give influence to the students' listening ability. It is supported by the students' score that they received higher score in the post-test than in the pretest after the researcher give treatment by using animation video in learning listening ability. In other words, the use of animation video have significant influence toward students' listening ability at the secondsemester of the eighth grade of MTs DarulUlumPinaraganJaya TulangBawang Barat in the academic year of 2017/2018. Therefore this research can be used for the reader to conduct the other research by using animation video.

B. Suggestions

Based on the result of this research, the researcher proposed suggestion for the students, the teachers, and the next researchers as follows:

a. Suggestion for the Students

1. The students should learn and practice English material more in order to improve their English skill especially in listening ability.
2. The students should learn text more in order to enrich their listening ability.

b. Suggestion for the Teachers

1. It is better for the teacher to give motivation to the students to be more active in the result they are able to do activities in English class by themselves.
2. The researcher would suggest the English teachers to use animation video in teaching listening ability.
3. Teacher can apply this media in other skills besides listening, such as speaking, reading, and writing.

c. Suggestion for the Next Writers

1. In this research, the treatments were held in three times of meeting. The next writers can spend more time in giving the treatments to the students so that they can get enough exercise.
2. In this research, the writer used animation video to improve students' listening ability in Junior High School. The next writers can use the media to improve other abilities such as speaking or writing ability. The next

writers can also conduct the media on different level of students. It can be applied at Senior High School too.



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APPENDIX

Appendix 1
Description of MTs Darul Ulum Panaragan Jaya

A. The Situation of MTs Darul Ulum Panaragan Jaya

1. The Location of the School

MTs Darul Ulum Panaragan Jaya was located at Jl. Gajah Mada No. 216 Panaragan Jaya. It was built about 1.5 KM from the center of Tulang Bawang Barat with an area of 7.785 m².

2. The History of the School

MTs Darul Ulum Panaragan Jaya was built in 1979 with a land area of 7.785 m². It started to establish in 1960. Here is the detail information of MTs Darul Ulum Panaragan Jaya:

School's Name : **MTs Darul Ulum Panaragan Jaya**
School Statistic Number : 121218120002
Address : Jl. Gajah Mada No. 216 Panaragan Jaya
Phone Number : 0721-701279

E-Mail : mtsdarululumpanaraganjaya@yahoo.com

Since its establishment until now MTs Darul Ulum has been led by the principles for a couple of time. The names of the principles and their mandates are as follows:

Principals of MTs Darul Ulum Panaragan Jaya

No	Name	Year/Period
1	Adenan Mukhi	1979-1987
2	Adenan Hasan	1987-1992
3	Dra. Sayuti Hasani	1992– 1996
4	Machim	1996–2003

5	Drs. Df. Pane	2003-2006
6	Drs. Sunanto	2006-2010
7	Suryati, S.pd	2010-2014
8	Machrus Aly, S.Pd	2014-until now

The activities of teaching learning process are done in the morning and afternoon. In the morning, the classes begin at 07.15 a.m. and ended at 12.30 p.m. It is for the ninth and eighth grades. In the afternoon, the classes begin at 12.30 p.m. until 17.00 p.m. for seventh grades. The school have 9 classrooms consisted of three classes in each grade from seventh grade until ninth grade. The total number of the teachers is 28 teachers, and the total number of the students is 285 students.

3. The Condition of Teachers

The number of teachers MTs Darul Ulum Panaragan Jaya in the academic year of 2017/2018 is 28 that can be identified as follows:

The Numbers of Teachers at MTs Darul Ulum Panaragan Jaya Academic Year of 2017/2018

No	Name	Education	Subject
1	Nurhayati, S.Pd,	S1	Math
2	Sri Wuryaningsih, S.Pd	S1	Character Education
3	Dra. Nurhayati	S1	Islamic Religion
4	Muhammad Yusuf, S.Pd	S1	Islamic Religion
5	Hi. Asmanah, S.Pd.	S1	Civic Education
6	Hj. Maro'aini	D1	Bahasa Indonesia
7	Azaddin. Az	PGSLP	Math
8	Marlidan, S.Pd	S1	Science
9	Farida Ariyanti, S.Pd	S1	Social Education
10	UmiWusHandayani, S.Pd.	S1	Art and Culture
11	Ermalia, S.Pd.	S1	Physical Education
12	Muslimah, S.Pd	S1	English
13	Budi Murpratiwi, SPd	S1	Technology Information
14	Dian Aristiawati	D1	Information Technology
15	Yursila. M	D1	Lampungese

Source: School Documentation

4. The Facilities of MTs Darul Ulum Panaragan Jaya

For supporting the teaching learning process, MTs Darul Ulum has some facilities.

The detail information about the number and the condition of teaching learning facilities of MTs Darul Ulum can be described as follows:

The facilities of MTs Darul Ulum

No	Facilities	Numbers
1	Classes	9 Units
2	Headmaster office	1 Unit
3	Staff office	1 Unit
4	Teacher office	1 Unit
5	Library	1 Unit
6	Chemistry lab	1 Unit
7	Computer lab	1 Unit
8	Health assistance room	1 Unit
9	Scout boys room	1 Unit
10	Canteen	2 Units
11	Mushola	1 Unit
12	Committee room	1 Unit
13	Teachers' parking lot	1 Unit
14	Football field	1 Unit
15	Volleyball field	1 Unit
16	Hall	1 Unit
17	OSIS room	1 Unit

Appendix 2
Result of the Interview with the English Teacher

NO	QUESTION	ANSWER	CONCLUSION
1.	How long have you been teaching English?	I was teaching English about eleventh years	Based on the preliminary research, the teacher has teaching English so long.
2.	Can you explain your experience in teaching English, especially in teaching listening?	I feel so fun, especially when I explain about listening in class.	The teacher said that she fun in teaching English, especially in teaching listening.
3.	Do you have methods, strategies, techniques and media in teaching listening? What are they?	I do not use interesting media to teach listening, I just use audio recording to teach listening. I ask the students listen the voice of audio recording.	Based on the preliminary research, the teacher does not use interesting media to teach listening. The teacher just uses audio recording media.
4.	How students' listening ability?	It is low. Because the students still find difficulties in listening .	Based on the preliminary research, the students find difficulties in listening.
5.	What does the problem that students face in learning?	Meaning the word of English that they have listened.	Based on the preliminary research, the students have problem in meaning the word of English text that they have listened.

**Questionnaire and Result of Interview with the Students
in Preliminary Research**

N O	QUESTION	ANSWER	CONCLU SION
1.	Apakah pernah belajar mendengarkan sebuah monologue dalam bahasa Inggris?	Ya, pernah.	Based on the preliminary research, the students have studied listening.
2.	Apakah memahami sebuah percakapan dalam bahasa Inggris itu sulit?	Ya, pelajaran listening itu sulit.	Based on preliminary research, almost students said that listening is difficult.
3.	Apakah merasa bosan dalam proses pembelajaran listening?	Ya, kami merasa bosan dengan pelajaran listening.	Based on the preliminary research, almost students are bored in listening class.
4.	Apakah guru bahasa Inggris memberikan media yang menarik dalam pembelajaran listening?	Tidak.	Based on the preliminary

			research , almost students said that the teacher did not give interesting media in teaching listening .
5 .	Menurut anda apakah guru memberikan latihan yang mampu meningkatkan kemampuan pemahaman mendengar anda?	Tidak, karena hanya disuruh mendengarkan sebuah text pada sebuah tape.	Based on the preliminary research, the teacher gives the exercise that could not increase student's listening ability.

Name :
Class :
Day/Date :

**Listening Test For Try Out
(The sound of Tape Recorder)**

Subject : English
Skill : Listening
Level/Class : Junior High School VIII
Time : 60 Minutes

Direction : In this test, Answer the following questions based on the stories you hear. The text will not be written out, you have to listen carefully.

Part A : Listen carefully and answer the question

Answer the question No 1-7 based on the story that you heard

1. What does the story tell us about?
 - a. It tells about Snow white and her parents
 - b. It tells about Snow white and the seven dwarfs
 - c. It tells about a reach little girl
 - d. It tells about the fighting of a little girl to see her parents
2. Why does the King marry a new queen, because...
 - a. She do not have house
 - b. She works in her aunt and uncle's house
 - c. Her wife is dead
 - d. Her parents are dead
3. Why are the new queen jealous to snow white? when she asks to the mirror.
 - a. Because the mirror answer snow white is the most beautiful
 - b. Because the mirror answer the queen is the most beautiful
 - c. Because the mirrior answer the father is the most handsome
 - d. Because the mirror answer the stepsister is the most beautiful
4. By what the new queen try to kill Snow White?
 - a. By boiling water
 - b. By poison grape
 - c. By poison apple
 - d. By knife
5. How many do dwarfs live with Snow white?
 - a. Four dwarfs
 - b. Five dwarfs
 - c. Six dwarfs
 - d. Seven dwarfs
6. Why does the step mother want the princess to die?

- a. Because the queen was jealous of her beauty
 - b. Because the queen was happy with her
 - c. Because Snow White slept for years
 - d. Because Snow White met Prince Charming
7. Who does wake Snow White up in a small house?
- a. The witch
 - b. The Prince
 - c. The seven dwarfs
 - d. The step mother

Answer the question No 8-13 based on the story that you heard

8. Who is Woodcutter's daughter?
- a. Hansel
 - b. Gretel
 - c. Stepmother
 - d. Witch
9. Why their stepmother will leave the children in the forest?
- a. Because they are starving
 - b. Because they are love them
 - c. Because they are bad children
 - d. Because they are rich
10. How hansel and gretel can find their home?
- a. They follow the shiny stones
 - b. They follow their stepmother
 - c. They follow their father
 - d. They follow the birds
11. Who do eat all the hansel's breadcumbs in the ground?
- a. Gretel
 - b. Their stepmother
 - c. The birds

- d. Their father
12. Who is the owner of the cookie house?
- a. Their father
 - b. The witch
 - c. The birds
 - d. Hansel and gretel
13. How did the witch died?
- a. She was kill by stepmother using a broom
 - b. She felt in a hole fire because she slipped on the floor
 - c. She was pushed by children in to boiling water
 - d. She was sick

Answer the question No 14-18 based on the story that you heard

14. Where does Aladdin live?
- a. In Indonesia
 - b. In India
 - c. In America
 - d. In Arab
15. When Aladdin rub the lamp, what happen?
- a. The wizard die
 - b. Aladdin marry the princess
 - c. The giant came out
 - d. Her father die
16. Why does the giant give everything Aladdin wants?
- a. Because Aladdin is handsome
 - b. Because Aladdin rubbed the lamp and the giant can out from the lamp
 - c. Bacause Aladdin marry the prince
 - d. Because Aladdin give the king a castle
17. What does the king request when Aladdin want to marry her daughter?

- a. Build a big hole
 - b. Build a big castle
 - c. Build a town
 - d. Build a haouse
18. Why does the princess give Aladdin's lamp to the Wizard?
- a. Because The wizard's lamp is good
 - b. Because she think the wizard's lamp looks better and Aladdin will like it
 - c. Because the wizard's lamp shiny
 - d. Because her father like the wizard's lamp
19. Where does Ali Baba live?
- a. India
 - b. Indonesia
 - c. Persia
 - d. Baghdad
20. Who is Ali Baba's brother?
- a. Aladdin
 - b. Kassim
 - c. The wizard
 - d. The thief
21. What is the magic word to open the big rock?
- a. "Open donkey"
 - b. "Open monkey"
 - c. "Open sesame"
 - d. "Abra kadabra"
22. Why does Ali Baba become rich?
- a. He thieves from the king
 - b. He tought some treasure from the cave
 - c. Kassim gives Alibaba money
 - d. He is good worker
23. Who does kill Kassim?
- a. Ali baba
 - b. The wizard
 - c. The witch
 - d. The thieves
24. Why the thieves can't find Ali Baba's house?
- a. Ali Baba's maid put some marks on the all dors in the town
 - b. The thieves forget the marks
 - c. Ali Baba's house is too small
 - d. Ali Baba's door is gone
25. Who does help Ali Baba when the thieves want to kill him?
- a. Kassim
 - b. Ali Baba
 - c. Ali Baba's maid
 - d. The thieves
26. How do the thieves die?
- a. Killed by Ali Baba
 - b. Slipped on the floor
 - c. Poured boiling oil by Ali Baba's maid
 - d. They are sick

Answer the question No 26-33 based on the story that you heard

Part B : Listen to the tape and fill in the blanks.

Answer the question No 27-35 based on the story that you heard

The Three Little Pigs

There are three little pigs. They are Biggie, Middie, and Junior. Each pig (27) a house to keep the big bad wolf away. Biggie builds a house with straw. And he (28) , “the wolf never come in.” Middie builds a house with wood. And he says, “the wolf never come in.” Junior builds a house with bricks. And he says, “I build a strong house”. So junior builds and builds. He even builds a fireplace with a chimney. And Junior says, “the wolf never come in.” The wolf goes to Biggie’s house. He (29) and puffs and “who!” the wolf (30) the house down. Biggie (31) to Middie’s house. The wolf run to Middie’s house, too. He huffs and puffs and “who!” the wolf blows the house down. Biggie and Middie run to junior’s house. . The wolf run to Junior’s house. He huffs and (32) and “who!”but the house doesn’t blow down. The wolf (33) at the house carefully. “I will go down to the chimney!” so he (34) the ladder the little pigs see the wolf. He is climbing onto the roof. So, the pigs says, “lets make a fire!” there is a big fire in the fireplace. The wolf falls onto the fire. The big bad wolf runs away and never comes back.

- | | | | |
|---------------|---------|----------|----------|
| 27. a. builds | b. keep | c. bald | d. brake |
| 28. a. said | b. sold | c. says | d. sells |
| 29. a. huffs | b. hope | c. hurry | d. holds |
| 30. a. blades | b. bad | c. blows | d. bring |
| 31. a. rows | b. rank | c. runs | d. rent |
| 32. a. puffs | b. pick | c. pulls | d. prove |
| 33. a. lay | b. lie | c. looks | d. low |
| 34. a. grow | b. grey | c. gell | d. gets |

Part D : Listen to the tape and fill in the blanks.

Answer the question No 35-40 based on the story that you heard

Princess of Magic, Princess Twirly

In Magical Land Today, Princess Twirly (35) her spells “With all my power,” I call for a flower.” “With all my might, a puppy I shall delight!” “What’s going on?” “okay. On more time!” “Trying my best, I become a magical princess!”. Poor twirly... She looks more like a pile of ashes than a magical princess. “I don’t (36) I’ll ever become a magical Princess.” Just then “Oh my goodness!” “Hello, Princess Twirly.” “I’m your guardian angle.” “I’ve come to (37) you” “princess Twirly. What is it you want to be??” “I want to be a famous singer.” “Okay, then.” “Hold the crystal ball and chant your wish.” “Okay. “Swirly, Whirly!” “ with the flick of my finger, I am a singer!” “This time I want to be a model and dress up in beautiful clothes!” “Hold the crystal ball again and chant your wish. “A model I be, so that all can see!” Now, (38) lovely dress, Twirly looks in the mirror. And, on stage, she glides and strides. “A ballerina I shall be for all to see!”

As she spins and twirls, the magical princess flutters like a butterfly with the ballerino. I feel like I'm (39) high up in the sky." "I'd like to go to an evening ball now." "Huh? Where is my crystal ball?" "Now, I can't be a magical princess." "Princess!" even without a crystal ball you can be whatever you want to be." "Just believe in yourself." "okay, let me try this." "A magical princess in me is what you will see." "Yes! I did it" "I finally did it!" "Yay!" "Guardian Angel, thank you!" "Now, it's time to get ready for the ball." "Yay!" I am ready to go. All of the magical princess and princesses of the land have come. Prince Goofy plays the violin. While Princess Bunny hippity hops around! And, pigeons fly out of. Prince Mischief's hat magical Princess Twirly points her wand up high and chants another wish. "Stars of the night shall shine oh-so-bright!" The Brilliant stars (40) to twinkle high in the sky! And, they light up the evening ball.

35. a. practices b. poor c. plan d. pulls
 36. a. teach b. taught c. think d. told
 37. a. hope b. hell c. help d. honour
 38. a. wearing b. wallet c. walk d. climbing
 39. a. fork b. floating c. making d. feeling
 40. a. stars b. finish c. start d. shall

Key Answer of Try Out

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

Name :
Class :
Day/Date :

**Listening Test For Pretest and Posttest
(The sound of Tape Recorder)**

Subject : English
Skill : Listening
Level/Class : Junior High School VIII
Time : 60 Minutes

Direction : In this test, Answer the following questions based on the stories you hear. The text will not be written out, you have to listen carefully.

Part A : Listen carefully and answer the question

Answer the question No 1-7 based on the story that you heard

41. What does the story tell us about?
- e. It tells about Snow white and her parents
 - f. It tells about Snow white and the seven dwarfs
 - g. It tells about a reach little girl
 - h. It tells about the fighting of a little girl to see her parents
42. Why does the King marry a new queen, because...
- e. She do not have house
 - f. She works in her aunt and uncle's house
 - g. Her wife is dead
 - h. Her parents are dead
43. By what the new queen try to kill Snow White?
- a. By boiling water
 - b. By poison grape
 - c. By poison apple
 - d. By knife
44. How many dwarfs that live with Snow white?
- e. Four dwarfs
 - f. Five dwarfs
 - g. Six dwarfs
 - h. Seven dwarfs
45. Who does wake Snow White up in a small house?
- a. The witch
 - b. The Prince
 - c. The seven dwarfs
 - d. The step mother
- Answer the question No 8-13 based on the story that you heard**
46. Who is Woodcutter's daughter?
- a. Hansel
 - b. Gretel
 - c. Stepmother
 - d. Witch
47. How hansel and gretel can find their home?
- a. They follow the shiny stones
 - b. They follow their stepmother
 - c. They follow their father
 - d. They follow the birds
48. Who do eat all the hansel's breadcumbs in the ground?
- a. Gretel
 - b. Their stepmother
 - c. The birds
 - d. Their father
49. How did the witch died?
- a. She was kill by stepmother using a broom
 - b. She felt in a hole fire because she slipped on the floor
 - c. She was pushed by children in to boiling water
 - d. She was sick

Answer the question No 14-18 based on the story that you heard

50. Where does Aladdin live?
 - a. In Indonesia
 - b. In India
 - c. In America
 - d. In Arab
51. When Aladdin rub the lamp, what happen?
 - a. The wizard die
 - b. Aladdin marry the princess
 - c. The giant came out
 - d. Her father die
52. Why does the giant give everything Aladdin wants?
 - a. Because Aladdin is handsome
 - b. Because Aladdin rubbed the lamp and the giant can out from the lamp
 - c. Because Aladdin marry the prince
 - d. Because Aladdin give the king a castle
53. What does the king request when Aladdin want to marry her daughter?
 - a. Build a big hole
 - b. Build a big castle
 - c. Build a town
 - d. Build a haouse

Answer the question No 26-33 based on the story that you heard

54. Where does Ali Baba live?
 - a. India
 - b. Indonesia
 - c. Persia
 - d. Baghdad
55. Who is Ali Baba's brother?
 - a. Aladdin
 - b. Kassim
 - c. The wizard
 - d. The thief

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)
(Experimental Class)

Nama Sekolah : MTs Darul Ulum
Alamat : Panaragan Jaya Tulang Bawang Barat
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ 2
Alokasi Waktu : 2 x 45 menit
Pertemuan : 1

Standar Kompetensi

Mendengarkan (*Listening*)

8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk *narrative* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Indikator:

1. Mengidentifikasi teks berbentuk *narrative*.
2. Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.
3. Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

I. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi teks berbentuk *narrative*.
- Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.
- Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

II. MATERI PELAJARAN:

NARRATIVE TEXT

SNOW WHITE

Far away, there is a princess in a big castle. She is very pretty. Her name is Snow White. Snow White grows up. She is kind and nice. Even the squirrels and bird love her.

One day, the queen dies. So the king marries a new queen. But, she is a Witch. The new queen has a magic mirror, she ask "Mirror, who is the most beautiful?" Mirror say "Snow White is the most beautiful". The queen is jealous, she tell the a hunter, "take her in to the forest and kill her!. But the Hunter doesn't kill her. The Snow White find a small house. She is very tired. So, she goes in to the house. And she falls as sleep. The owner of the house come home. They are seven dwarfs. Snow white tells them her stay. They say "poor princess, live with us. The queen asks again " who is the most beautiful?". "Snow White is the most beautiful". Answer the mirror. The queen is angry, she makes a poison apple. The queen dresses like an apple seller, and she goes to Snow White. She says "eat this delicious apple". Snow White eats it and falls. The dwarves cry for her. "Snow White wake up!". Then the handsome prince comes. The prince picks up Snow White, and the apple falls out of her mouth. The dwarves says" hurray! Snow white is alive". Prince says"will you marry me?", "yes, my prince". Answer Snow white. They marry and live happily ever after.

Narrative Text is a text which tells a story of an account of a sequence of events.

Types of Narrative Text:

1. Folktale is a tale circulated by word of mouth among the common folk.
2. Fable is a short story, typically with animals as characters, conveying a moral.
3. Fairytale is a type of short story that typically features folkloric fantasy characters, such as fairies, elves, etc and usually magic or enhantments.
4. Legend is a traditional story sometimes popularly regarded as historical but unauthenticated.

5. Myth is a kind of traditional story, especially concerning the early history of people or explaining some natural or social phenomenon.
6. Short story is also included in one types of narrative text. It is a story with a fully developed theme but significantly shorter and less elaborate than a novel.

III. METODE PEMBELAJARAN/ TEKNIK:

Three Phase Technique

IV. LANGKAH-LANGKAH KEGIATAN:

<p>Langkah-langkah Pembelajaran</p> <ul style="list-style-type: none"> • Pre activity (15') <ul style="list-style-type: none"> - Guru mengucapkan salam - Guru memeriksa kehadiran siswa - Guru memberikan motivasi kepada siswa 	<p>Karakter</p> <p>Disiplin Demokrasi</p>
<ul style="list-style-type: none"> • While Activity (55') <ul style="list-style-type: none"> - Mendiskusikan materi tentang <i>narrative text</i> - Siswa membaca <i>narrative text</i> sebelum mendengarkan Animation video - Guru mengingatkan siswa untuk mengamati gerakan tubuh pada video animasi - Guru memutar Animation video melalui laptop - Guru memutar ulang Animation videomelalui laptop - Guru meminta siswa untuk membaca teks untuk meenemukan kosakata baru dari animasi video 	<p>Bersahabat/komunikatif, Rasa ingin tahu, tanggung jawab</p>
<ul style="list-style-type: none"> • Post Activity (20') <ul style="list-style-type: none"> - Mendiskusikan hasil dari aktifitas mendengarkan siswa - Siswa mendapatkan feedback dari guru - Penutup 	<p>Komunikatif, disiplin</p>

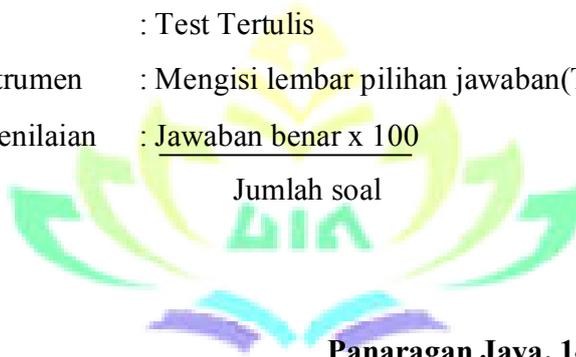
V. SUMBER BELAJAR DAN ALAT-ALAT PEMBELAJARAN

- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

VI. PENILAIAN:

- Teknik : Test Tertulis
- Bentuk Instrumen : Mengisi lembar pilihan jawaban(Terlampir)
- Pedoman penilaian : Jawaban benar x 100

Jumlah soal



Panaragan Jaya, 14 Pebruari 2018

Guru Bahasa Inggris

Mahasiswa Praktikan

Muslimah, S.Pd

Wathoni Arzaqi
1111040127

Mengetahui,
Kepala MTs Darul Ulum

Muhammad Makrus, S.Pd.I

Practice 1. Listen to the stories and choose the correct answer a, b, c, or d.

- 
1. Who is Woodcutter's daughter?
 - a. Hansel
 - b. Gretel
 - c. Stepmother
 - d. Witch
 2. Why their stepmother will leave the children in the forest?
 - a. Because they are starving
 - b. Because they love them
 - c. Because they are bad children
 - d. Because they are rich
 3. How hanel and gretel can find their home?
 - a. They follow the shiny stones
 - b. They follow their stepmother
 - c. They follow their father
 - d. They follow the birds
 4. Who eat all the hanel's breadcumbs in the ground?
 - a. Gretel
 - b. Their stepmother
 - c. The birds
 - d. Their father
 5. Who is the owner of the cookie house?
 - a. Their father
 - b. The witch
 - c. The birds
 - d. Hansel and gretel

Listening Script (for teacher)

HANSEL AND GRETEL

There is a poor Woodcutter, he has a son and daughter. The boy is Hansel, and the girl is Gretel. One day, their father marries an evil stepmother. Their stepmother says to their father, “we are starving, so I will leave the children in the forest”. Hansel hears that. That night, Hansel picks up shiny stones. “we will find our home”. After Hansel hides the stones, he sleeps. The next day, the stepmother takes the kids to the forest. Hansel drops the stones on the ground. He thinks, “we can follow the stones home”. The stepmother says “wait by this big tree”. But she never come back. Hansel and Gretel follow the shiny stones out the forest. A few days later the Stepmother says, “let’s have a picnic in the forest.” “boo hoo!” Gretel cries. She thinks, stepmother will leave us in the forest again. But Hansel has no time to pick shiny stones. Hansel drops breadcumbs on the ground. “we can follow the breadcumbs home”. But, the birds eat all the breadcumbs, and they can’t find their home. Hansel and Gretel find a house. The house is made of cookies and cakes. Gretel shouts “look! A cookie house!”. While Hansel and Gretel eat the cookies and cakes, a Strange lady appears. She says “children, come inside and eat yummy food”. The lady is an evil witch. She says “he hehe! I like to eat kids!” she looks Hansel in a cellar. Gretel has to do houseworks. The witch boils some water to cook the children. But Gretel pushes the witch in to the water, “hyap!” “oh, no!” cries the witch. She falls in to boiling water. Hansel and Gretel take her jewels, and they run away. Hansel and Gretel find their home. Their father says “I am sorry”. “But no your Stepmother is gone”. They live happily ever after.



RENCANA PELAKSANAAN PEMBELAJARAN(RPP)
(Experimental Class)

Nama Sekolah : MTs Darul Ulum
Alamat : Panaragan Jaya Tulang Bawang Barat
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ 2
Alokasi Waktu : 2 x 45 menit
Pertemuan : 2

Standar Kompetensi

Mendengarkan (*Listening*)

8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk *narrative* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Indikator:

4. Mengidentifikasi teks berbentuk *narrative*.
5. Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.
6. Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

I. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi teks berbentuk *narrative*.
- Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.
- Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

II. MATERI PELAJARAN:

NARRATIVE TEXT

CINDERELLA

Cinderella is very nice girl. She live with her father. Her mean Stepmother and Ugly stepsister. Soon, cinderella's father dies. Her stepmother says to her "you must clean and do laundry!". One day, there is a ball at the castle. So her stepmother and stepsister wear beautiful dresses and nice shoes. Cinderella says " take me to the ball to!". HER Stepmother spills beans in the fireplace and says "Pick up all the beans, and I will take you there". Birds come and pick up all the beans. Now, all of the beans are picked up. And she ask "please take me to the ball". But the Stepmothe says "No, you don't have a beautiful dress or nice shoes". And Stepmother takes only her Stepsister. Suddenly, fairy Godmother appears. She use magic on a pumpkin, a mouse and a lizard. Fairy godmother waves her wand. A carriage, a house and a driver appear. Cinderella has a beautiful dress and glass shoes. Fairy Godmother says "You must come back before midnight!". Cinderella goes to the ball. The prince sees beautiful Cinderella. Prince says "Will you dance with me?". The Prince only dances with Cinderella. It is twelve o'clock. Cinderella runs and loser a glass shoe. Then the Prince find the shoe.

Servants look for the glass shoe's owner. Finally, they come to Cinderella's house. The shoe fits Cinderella's foot. "Wow its fits perfectly!".cinderella wears the glass shoe to the castle. The prince says "Finally, I found you". Cinderella merries the handsome prince. They live happily ever after.(Taken from Addison-Wesley Kids 4, 1990)

Source: Ahmad Doddy, et.al. 2008. *Developing English Competencies for Senior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Narrative Text

- Language feature: the use of simple past tense.

The simple past tense is used:

1. To tell a finished action in the past

*We **finished** grandmother last Sunday.*

*I **worked** in London from 2000 to 2004.*

2. To tell narrative events, that actions happening in a sequence of one after another.

*Rachel **came** into the room. She **took off** her coat and **sat down** on the bed.*

*Suddenly, she **noticed** somebody behind the window. She **stood up** and **walked** slowly across the room.*

- Formula of Simple Past tense

Simple Past Tense	
Using Verb	Using to be
S+V2	S+ Was/Were+ C
S+ did not+ V1	S+ Was/Were not+ C
Did+ S+ V1?	Was/Were+ S+ C?

III. METODE PEMBELAJARAN/ TEKNIK:

Three Phase Technique

IV. LANGKAH-LANGKAH KEGIATAN:

Langkah-langkah Pembelajaran	Karakter
<ul style="list-style-type: none"> • Pre activity (15') <ul style="list-style-type: none"> - Guru mengucapkan salam - Guru memeriksa kehadiran siswa 	Disiplin Demokrasi

- Guru memberikan motivasi kepada siswa	
<ul style="list-style-type: none"> • While Activity (55') - Mendiskusikan materi tentang <i>narrative text</i> - Siswa membaca <i>narrative text</i> sebelum mendengarkan Animation video - Guru mengingatkan siswa untuk mengamati gerakan tubuh pada video animasi - Guru memutar Animation video melalui laptop - Guru memutar ulang Animation videomelalui laptop - Guru meminta siswa untuk membaca teks untuk meenemukan kosakata baru dari animasi video 	Bersahabat/komunikatif, Rasa ingin tahu, tanggung jawab
<ul style="list-style-type: none"> • Post Activity (20') - Mendiskusikan hasil dari aktifitas mendengarkan siswa - Siswa mendapatkan feedback dari guru - Penutup 	Komunikatif, disiplin

V. SUMBER BELAJAR DAN ALAT-ALAT PEMBELAJARAN

- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

VI. PENILAIAN:

- Teknik : Test Tertulis
- Bentuk Instrumen : Melengkapi kata-kata rumpang dalam teks(Terlampir).
- Pedoman penilaian : $\frac{\text{Jawaban benar} \times 100}{\text{Jumlah soal}}$

Panaragan Jaya, 19 Pebruari 2018

Muslimah, S.Pd

Wathoni Arzaqi
1111040127

**Mengetahui,
Kepala MTs Darul Ulum**



Muhammad Makrus, S.Pd.I

Practice 3. Listen to the text, then fill in the blanks.

ALADDIN'S LAMP

In a small town in India, (1) a young man named Aladdin. One day, a Wizard came to Aladdin. He (2), "bring me the lamp inside this hole, and I will give you some money". He(3) Aladdin inside the hole. Aladdin(4) in and got the lamp. Then he shouted, "let me out!" I got the lamp". However, the wizard did not want to give him any money. So he said "give me the lamp first or I will leave". Aladdin scared. He (5) to get out this way and that way. In the end, Aladdin rubbed the lamp. Suddenly, a giant came out of the lamp. "My master, what can I do for you?" Aladdin was so surprised! "let me out and take me home". "Whatever you want, my master". The giant took Aladdin home. The Giant(6) Aladdin everything he wanted. Aladdin became rich. One day, on the way home, Aladdin saw a beautiful lady. She was a princess. "how beautiful". Aladdin fell in love with her. After this, Aladdin thought and thought about her all day long. Aladdin went to her father. He said "Dear king, I love your daughter, I want to marry her". However, the king did not like Aladdin. "If you build me a big castle, I will give you my daughter." The next day, Aladdin(7) a big castle to the king. "oh my, its a beautiful!". The king was surprised and glad. Aladdin (8) the princess. The wizard heard about Aladdin. He came to the castle and shouted, "give me your old lamp, take my new lamp this will be better, this will be good!". The princess heard the Wizard. She did not know the secret of the lamp. So, she said "that one

looks better Aladdin will like it.” The princess gave Aladdin’s lamp to the Wizard. The Wizard (9) the lamp, the castle and even the princess. Aladdin was shocked. “oh no, what can I do?”. I must go and find him”. Aladdin went to the wizard was asleep. Aladdin (10) up the lamp carefully. He rubbed the lamp and he said, “take him far away from here, so he can never come back.” The giant took the wizard far away. “I’m glad to bring you back”. The princess said. “I’m glad to see you again”. Aladdin and the princess lived happily ever after.

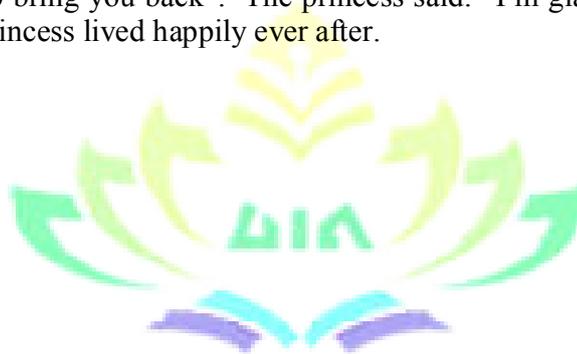


Listening script (for teacher)

ALADDIN’S LAMP

In a small town in India, lived a young man named Aladdin. One day, a Wizard came to Aladdin. He said, “bring me the lamp inside this hole, and I will give you some money”. He pushed Aladdin inside the hole. Aladdin went in and got the lamp. Then he shouted, “let me out!” I got the lamp”. However, the wizard did not want to give him any money. So he said “give me the lamp first or I will leave”. Aladdin scared. He tried to get out this way and that way. In the end, Aladdin rubbed the lamp. Suddenly, a giant came out of the lamp. “My master, what can I do for you?” Aladdin was so surprised! “let me out and take me home”. “Whatever you want, my master”. The giant took Aladdin home. The Giant gave Aladdin everything he wanted. Aladdin became rich. One day, on the way home, Aladdin saw a beautiful lady. She was a princess. “how beautiful”. Aladdin fell in love with her. After this, Aladdin thought and thought about her all day long. Aladdin went to her father. He said “Dear king, I love your daughter, I want to marry her”. However, the king did not like Aladdin. “If you build me a big castle, I will give you my daughter.” The next day, Aladdin showed a big castle to the king. “oh my, its a beautiful!”. The king was surprised and glad. Aladdin married the princess.

The wizard heard about Aladdin. He came to the castle and shouted, "give me your old lamp, take my new lamp this will be better, this will be good!". The princess heard the Wizard. She did not know the secret of the lamp. So, she said "that one looks better Aladdin will like it." The princess gave Aladdin's lamp to the Wizard. The Wizard rubbed the lamp, the castle and even the princess. Aladdin was shocked. "oh no, what can I do?". I must go and find him". Aladdin went to the wizard was asleep. Aladdin picked up the lamp carefully. He rubbed the lamp and he said, "take him far away from here, so he can never come back." The giant took the wizard far away. "I'm glad to bring you back". The princess said. "I'm glad to see you again". Aladdin and the princess lived happily ever after.



RENCANA PELAKSANAAN PEMBELAJARAN(RPP) **(Experimental Class)**

Nama Sekolah : MTs Darul Ulum
Alamat : Panaragan Jaya Tulang Bawang Barat
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ 2
Alokasi Waktu : 2 x 45 menit
Pertemuan : 3

Standar Kompetensi

Mendengarkan (*Listening*)

8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk *narrative* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Indikator:

7. Mengidentifikasi teks berbentuk *narrative*.
8. Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.
9. Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

I. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi teks berbentuk *narrative*.
- Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.
- Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

II. MATERI PELAJARAN:

NARRATIVE TEXT

The Gingerbread Man

Mrs. Brown is the best baker in town. All the children in town love her cookies. Even crocodiles love her cookies. Today, she bakes a gingerbread cookie. The she opens the oven the door. A gingerbread Man jumps out! Come back here!” says Mrs. Brown. He runs very quickly. He says, “nana, you can never catch me!”. A boys sees the "you can never catch me!”. Mrs. Brown and the boy chase the Gingerbread

Man. Then a dog sees the Gingerbread Man. “Come back here!” he says. “NaNaNa-Na-Na. You can never catch me!” says the Gingerbread Man. Mrs. Brown, the boy and the dog chase the Gingerbread Man. “Oh, my! It’s a river!” says the Gingerbread Man. “I can’t cross the river!” “Hello, Gingerbread Man,” says a crocodile. “I can help you! Stand on my nose. We can cross the river together!” “Oh, boy!” says the Gingerbread Man. He jumps on the crocodile’s nose. He looks back at Mrs. Brown, the boy and the dog. He says, “NaNaNa-Na-Na. You can never catch me!” In the middle of the river, the crocodile opens his mouth. SNAP! The crocodile eats the little Gingerbread Man. “Mmm,” says the crocodile. “Yummy!” “We are hungry!” say the boy and the dog. “I can make another. Let’s go,” says Mrs. Brown. “ But I will be careful! I will lock the door!”

Narrative Text is a text which tells a story of an account of a sequence of events.

Types of Narrative Text:

7. Folktale is a tale circulated by word of mouth among the common folk.
8. Fable is a short story, typically with animals as characters, conveying a moral.
9. Fairytale is a type of short story that typically features folkloric fantasy characters, such as fairies, elves, etc and usually magic or enchantments.
10. Legend is a traditional story sometimes popularly regarded as historical but unauthenticated.
11. Myth is a kind of traditional story, especially concerning the early history of people or explaining some natural or social phenomenon.
12. Short story is also included in one types of narrative text. It is a story with a fully developed theme but significantly shorter and less elaborate than a novel.

III. METODE PEMBELAJARAN/ TEKNIK:

Three Phase Technique

IV. LANGKAH-LANGKAH KEGIATAN:

Langkah-langkah Pembelajaran	Karakter
<ul style="list-style-type: none">• Pre activity (15')<ul style="list-style-type: none">- Guru mengucapkan salam- Guru memeriksa kehadiran siswa- Guru memberikan motivasi kepada siswa	Disiplin Demokrasi
<ul style="list-style-type: none">• While Activity (55')<ul style="list-style-type: none">- Mendiskusikan materi tentang <i>narrative text</i>- Siswa membaca <i>narrative text</i> sebelum mendengarkan Animation video- Guru mengingatkan siswa untuk mengamati gerakan tubuh pada video animasi- Guru memutar Animation video melalui laptop- Guru memutar ulang Animation video melalui laptop- Guru meminta siswa untuk membaca teks untuk menemukan kosakata baru dari animasi video	Bersahabat/komunikatif, Rasa ingin tahu, tanggung jawab
<ul style="list-style-type: none">• Post Activity (20')<ul style="list-style-type: none">- Mendiskusikan hasil dari aktifitas mendengarkan siswa- Siswa mendapatkan feedback dari guru- Penutup	Komunikatif, disiplin

V. SUMBER BELAJAR DAN ALAT-ALAT PEMBELAJARAN

- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

VI. PENILAIAN:

- Teknik : Test Tertulis
- Bentuk Instrumen : Mengisi lembar pilihan jawaban(Terlampir)

- Pedoman penilaian : Jawaban benar x 100
Jumlah soal

Panaragan Jaya, 21 Pebruari 2018

Guru Bahasa Inggris

Mahasiswa Praktikan

Muslimah, S.Pd



Wathoni Arzaqi
1111040127

Mengetahui,
Kepala Mts Darul Ulum

Muhammad Makrus, S.Pd.I

Practice 1. Listen to the stories and fill in the blank.

Princess of Magic, Princess Twirly

In Magical Land Today, Princess Twirly..... (1) her spells “With all my power,” I call for a flower.” “With all my might, a puppy I shall delight!” “What’s going on?” “okay. On more time!” “Trying my best, I (2) a magical princess!” (3)twirly... She looks more like a pile of ashes than a magical princess. “I don’t (4) I’ll ever become a magical Princess.” Just then “Oh my goodness!” “Hello, Princess Twirly.” “I’m your(5).” “I’ve come to (6) you” “princess Twirly. What is it you want to be??” “I want to be a famous singer.” “Okay, then.” “.....(7) the crystal ball and chant your wish.” “Okay. “Swirly, Whirly!” “ with the flick of my finger, I am a singer!” “This time I want to be a model and dress up in beautiful clothes!” “Hold the crystal ball again and chant your wish. “A model I be, so that all can see!” Now, (8) lovely dress, Twirly looks in the mirror. And, on stage, she glides and strides. “A ballerina I shall be for all to see!” As she spins and twirls, the magical princess flutters like a butterfly with the ballerino. I feel like I’m (9) high up in the sky.” “I’d like to go to an evening ball now.” “Huh? Where is my crystal ball?” “Now, I can’t be a magical princess.” “Princess!” even without a crystal ball you (10) be whatever you want to be.” “Just believe in yourself.” “okay, let me try this.” “A magical princess in me is what you will see.” “Yes! I did it” “I finally did it!” “Yay!” “Guardian Angel, thank you!” “Now, it’s time to get ready for the ball.” “Yay!” I am ready to go. All of the magical princess and princesses of the land have come. Prince Goofy plays the violin. While Princess Bunny hippity hops around! And, pigeons fly out of. Prince Mischief’s hat magical Princess Twirly points her wand up high and chants another wish. “Stars of the night shall shine oh-so-bright!” The Brilliant stars start to twinkle high in the sky! And, they light up the evening ball.

- | | | | | |
|-----|---------------|-------------|-------------|-------------------|
| 1. | a. practices | b. poor | c. plan | d. pulls |
| 2. | a. behind | b. ball | c. become | d. bread |
| 3. | a. practices | b. poor | c. plan | d. pulls |
| 4. | a. teach | b. taught | c. think | d. told |
| 5. | a. body guard | b. guard | c. security | d. guardian angle |
| 6. | a. hope | b. hell | c. help | d. honour |
| 7. | a. hope | b. hell | c. help | d. hold |
| 8. | a. wearing | b. wallet | c. walk | d. climbing |
| 9. | a. fork | b. floating | c. making | d. feeling |
| 10. | a. caught | b. carry | c. could | d. can |

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)
(Control Class)

Nama Sekolah : MTs Darul Ulum
Alamat : Panaragan Jaya Tulang Bawang Barat
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ 2
Alokasi Waktu : 2 x 45 menit
Pertemuan : 1

Standar Kompetensi

Mendengarkan (*Listening*)

8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk *narrative* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Indikator:

10. Mengidentifikasi teks berbentuk *narrative*.
11. Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.
12. Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

I. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi teks berbentuk *narrative*.
- Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.
- Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

II. MATERI PELAJARAN:

NARRATIVE TEXT

SNOW WHITE

Far away, there is a princess in a big castle. She is very pretty. Her name is Snow White. Snow White grows up. She is kind and nice. Even the squirrels and bird love her.

One day, the queen dies. So the king marries a new queen. But, she is a Witch. The new queen has a magic mirror, she ask "Mirror, who is the most beautiful?" Mirror say "Snow White is the most beautiful". The queen is jealous, she tell the a hunter, "take her in to the forest and kill her!. But the Hunter doesn't kill her. The Snow White find a small house. She is very tired. So, she goes in to the house. And she falls as sleep. The owner of the house come home. They are seven dwarfs. Snow white tells them her stay. They say "poor princess, live with us. The queen asks again " who is the most beautiful?". "Snow White is the most beautiful". Answer the mirror. The queen is angry, she makes a poison apple. The queen dresses like an apple seller, and she goes to Snow White. She says "eat this delicious apple". Snow White eats it and falls. The dwarves cry for her. "Snow White wake up!". Then the handsome prince comes. The prince picks up Snow White, and the apple falls out of her mouth. The dwarves says" hurray! Snow white is alive". Prince says"will you marry me?", "yes, my prince". Answer Snow white. They marry and live happily ever after.

Narrative Text is a text which tells a story of an account of a sequence of events.

Types of Narrative Text:

13. Folktale is a tale circulated by word of mouth among the common folk.
14. Fable is a short story, typically with animals as characters, conveying a moral.
15. Fairytale is a type of short story that typically features folkloric fantasy characters, such as fairies, elves, etc and usually magic or enhantments.
16. Legend is a traditional story sometimes popularly regarded as historical but unauthenticated.
17. Myth is a kind of traditional story, especially concerning the early history of people or explaining some natural or social phenomenon.

18. Short story is also included in one types of narrative text. It is a story with a fully developed theme but significantly shorter and less elaborate than a novel.

III. METODE PEMBELAJARAN/ TEKNIK:

Three Phase Technique

IV. LANGKAH-LANGKAH KEGIATAN:

Langkah-langkah Pembelajaran	Karakter
<ul style="list-style-type: none"> • Pre activity (15') <ul style="list-style-type: none"> - Guru mengucapkan salam - Guru memeriksa kehadiran siswa - Guru memberikan motivasi kepada siswa - Guru meminta siswa membaca teks sebelum mendengarkan cerita pada teks 	Disiplin Demokrasi
<ul style="list-style-type: none"> • While Activity (55') <ul style="list-style-type: none"> - Mendiskusikan materi tentang <i>narrative text</i> - Guru memberikan teks kepada siswa - Guru memutar MP3 File melalui laptop - Guru memutar ulang MP3 File melalui laptop - Guru bertanya kepada apa yang mereka dapatkan dari teks - Guru memberikan teks yang berkaitan dengan materi - Guru meminta siswa mengerjakan soal dan menjawab pertanyaan 	Bersahabat/komunikatif, Rasa ingin tahu, tanggung jawab
<ul style="list-style-type: none"> • Post Activity (20') <ul style="list-style-type: none"> - Mendiskusikan hasil dari aktifitas mendengarkan siswa - Siswa mendapatkan feedback dari guru - Penutup 	Komunikatif, disiplin

V. SUMBER BELAJAR DAN ALAT-ALAT PEMBELAJARAN

- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

VI. PENILAIAN:

- Teknik : Test Tertulis
- Bentuk Instrumen : Mengisi lembar pilihan jawaban (Terlampir).
- Pedoman penilaian : Jawaban benar x 100

Jumlah soal

Guru Bahasa Inggris

Panaragan Jaya, 14 Pebruari 2018

Mahasiswa Praktikan

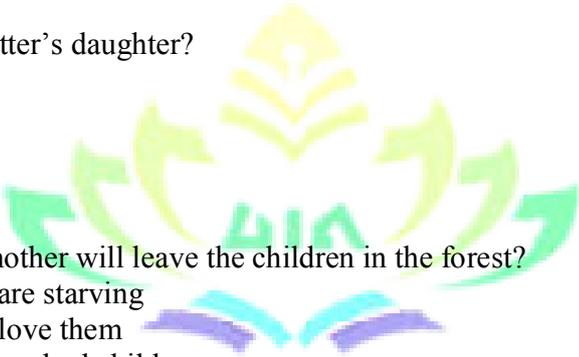
Muslimah, S.Pd

Wathoni Arzaqi
1111040127

Mengetahui,
Kepala MTs Darul Ulum

Muhammad Makrus.S.Pd.I

Practice 1. Listen to the stories and choose the correct answer a, b, c, or d.

- 
6. Who is Woodcutter's daughter?
a. Hansel
b. Gretel
c. Stepmother
d. Witch
7. Why their stepmother will leave the children in the forest?
a. Because they are starving
b. Because they love them
c. Because they are bad children
d. Because they are rich
8. How hanel and gretel can find their home?
a. They follow the shiny stones
b. They follow their stepmother
c. They follow their father
d. They follow the birds
9. Who eat all the hanel's breadcumbs in the ground?
a. Gretel
b. Their stepmother
c. The birds
d. Their father
10. Who is the owner of the cookie house?
a. Their father
b. The witch
c. The birds
d. Hanel and gretel

Listening Script (for teacher)

HANSEL AND GRETEL

There is a poor Woodcutter, he has a son and daughter. The boy is Hansel, and the girl is Gretel. One day, their father marries an evil stepmother. Their stepmother says to their father, “we are starving, so I will leave the children in the forest”. Hansel hears that. That night, Hansel picks up shiny stones. “we will find our home”. After Hansel hides the stones, he sleeps. The next day, the stepmother takes the kids to the forest. Hansel drops the stones on the ground. He thinks, “we can follow the stones home”. The stepmother says “wait by this big tree”. But she never comes back. Hansel and Gretel follow the shiny stones out the forest. A few days later the Stepmother says, “let’s have a picnic in the forest.” “boo hoo!” Gretel cries. She thinks, stepmother will leave us in the forest again. But Hansel has no time to pick shiny stones. Hansel drops breadcrumbs on the ground. “we can follow the breadcrumbs home”. But, the birds eat all the breadcrumbs, and they can’t find their home. Hansel and Gretel find a house. The house is made of cookies and cakes. Gretel shouts “look! A cookie house!”. While Hansel and Gretel eat the cookies and cakes, a Strange lady appears. She says “children, come inside and eat yummy food”. The lady is an evil witch. She says “he hehe! I like to eat kids!” she locks Hansel in a cellar. Gretel has to do houseworks. The witch boils some water to cook the children. But Gretel pushes the witch in to the water, “hyap!” “oh, no!” cries the witch. She falls in to boiling water. Hansel and Gretel take her jewels, and they run away. Hansel and Gretel find their home. Their father says “I am sorry”. “But not your Stepmother is gone”. They live happily ever after.

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)
(Control Class)

Nama Sekolah : MTs Darul Ulum
Alamat : Panaragan Jaya Tulang Bawang Barat
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ 2
Alokasi Waktu : 2 x 45 menit
Pertemuan : 2

Standar kompetensi

Mendengarkan (*Listening*)

8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk *narrative* dalam konteks kehidupan sehari-hari.

Kompetensi dasar:

8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Indikator:

13. Mengidentifikasi teks berbentuk *narrative*.
14. Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.

15. Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

I. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi teks berbentuk *narrative*.
- Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.
- Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

II. MATERI PELAJARAN:

NARRATIVE TEXT

CINDERELLA

Cinderella is very nice girl. She live with her father. Her mean Stepmother and Ugly stepsister. Soon, cinderella's father dies. Her stepmother says to her "you must clean and do laundry!". One day, there is a ball at the castle. So her stepmother and stepsister wear beautiful dresses and nice shoes. Cinderella says " take me to the ball to!". HER Stepmother spills beans in the fireplace and says "Pick up all the beans, and I will take you there". Birds come and pick up all the beans. Now, all of the beans are picked up. And she ask "please take me to the ball". But the Stepmothe says "No, you don't have a beautiful dress or nice shoes". And Stepmother takes only her Stepsister. Suddenly, fairy Godmother appears. She use magic on a pumpkin, a mouse and a lizard. Fairy godmother waves her wand. A carriage, a house and a driver appear. Cinderella has a beautiful dress and glass shoes. Fairy Godmother says "You must come back before midnight!". Cinderella goes to the ball. The prince sees beautiful Cinderella. Prince says "Will you dance with me?". The Prince only dances with Cinderella. It is twelve o'clock. Cinderella runs and loser a glass shoe. Then the Prince find the shoe.

Servants look for the glass shoe's owner. Finally, they come to Cinderella's house. The shoe fits Cinderella's foot. "Wow its fits perfectly!".cinderella wears the glass shoe to the castle. The prince says "Finally, I found you". Cinderella merries the handsome prince. They live happily ever after.(Taken from Addison-Wesley Kids 4, 1990)

Source: Ahmad Doddy,et.al. 2008.*Developing English Competencies for Senior High School*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Narrative Text

- Language feature: the use of simple past tense.

The simple past tense is used:

3. To tell a finished action in the past

*We **finished** grandmother last Sunday.*

*I **worked** in London from 2000 to 2004.*

4. To tell narrative events, that actions happening in a sequence of one after another.

*Rachel **came** into the room. She **took off** her coat and **sat down** on the bed.*

*Suddenly, she **noticed** somebody behind the window. She **stood up** and **walked** slowly across the room.*

- Formula of Simple Past tense

Simple Past Tense	
Using Verb	Using to be
S+V2	S+ Was/Were+ C
S+ did not+ V1	S+ Was/Were not+ C
Did+ S+ V1?	Was/Were+ S+ C?

III. METODE PEMBELAJARAN/ TEKNIK:

Three Phase Technique

IV. LANGKAH-LANGKAH KEGIATAN:

Langkah-langkah Pembelajaran	Karakter
<ul style="list-style-type: none"> • Pre activity (15') <ul style="list-style-type: none"> - Guru mengucapkan salam - Guru memeriksa kehadiran siswa - Guru memberikan motivasi kepada siswa 	Disiplin Demokrasi
<ul style="list-style-type: none"> • While Activity (55') <ul style="list-style-type: none"> - Mendiskusikan materi tentang <i>narrative text</i> - Guru memberikan teks kepada siswa - Guru memutar MP3 File melalui laptop - Guru memutar ulang MP3 File melalui laptop 	Bersahabat/komunikatif, Rasa ingin tahu, tanggung jawab

<ul style="list-style-type: none"> - Guru bertanya kepada apa yang mereka dapatkan dari teks - Guru memberikan teks yang berkaitan dengan materi - Guru meminta siswa mengerjakan soal dan menjawab pertanyaan 	
<ul style="list-style-type: none"> • Post Activity (20') - Mendiskusikan hasil dari aktifitas mendengarkan siswa - Siswa mendapatkan feedback dari guru - Penutup 	Komunikatif, disiplin

V. SUMBER BELAJAR DAN ALAT-ALAT PEMBELAJARAN

- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

VI. PENILAIAN:

- Teknik : Test Tertulis
- Bentuk Instrumen : Melengkapi kata-kata rumpang dalam teks (Terlampir)
- Pedoman penilaian : $\frac{\text{Jawaban benar} \times 100}{\text{Jumlah soal}}$

Panaragan Jaya, 19 Pebruari 2018

Guru Bahasa Inggris

Mahasiswa Praktikan

Muslimah, S.Pd

Wathoni Arzaqi
1111040127

Mengetahui,

Kepala Mts Darul Ulum

Muhammad Makrus,S.Pd.I

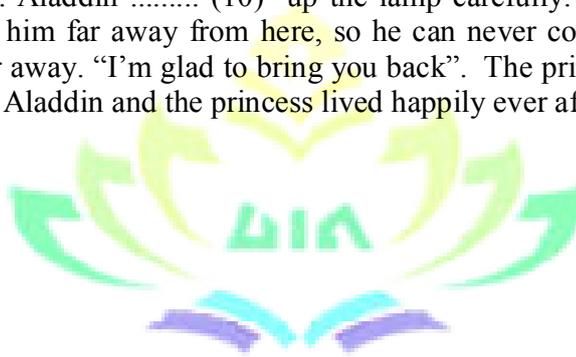


Practice 3. Listen to the text, then fill in the blanks.

ALADDIN'S LAMP

In a small town in India, (1) a young man named Aladdin. One day, a Wizard came to Aladdin. He (2), "bring me the lamp inside this hole, and I will give you some money". He(3) Aladdin inside the hole. Aladdin(4) in and got the lamp. Then he shouted, "let me out!" I got the lamp". However, the wizard did not want to give him any money. So he said "give me the lamp first or I will leave". Aladdin scared. He (5) to get out this way and that way. In the end, Aladdin rubbed the lamp. Suddenly, a giant came out of the lamp. "My master, what can I do for you?" Aladdin was so surprised! "let me out and take me home". "Whatever you want, my master". The giant took Aladdin home. The Giant(6) Aladdin everything he wanted. Aladdin became rich. One day, on the way home, Aladdin saw a beautiful lady. She was a princess. "how beautiful". Aladdin fell in love with her. After this, Aladdin thought and thought about her all day long. Aladdin went to her father. He said "Dear king, I love your daughter, I want to marry her". However, the king did not like Aladdin. "If you build me a big castle, I will give you

my daughter.” The next day, Aladdin(7) a big castle to the king. “oh my, its a beautiful!”. The king was suprised and glad. Aladdin (8) the princess. The wizard heard about Aladdin. He come to the castle and shouted, “give me your old lamp, take my new lamp this will be better, this will be good!”. The princess heard the Wizard. She did not know the secret of the lamp. So, she said “that one looks better Aladdin will like it.” The princess gave aladdin’s lamp to the Wizard. The Wizard (9) the lamp, the castle and even the princess. Aladdin was shocked. “oh no, what can I do?”. I must go and find him”. Aladdin went to the wizard was asleep. Aladdin (10) up the lamp carefully. He rubbed the lamp and he said, “take him far away from here, so he can never come back.” The giant took the wizard far away. “I’m glad to bring you back”. The princess said. “I’m glad to see you again”. Aladdin and the princess lived happily ever after.



Listening script (for teacher)

ALADDIN’S LAMP

In a small town in India, lived a young man named Aladdin. One day, a Wizard came to Aladdin. He said, “bring me the lamp inside this hole, and I will give you some money”. He pushed Aladdin inside the hole. Aladdin went in and got the lamp. Then he shouted, “let me out!” I got the lamp”. However, the wizard did not want to give him any money. So he said “give me the lamp first or I will leave”. Aladdin scared. He tried to get out this way and that way. In the end, Alladdin rubbed the lamp. Suddenly, a giant come out of the lamp. “My master, what can I do for you?” Aladdin was so suprised! “let me out and take me home”. “Whatever you want, my master”. The giant took Aladdin home. The Giant gave Aladdin everything he wanted. Aladdin become rich. One day, on the way home, aladdin saw a beautiful lady. She was a princess. “how beautiful”. Aladdin fell in love with her. After this, Aladdin thought and thought about her all day long. Aladdin went to her father. He said “Dear king, I love your doughter, I want to marry her”. However, the king did not like

Aladdin. "If you build me a big castle, I will give you my daughter." The next day, Aladdin showed a big castle to the king. "oh my, its a beautiful!". The king was surprised and glad. Aladdin married the princess.

The wizard heard about Aladdin. He came to the castle and shouted, "give me your old lamp, take my new lamp this will be better, this will be good!". The princess heard the wizard. She did not know the secret of the lamp. So, she said "that one looks better Aladdin will like it." The princess gave Aladdin's lamp to the wizard. The wizard rubbed the lamp, the castle and even the princess. Aladdin was shocked. "oh no, what can I do?". I must go and find him". Aladdin went to the wizard was asleep. Aladdin picked up the lamp carefully. He rubbed the lamp and he said, "take him far away from here, so he can never come back." The giant took the wizard far away. "I'm glad to bring you back". The princess said. "I'm glad to see you again". Aladdin and the princess lived happily ever after.



RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

(Control Class)

Nama Sekolah : MTs Darul Ulum
Alamat : Panaragan Jaya Tulang Bawang Barat
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/ 2
Alokasi Waktu : 2 x 45 menit
Pertemuan : 3

Standar Kompetensi

Mendengarkan (*Listening*)

8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk *narrative* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Indikator:

16. Mengidentifikasi teks berbentuk *narrative*.
17. Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.
18. Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

I. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- Mengidentifikasi teks berbentuk *narrative*.
- Mengidentifikasi kalimat dalam bentuk past tense yang digunakan dalam bentuk *narrative text*.
- Mengisi kalimat-kalimat rumpang dalam sebuah teks lisan yang didengar.

II. MATERI PELAJARAN:

NARRATIVE TEXT

The Gingerbread Man

Mrs. Brown is the best baker in town. All the children in town love her cookies. Even crocodiles love her cookies. Today, she bakes a gingerbread cookie. The she opens the oven the door. A gingerbread Man jumps out! Come back here!" says Mrs. Brown. He runs very quickly. He says, "nana, you can never catch me!". A boys

sees the "you can never catch me!". Mrs. Brown and the boy chase the Gingerbread Man. Then a dog sees the Gingerbread Man. "Come back here!" he says. "NaNaNa-Na-Na. You can never catch me!" says the Gingerbread Man. Mrs. Brown, the boy and the dog chase the Gingerbread Man. "Oh, my! It's a river!" says the Gingerbread Man. "I can't cross the river!" "Hello, Gingerbread Man," says a crocodile. "I can help you! Stand on my nose. We can cross the river together!" "Oh, boy!" says the Gingerbread Man. He jumps on the crocodile's nose. He looks back at Mrs. Brown, the boy and the dog. He says, "NaNaNa-Na-Na. You can never catch me!" In the middle of the river, the crocodile opens his mouth. SNAP! The crocodile eats the little Gingerbread Man. "Mmm," says the crocodile. "Yummy!" "We are hungry!" say the boy and the dog. "I can make another. Let's go," says Mrs. Brown. " But I will be careful! I will lock the door!".

Narrative Text is a text which tells a story of an account of a sequence of events.

Types of Narrative Text:

19. Folktale is a tale circulated by word of mouth among the common folk.
20. Fable is a short story, typically with animals as characters, conveying a moral.
21. Fairytale is a type of short story that typically features folkloric fantasy characters, such as fairies, elves, etc and usually magic or enchantments.
22. Legend is a traditional story sometimes popularly regarded as historical but unauthenticated.
23. Myth is a kind of traditional story, especially concerning the early history of people or explaining some natural or social phenomenon.
24. Short story is also included in one types of narrative text. It is a story with a fully developed theme but significantly shorter and less elaborate than a novel.

25.

III. METODE PEMBELAJARAN/ TEKNIK:

Three Phase Technique

IV. LANGKAH-LANGKAH KEGIATAN:

Langkah-langkah Pembelajaran	Karakter
<ul style="list-style-type: none">• Pre activity (15')<ul style="list-style-type: none">- Guru mengucapkan salam- Guru memeriksa kehadiran siswa- Guru memberikan motivasi kepada siswa- Guru meminta siswa membaca teks sebelum mendengarkan cerita pada teks	Disiplin Demokrasi
<ul style="list-style-type: none">• While Activity (55')<ul style="list-style-type: none">- Mendiskusikan materi tentang <i>narrative text</i>- Guru memberikan teks kepada siswa- Guru memutar MP3 File melalui laptop- Guru memutar ulang MP3 File melalui laptop- Guru bertanya kepada apa yang mereka dapatkan dari teks- Guru memberikan teks yang berkaitan dengan materi- Guru meminta siswa mengerjakan soal dan menjawab pertanyaan	Bersahabat/komunikatif, Rasa ingin tahu, tanggung jawab
<ul style="list-style-type: none">• Post Activity (20')<ul style="list-style-type: none">- Mendiskusikan hasil dari aktifitas mendengarkan siswa- Siswa mendapatkan feedback dari guru- Penutup	Komunikatif, disiplin

V. SUMBER BELAJAR DAN ALAT-ALAT PEMBELAJARAN

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- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

VI. PENILAIAN:

- Teknik : Test Tertulis

- Bentuk Instrumen : Mengisi lembar pilihan jawaban (Terlampir).
- Pedoman penilaian : $\frac{\text{Jawaban benar} \times 100}{\text{Jumlah soal}}$

Guru Bahasa Inggris

Panaragan Jaya, Pebruari 2018

Mahasiswa Praktikan

Muslimah, S.Pd



Wathoni Arzaqi
1111040127

Mengetahui,
Kepala Mts Darul Ulum

Muhammad Makrus, S.Pd.I

Practice 1. Listen to the stories and fill in the blank.

Princess of Magic, Princess Twirly

In Magical Land Today, Princess Twirly..... (1) her spells “With all my power,” I call for a flower.” “With all my might, a puppy I shall delight!” “What’s going on?” “okay. On more time!” “Trying my best, I (2) a magical princess!” (3)twirly... She looks more like a pile of ashes than a magical princess. “I don’t (4) I’ll ever become a magical Princess.” Just then “Oh my goodness!” “Hello, Princess Twirly.” “I’m your(5).” “I’ve come to (6) you” “princess Twirly. What is it you want to be??” “I want to be a famous singer.” “Okay, then.” “.....(7) the crystal ball and chant your wish.” “Okay. “Swirly, Whirly!” “ with the flick of my finger, I am a singer!” “This time I want to be a model and dress up in beautiful clothes!” “Hold the crystal ball again and chant your wish. “A model I be, so that all can see!” Now, (8) lovely dress, Twirly looks in the mirror. And, on stage, she glides and strides. “A ballerina I shall be for all to see!” As she spins and twirls, the magical princess flutters like a butterfly with the ballerino. I feel like I’m (9) high up in the sky.” “I’d like to go to an evening ball now.” “Huh? Where is my crystal ball?” “Now, I can’t be a magical princess.” “Princess!” even without a crystal ball you (10) be whatever you want to be.” “Just believe in yourself.” “okay, let me try this.” “A magical princess in me is what you will see.” “Yes! I did it” “I finally did it!” “Yay!” “Guardian Angel, thank you!” “Now, it’s time to get ready for the ball.” “Yay!” I am ready to go. All of the magical princess and princesses of the land have come. Prince Goofy plays the violin. While Princess Bunny hippity hops around! And, pigeons fly out of. Prince Mischief’s hat magical Princess Twirly points her wand up high and chants another wish. “Stars of the night shall shine oh-so-bright!” The Brilliant stars start to twinkle high in the sky! And, they light up the evening ball.

11. a. practices b. poor c. plan d. pulls
12. a. behind b. ball c. become d. bread
13. a. practices b. poor c. plan d. pulls
14. a. teach b. taught c. think d. told
15. a. body guard b. guard c. security d. guardian angle
16. a. hope b. hell c. help d. honour
17. a. hope b. hell c. help d. hold
18. a. wearing b. wallet c. walk d. climbing

19. a. fork b. floating c. making d. feeling
20. a. caught b. carry c. could d. can

