IMPROVING THE STUDENTS' LISTENING ABILITY THROUGH FAIRY TALE AT MTS ISLAMIYAH MEDAN

THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera Medan as a Partial Fullfillment of the Requirements for the Degree of Sarjana Pendidikan

By :

TRI YUCI AYUNDINI
NIM: 34.15.1.008

DEPARTMENT OF ENGLISH EDUCATION

TARBIYAH AND TEACHER TRAINING FACULTY

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2019

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Kepada Yth :

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Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 19 Agustus 2019

Yang membuat pernyataan

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ABSTRACT

Improving The Students Litening Ability Through Fairy Tale at MTs Islamiyah Medan. Tri Yuci Ayundini (34151008) Department of English Education, Faculty of Tarbiyah Science and Teachers Training. The State Islamic University of North Sumatera, Medan 2019 Advisor I: Dr. Abdillah, M.Pd Advisor II: Deasy Yunita Siregar, M.Pd

. The target of teaching and learning English at SMP/MTs is to enable the learners to achieve the functional level to communicate written and orally. In fact, it is not easy for English teacher to teach the students' to reach the primary goal. There were some problem found at MTs Islamiyah Medan in learning listening, the students lack of vocabulary and the teachers media can not attract students listening abiity. So, the researcher was used the fairy tale media to improve the students listening ability. The resercher used some test to collected the data there are, pre-test, cycle I (post-test), and cycle II (post-test II). In pre-test the researcher gave the students' a fairy tale video without picture, then in cycle I the researcher gave the same video with picture media, the last the researcher did the cycle II with different video with picture media. This research aimed to improve students' ability at listening ability by using fairy tale. The background of the study in this research was based on the students' difficulties in listening . In order to solve this problem, the teacher should have creative media. A fairy tale can be an alternative way as a learning media that will make students enjoy and easy to listen. In this research, the researcher conducted a classroom action research as the methodology. The subject of this research was the eighth grade students of MTs Islamiyah Medan. This research used two types of data, namely qualitative data and quantitative data. The qualitative data were obtained through an interview, observation sheet and field note. Meanwhile, the quantitative data used test that done before the implementation of the actions (pre-test) and after the implementation of the actions (post-test I and post-test II). The result of this research showed that there was increasing of students in listening. Total score from pre-test was 1.595 divided of 30 students' so mean of the pre-test was 53.16, total score from cycle I was 2.135 divided of 30 students' so mean of the first cycle was 71.16, and total score from cycle II was 2.450 divided of 30 students' so mean of the second cycle was 81.6. It showed that the mean in the second cycle were better than the pre-cyle and first cycle. And by using t-test, the researcher found that $t_{observation}$ (8.46) > t_{table} (1.09). It means that the hypothesis (Ha) of the research is accepted. Based on the findings, it can be concluded that the use of fairy tale can improve the students' listening ability

Keywords : Fairy tale, Listening

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The thesis: "Improving Students' Listening Ability Through Fairy Tale at MTs Islamiyah Medan" is a simple and small creation was created by me to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2019.

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The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis better. The writer hopes that this thesis will be useful for the readers, especially the students of English Education department who want to conduct similar research. May Allah the almighty bless of us.

Medan, 13 agustus 2019

Tri Yuci Ayundini
NIM.34.15.1.008

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CHAPTER I

INTRODUCTION

A. Background of Problem

English learning process in junior high schools is aimed of developing the student's competence in English like, spoken and written, to achieve the level of functional literacy. Besides, it is also aimed at raising the student's awarness of the nature and importance of English that can improve their nation's competitiveness in the global society.

The target of teaching and learning English at SMP/MTs is to enable the learners to achieve the functional level to communicate written and orally. To reach the target, the junior high school students have to master the four skill of English. The importance of listening is according to Brown who stated that "Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." It means that, listening is the important thing in daily activities, through listening we can interpret the meaning.[1]

According to Oxford Rugby League says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative asignificance .Listeners must cope with the senders choice of vocabulary, structure, and rate of delivery[2]

---

[1] Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. New-York: Longman.

[2]Oxford, Rugby League. L. (1993). Research Update on Teaching L2 Listening. System, 21

However, it is not easy for English teachers to teach the students to reach the primary goal. It can be seen from their scores of their final exam. Many of them failed to meet the minimum standard score. It happens because they are unable to listen to the English text well in the class. When they can listen to the sentence, they sometimes fail to write what they hear. Some of them even fail to find the main idea and also some supporting ideas or details from the recording.

There were some problems found at MTs Islamiyyah Medan in the context of the English teaching and learning listening, especially at grade VIII. The first problem was students' lack of vocabulary. It happend because they seldom to do listening in English. The second problem was teachers' media can not attract students' listening ability. It happened because the teacher used conventational technique in listening. So it makes students bored and did not interest in listening English.

It is important for the teacher to find a new strategy in the listening teaching to help the students to be more active in the learning process. There are many kinds of strategies in teaching listening. One of them is using fairy tale. Students usually know fairy tales. Most of them still like to read and listen to fairy tale. Thus, their knowledge of fairy tales can make it easier for them to improve their listening skills with fairy tale. after exploring or listening to the tales given by the teacher to them.

Using fairy tale is one of the ways to develop student's listening skill. Fairy tales occur both in oral and in literary form; the name "fairy tale" ("conte de fées" in French). fairy tales have evolved from centuries-old stories that have appeared, with variations, in multiple cultures around the world. The history of the

fairy tale is particularly difficult to trace because only the literary forms can survive. Still, according to researchers at universities in Durham and Lisbon, such stories may date back thousands of years, some to the Bronze Age more than 6,500 years ago. Fairy tale, and works derived from fairy tales, are still written today. In other source the father of the fairy tale is the folk story. A folk story tells a tale created by a community over many generations and passed down orally. A fairy tale is a folk story that has been written down and includes a wondrous element. Writing it down makes a big difference; when one person writes the story, he or she changes details to tell the tale his or her own way. Basically, folk tales don't have specific authors, but fairy tales do.

Video movie is one of technique that can motivate the students' learning activity, especially in listening subject, Besides that the researcher convinced that video movie can increase students' participation in listening class.

Based on the explanation above, the researcher purposes video movie to increase the students' listening comprehension achievement. Video movie is one of the audio visual aids that can be used in language teaching. In line with statement above, Sadiman (2005:29) said that video is storage of picture and sound information system where audiovisual signal is not only recorded on magnetic tape but also on disk. The use of video movie can motivate students to follow the class actively because a movie provides interesting pictures and sounds. It can also help the students retain information, introduces new vocabularies, grammar, messages, and entertainment at the same time.

In addition many efforts are able to be used for students that given by teachers such as and culturally in this case, the researcher intends to take up that problem through his paper entitled:

"**Improving Students Listening Ability Through Fairy Tale At MTs Islamiyah Medan"**

B. Identification of Problem

Based on background above, can be investigated in listening skill through fairy tale, some problems was identified:

1. Most of students' lack of vocabularies.
2. Teachers' media can not attract students' listening ability

C. Formulation of Problem

Based on the research background above, this research can be formulated in the following question "How can the use of fairy tale improve students' listening skill in grade VIII 2 in MTs Islamiyah Medan?"

D. Objective of Study

The objective of this study is To describe the using fairy tale in improving student's listening ability.

E. Significant of Study

This research is expected to give some benefits:

1. To other researchers, the result of this research study can be a reference for conducting other research related to this research study.

2. To the English Language Education Department, the result of this research study can encourage other students of the English Language Education to conduct similar research.
3. To the English teachers, this research can give additional knowledge and experience on how to improve the students' listening skill.
4. For the students, it can be a possitive effort to improve their listening skill.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Framework

In conducting this research, theories are needed to explain some concepts applied in this research. All of the terms used have to be clarified in order to have the same perspective of the the implementation and avoid confusion. The terms may function to give a limitation concept which is specifically meant in the particular text. The following terms are used for some basic theories in this research.

A.1 Ability

Ability is a potential capacity on power to do something or mentally, morally, legally and financially. Ability is the quality or state or being able, especially in physical, mental, on leg as power perfoms. From the explanation above we can conclude that ability is a present state or condition of being able to something.

According to Richard say that ability divided from "able" which means a quality of being able to do something, physically, mental, legally, morally, financially etc. Ability is science the human able to mastery and influence behavior of other human. When someone has ability she or he will develop society. The ability to get some information from mass media or book is important to develop society. It means that the ability is very important, especially for the students who want to increase their knowledge.

Knowledge is very important not only to the students but also to everyone, with the knowledge the people can increase their human life. So everyone must

have the ability to learn and get the knowledge.[3] So, ability is the power to do or act, power gift , and talent.

The writer concludes that ability is present state of condition of being able to do something wheter physically or mentally on relation to this study. From the definiyion above students' ability mean the error and skill that are needed by students to do or get something. In learning process of English, the students must have the ability to get some information and knowledge from material. The ability of students' can be shown in the effort of students to get it. Without the ability and the effort the students can not get they want about knowledge.

A.2 Listening

listening is one of important language skill, because it is key to effective communication. Without the ability to listen effectively, the messages are misunderstand. We can say that the position of the speaker and listener are both important in communication. Speaker and listener have relation, if the interlocutor listen carefully to the speaker utterance[4] Both listener and speaker must adjust each other in the communication.In the holy Al-qur'an, there is verse that state the existence of listening, that is Surah Al-Baqarah verse 171

وَمَثَلُ الَّذِينَ كَفَرُوا كَمَثَلِ الَّذِي يَنْعِقُ بِمَا لَا يَسْمَعُ إِلَّا دُعَاءً
وَنِدَاءً صُمٌّ بُكْمٌ عُمْيٌ فَهُمْ لَا يَعْقِلُونَ [171

The meaning:

[3]Chairunnisa, "*The Ability of The Third Year Students of SMA Muhammadiyah 1 Medan in making Causative Sentence*", Thesis SPd UMSU (Medan: Faculty of Teachers' Training and Education, Academic Year In 2015). P.7.

[4]Anggi pusp and educationita,(2015), the *student's listening ability in identying themes on narrative text*, Thesis SPd UMSU, Medan: faculty of techer training. P. 11

“and the example of those disbelieve, is as that of him who shout to the (flock of sheep) that hears nothing but calls and cries. (they are) deaf, dumb and blind. So they do not understand.” (Al-Baqarah:171)[5].

From the above verse, Allah SWT explained that listening is not only hearing process, but also process of understanding what the speaker said. Without understanding, we will get lost or misunderstand.

As we know we can speak sensibly only if we understand what is said. In fact, people cannot talk if they cannot hear other people’s talk. That simply means there is not enough language input and there is no output. No deaf person can speak clearly because he cannot hear clearly. In the Noble Qur’an, Allah SWT says:

.

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ
بِالْقُرْآنِ مِن قَبْلِ أَن يُقْضَى إِلَيْكَ وَحْيُهُ
وَقُل رَّبِّ زِدْنِي عِلْمًا

“Then High above all be Allah, the True King. And be not in haste (O Muhammad) with the Qur'an before its revelation is completed to you, and say: "My Lord! Increase me in knowledge." (Thaahaa: 114)

In this verse, Allah SWT forbid the Prophet Muhammad SAW to read the revelation before he listen it firstly. Furthermore, listening skill is one of the basics of learning languages and acquiring them is very important in language learning. Moreover, with the development of high technology, we more and more rely on our ears to get information. There is no doubt that the speed of getting information is faster through listening than reading. Thus, it is crucial to improve the level of listening comprehension of the students.

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[5]Abdullah Yusuf Ali, (2002), *The holy qur’an: Text, translation, english Translation with Commentary& Notes*, New Delhi: Kitab Bhavan, p. 11.

A.2.1 Types of Listening

The types of listening will be eplained in these following: Discriminative listening, Biased listening, Evaluative listening, evaluative listening, appreciative listening, sympathetic listening, emphathetic listening, therapeutic listening, relationship listening, false listening, initial listening, selective listening, partial listening, full listening, deep listening.[6]

Discrimintaive listening, is the most basic type of listening. We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. Biased listening, happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other biases that they have.

Evaluative listening, in evaluative listening, or critical listening, we make judgments about what the other person is saying. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.Appreciative listeningIn appreciative listening, we seek certain information which will appreciate. We use appreciate listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

Sympathetic listening, in sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys. Empathetic listening, When we listen empathetically, we go beyond sympathy to seek a truer understand how others are feeling. This requires excellent discrimination and close attention to the

[6] http://www.drshaileshthaker.co.in/blog/types-of-listening.html/2008/10/2, accessed on April 11st at 20:35 p.m.

nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling. In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

Therapeutic listening, in therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way. This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

Relationship listening, sometimes the most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring.Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you.

False listening occurs where a person is pretending to listen but is not hearing anything that is being said. They may nod, smile and grunt in all the right places, but do not actually take in anything that is said. This is a skill that may be finely honed by people who do a lot of inconsequential listening, such as politicians and royalty. Their goal with their audience is to make a good impression in very short space of time before they move on, never to talk to that

person again. It is also something practiced by couples, particularly where one side does most of the talking. However, the need for relationship here can lead to this being spotted (‘You’re not listening again!’) and consequent conflict.

Initial listening, sometimes when we listen we hear the first few words and then start to think about what we want to say in return. We then look for a point at which we can interrupt. We are also not listening then as we are spending more time rehearsing what we are going to say about their initial point. For selective listening, selective listening involves listening for particular things and ignoring others. We thus hear what we want to hear and pay little attention to ‘extraneous’ detail.

Partial listening is what most of us do most of the time. We listen to the other person with the best of intent and then become distracted, either by stray thoughts or by something that the other person has said. We consequently dip inside our own heads for a short while as we figure out what they really mean or formulate a question for them, before coming back into the room and starting to listen again. This can be problematic when the other person has moved on and we are unable to pick up the threads of what is being said. We thus easily can fall into false listening, at least for a short while. This can be embarrassing, of course, if they suddenly ask your opinion. A tip here: own up, admitting that you had lost the thread of the conversation and asking them to repeat what was said.

Full listening happens where the listener pays close and careful attention to what is being said, seeking carefully to understand the full content that the speaker is seeking to put across.Deep listening, in deep listening, you listen between the lines of what is said, hearing the emotion, watching the body language, detecting

needs and goals, identifying preferences and biases, perceiving beliefs and values, and so on.

Kind of listening are used by listeners. The speaker have to know which listener is pretending to listen and who really wants to listen. Each speaker want to the listened carefully by the listener. Therefore as speaker we must be aware of our listener whether they listenas what we say.

A.3 Fairy tales

A fairy tale is a story, often intended for children, that features fanciful and wondrous characters such as elves, goblins, wizards, and even, but not necessarily, fairies. The term “fairy” tale seems to refer more to the fantastic and magical setting or magical influences within a story, rather than the presence of the character of a fairy within that story. Fairy tales are often traditional; many were passed down from story-teller to story-teller before being recorded in books.

Based on statement above, it can be said that fairy tale goes something like this: A fairy tale is a story-literary or folk-that has a sense of the numinous, the feeling or sensation of the supernatural or the mysterious. But, and this is crucial, it is a story that happens in the past tense, and a story that is not tied to any specifics. If it happens "at the beginning of the world," then it is a myth. A story that names a specific "real" person is a legend (even if it contains a magical occurrence). A story that happens in the future is a fantasy. Fairy tales are sometimes spiritual, but never religious."

In the hadits, which states about a story or story.

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُوْلَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ بَيْنَا رَجُلٌ يَمْشِي فَشْتَدَّ عَلَيْهِ الْعَطَشُ فَنَزَلَ بِئْرًا فَشَرِبَ مِنْهَا ثُمَّ خَرَجَ فَإِذَا وَهُوَ بِكَلْبٍ يَلْهَثُ يَـأْكُلُ الثَّرَى مِنَ الْعَطَشِ فَقَالَ لَقَدْ بَلَغَ هَذَا مِثْلَ الَّذِي بَلَغَ بِي فَمَلاَ خُفَّهُ ثُمَّ أَمْسَكَهُ بِفِيْهِ ثُمَّ رَقِيَ فَسَقَى الْكَلْبَ فَشَكَرَ اللَّهُ لَهُ فَغَفَرَ لَهُ قَالُوْا يَارَسُوْلُ اللَّهِ وَإِنَّ لَنَا فِي البَهَائِمِ أَجْرًا قَالَ فِي كَلِّ كَبِدٍ رَطْبَةٍ أَجْرُ (رواه البخارى)

From Abu Hurairah r.a, He said verily the Messenger of Allah SAW said: "When a man was walking around suddenly he felt very thirsty then he found a well then he entered it and drank, then he came out (from the well). Suddenly a dog stuck out his tongue, he licked the ground because he was very thirsty, the man said: the dog was very thirsty as I was, then went back in his mouth again and he filled his shoes (with water), then he (thirsty again) while biting his shoes and he gave the dog a drink and then Allah thanked him and forgiven, the companion asked, O Messenger of Allah: are we rewarded because we are helping animals? The Prophet peace be upon him replied: in every one who has a spleen there is a reward ". (HR. Imam Bukhori)

From the above hadist explains that education with the story method can foster a deep impression on students, so that it can motivate students to do good and stay away from bad things. Even this method is an interesting method which is often used by the Messenger of Allah in delivering Islamic teachings. This technique makes the delivery of the Messenger of Allah interesting so as to cause interest among his companions.

This storytelling technique is a good technique for applying aspects of human development because it includes all the educational methodologies, namely mental, resourceful, physical education and the elements that exist in one's soul, education through example and advice. The best proof of this

method is how half of the content of the Qur'an is about the story or the story in accomplishing the teachings

A.3.1 Types of Fairy Tales

TherearesometypesofFolktalesasfollows:

1. CumulativeTales

   CumulativeTalesare talesthat builduponthe actions,characterswhether animals, vegetables, humans or in animate objects, intelligence and reasoning ability.Cumulative tale scan be found in the tales such as “Ginger bread Boy”and “The Fat Cat”.

2. HumorousTales

   Humorous Tales are folk tales which allow people to laugh at them selves as well as the stupidity of the characters. The sample s of Humorous Tales are the Russian tale “The Falconunder the Hat”and the English tales “Mr. And Mrs. Vinegar”.

3. Beast tale

   Beast Tales are folk tale in which animal usually appearas characters that talk and act like humans. The tales of “The Billy Goat Gruff”and“The Little Red Hen”are the samples of this kind of folk tale.

4. MagicandWonderTales

   The majority of the setles contain some elements of magic.Fairy tales include in this type of folk tales.Fairy tales are well-known story from folk lore for children that of ten involve fairie so rothe rmagical characters.Good or bad magic can be performed; when it is good, the person who benefits from it usually has unfortunate or is considered

inferior by a parent or a society. For example, Cinderella was usually helped by a fairy god mother. When it is bad, love and diligence usually over come the magic.For example is Timun Mas, the story that tells us about one's diligencet over come the wicked giant who wanted to eather. Other samples of this type of tales are "Beauty and the Beast" and" The Six Swans".

5. Pourquoi Tales

The tales are told to answer a question, explain the existence of something or explain the characteristics of animals, plants, or humans.The story of "Birds Migratein Winter" and "Why You Find Spiders in Banana Bunches" are included in this type of folk tale.

A.3.2 Advantages of Fairy Tales

As we know that there are many techniques in teaching listening and fairy tale can be one of them.

1. Early literacy development: it acts as an essential buliding block to literacy
2. Possitive problem solving skill children learn from the character in the stories and this help them connect the situation with their own lives.
3. Building resilence in children: fairy tale can help them develop emotional ressilience by helping them connec the stories to real life issues where most of the time the hero triumps
4. Cultural literacy: gives emphasis to various cross cultural various and behaviors

5. Fairy tale teacher the basic of a story: are great tool for teaching about development of character, herois and villains and simply broadening their imagination.
6. Dissapointment doesn't signal the end of struggle, the herois have to continue until they are successful.

B. Related Study

1. This study is related to Kartika Ardhia Saputri, Rahayu Apriliaswati, Eusabinus Bunau(Academic Year in 2017/2018, Journal , Teacher Training and Education Faculty Tanjungpura University, Pontianak) has done research on the title **" Improving studednt's Listening Comprehension on Fairy Tale Through Dictogloss Technique (An action reseacrh atat tenth grade students of SMA Islamiyah Pontianak in the academic year 2017/2018)".** The research showhow Dictogloss improved students' listening comprehension on fairy tale at tenth grade students of SMA Islamiyah Pontianak, The data analysis showed the students' listening comprehension in discriminating sound of past tense action verbs improved through preparation stage of Dictogloss.
2. This study is related to Veronica Mustika Heni Permatasari 08202244050Academic Year in 2013, Skripsi, English Department, Faculty of Languages and Arts, State University of Yogyakarta 2013.has done research on the title **"IMPROVING STUDENTS' LISTENING SKILLS THROUGH PODCASTS AT SMP BOPKRI 1, YOGYAKARTA GRADE VIII, CLASS A IN THE ACADEMIC YEAR OF 2012 /2013".** This study aims to find out and implementation

some action to improve listening skill of grade VIII . The researcher inherstudy used classroom action researches where she took one class consist of 27 students as the sample with 3cycles.Andthe resultofherresearchshowedthatso podcast effective used in teaching english to improve students' listening skill.

3. This study is related to Boris Ramadhika(2014), State University of Yogyakarta has done research on the title **"improving student's listening skills using animation videos for the eight grade students of SMPN 6 Magelang in the academic year of 2013/2014".**The aim of this research was to improve students' listening skills of grade VIII F students at SMP N 6 Magelang in the academic year of 2013/2014 using the animation videos.. This research was classified as action research. It was conducted in two cycles with two meetings for each cycle. The main subjects of this research were 32 students of class VIII F at SMP N 6 Magelang. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations, interviews with both English teacher and the students, and discussions with the collaborator. The data were transformed into interview transcripts and field notes

C. Conceptual Framework

In the school, listening ia an important skill that must be mastered by the students. Listening is a receptive skill involving respond to the spoken language. In the listening process, the students don't only hearing the sound of the speaker but they also need to know the context and understand about the speakers aims

Based on experience in PPL, many of students had any difficulties in knowing what they listened. They just hearing what the people said where as some of them doing something else at the time of teaching process in listening subject. Regarding to this problem, effort need to be implemented to help the students easier in listening comprehension. Because of that, the researcher choose video fairy tale to solve the problem. the use of fairy tale expectedly will be solve the student's listening problem and their listening skill.

In teaching English used fairy tale I choose "Narrative Text", as the listening comprehension material. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson say that narrative is a piece of tells a story and, in doing so, entertains or informs the reader or listener.

In the narrative text, the readers are invited into the journey in a story to entertain them. There are many kinds of story that can be used in narrative text, such as people's experience, some crisis events and the legend or myth in the society. It makes many kinds story of narrative text. A narrative text can be a form of creative thinking for students. Students can develop their ideas about many new stories.

Every text has a generic structure that will help the reader to write it. The first is orientation. This is part of the opening story. As opening story, it is very important to make an interesting story to make the reader interest to read. It

should also explain the background of the story, such as sets the mood by defining the setting, time, the main character, the relationship between the characters and other information to give the reader a starting point.

The second is complication. This is the main body of the story. This part includes an event that leads the characters into a complication when the normal events are upset by some forms of conflict. There may be more than one complication and this serves to frustrate the characters in their attempts to achieve what they wish. This builds also tension and anticipation for the reader.

The last is resolution. The crisis resolved, for better or even worse. This part contains the ending of the character's problem and conflict. There are three possible resolutions. First, the story will be ended with the happy ending. Second, the story will be ended by sad ending. The last, the writer allows the reader to guess the end of the story.

Narrative text uses past tense because it told about some events in the past. The first is the simple past tense. This tense is used for events which were completed in the past. For example, Malin went to the sea. The second is past perfect tense. This tense is used for an event that had happened, but still has relation with the past. For example, they had gone when I arrived. The last is past continuous tense. It tells about events which happened at the same time in the past. For example, Anne was cooking when he arrived at the door, but at the same time I was watching TV.[7]

[7]Niken Ariani dan Deny *Haryanto, Pembelajaran Multi Media Disekolah Pedoman Pembelajar Inspiratif Konstruktif dan Prospektif*, (Jakarta, PT. Prestasi Pustakaraya, 2010), P. 97

D. Hypothesis

The hypothesis of this research is that fairy tale can improve students ability in listening skill.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Setting

This research was conducted at MTs Islamiyyah Medan. The subject of this research was the eight grade students. This subject consist of 30 students. It is located on jalan. Suluh no 71 D, Medan. The researcher chose this school because most of students had problem in listening skill. And then the English teacher at the school never use fairy tale in teaching listening. The researcher was conducted the research in Juli until Agustus 2019.

B. Data and Data Source

Data from this research were collected by test, interview sheet, observation sheet and field note. The data sourcewas taken from the students and the English teacher.

C. Research Method

This research was conducted by using classroom action research. The researcher chose classroom action research as a method because for research relevant to conduct during learning process.

According to Kemmis and McTaggart in Ananda, classroom action research is a form of self-reflection study that collectively conducted by researchers in social situations to improve reasoning and social justice education and practice them, as well as their understanding of this practice and to situatios where the practice is done.[8] It means that classrom action research is an evaluation and reflection of the teacher as it aims to make the situation of classroom can be

[8]Rusydi Ananda. dkk, (2015), *Penelitian Tindakan Kelas*, Medan : Citapustaka Media, p. 17

improved. According to McNiff in Ananda classsroom action research is a form of reflective research that conducted by the teacher toward curriculum, development of school, increase of learning performance and others.[9] It means that classroom action research will be done based on the curriculum that school used to increase of learning process.

In additional, according to Kasbollah & Sukarnyana in Ananda states classroom action research is a reflective research conducted by giving a certain action to improve an unsatisfactory condition and increase the quality of teaching practices in the classroom in order that those practices become more professional.[10] It means that classroom action research do by giving certain action to improve and increase teaching practice.

Based on the statement above, classroom action research is a method for reflecting teacher in teaching in the clasrooom to improve the quality of teacher and students.

Classroom action research procedures that used in this research based on Kemmis and McTaggart scheme. In this classroom action researh, the researcher collected the data by conducting two cycle. Every cycle consist of four stapes : they were planning, action, observation and reflection. Kemmis and McTaggart has developed a simple model of the nature of the process cycle of action as shown in figure 3.1.

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[9]*Loc.cit*
[10]*Ibid*, p. 19

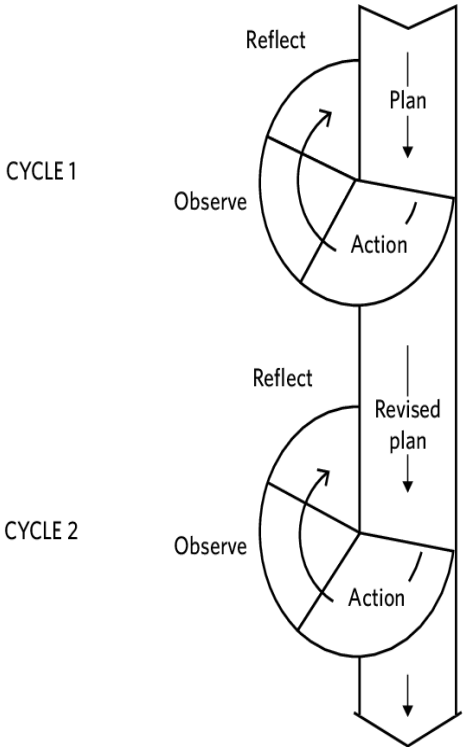

Figure 3.1 Model action research by Kemmis

The procedure of this action research as follows :

1. Cycle I

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research. Researcher prepared some materials that used in research process. Such as lesson plan based on the teaching material, chose the theme, prepared the materials and media that needed in the learning process, and prepared checklist for observation and test.

Action is a treatment to implementation a plan that discussed before. In this research, researcher implemented the scenario of learning process. Researcher gave the students treatment ways to remember the materials, gave students assignments in individual, evaluated their mistakes and made summarize about materials.

Observation is an activity in the classroom to collect information about learning process of narrative text based on the treatment that was give. In doing observation, researcher used observation sheet, interview sheet and field note to collect the data. Through observing, interview and diary notes researcher would get the information to do reflection for arrange replanning in the next cycle. The observation would used to know the problem of the students and the lack of the media.

Reflection is an activity to evaluate all of the action that happened by analyzing the data. The purpose of this stage in order to determine the alternative steps that are probably made to gate the final goals of the research.

2. Cycle II

The second cycle would be conducted to get the better result in students' listening skill and the researcher would be continued to the second cycle if the first cycle fail. In the cycle II would continue of four steps same like the first cycle but the cycle II consist of one meeting. The stages of cycle II were : planning, acting, observing and reflecting.

Planning in this stage researcher would do replanning after conducting cycle I and find some problems. Researcher would prepare some materials again and made new lesson plan, chose the theme, and media that needed in the learning process.

Action was implemented the scenario of teaching learning process by using video of fairy tale as a media. Researcher gave the students treatment ways to remember the materials, gave students assignments in individual, evaluated

their mistakes and made summarize about materials. In this stage would be hoped to solve the problem that got in the first stage.

Observation happened in the class during teaching learning process and would use observation sheet, interview sheet and field notes to collect the data. Observation was did to know the problem of the treatment and collected the information during learning process.

Reflection in cycle II would be conducted to analyse the data that collected when did the observation. The purpose of this stage in order to determine the alternative steps that are probably made to gate the final goals of the research.

D. Instrument of Collecting Data

In this research, the instrument of the data divided into two kinds quantitative and qualitative. The instrument of quantitative data was test. Test is a tool to measure a person's knowledge or performance with the aid of a numerical. In assessing the students listening, the researcher used scoring rubric multiple choice which is one question at times five

The instrument of qualitative data were interview, field note and observation sheet. Interview is a tool that used to gather data from people about opinions, beliefs, and feeling about situations in their own words. Field note is a tool to collect the data during observation. Field note used to report all of things that happened when the subject of research doing something. And observation is a tool to monitor and observe people interaction. The observation sheet was used to observe the teaching and learning processes and to take a record of the classroom activities during the implementation of the actions

E. Technique of Collecting Data

In this research, technique of collecting data was used to describe how researcher in using the instrument. There were : test, interview, field note and observation sheet.

Test in this research was divided into two kinds : pre-test and post-test. Pre-test was did before doing treatment to the students. This test used to know the basic skill and knowledge of students about narrative text. Post-test was did after the implementaion actions to the students. In this research, post-test was did twice in cycle I and cycle II. Post-test I used to measure the improvement of students' score after implementation the actions and post-test II used to know the movement of students' score from post-test I to post-test II. The form of this test was multiple choice test.

Interview in this research was conducted before and after giving treatment. The object of interview were students and English teacher. The interview of the students was did before the implementation the actions because to know the students' probelm in learning listening. And also conducted after the implementation the actions to know the effect of the fairy tale. For the teacher, interview was conducted to know the teachers' opinion about fairy tale in teaching listening.

Field note in this research was conducted by researcher during learning process to report all of things that would happened in the classroom and related to the students such as their responses and attitude in the classroom. Field note written in the notebook of researcher. Field note was done before the

implementation the action (pre-test) and after the implementation the actions (cycle I and cycle II).

Observation sheet in this research given to the students and researcher. Observation for the students was conducted by the researcher and to observe the students in every meeting. And for teacher, the obervation was conducted by the English teacher to observe the researcher in teaching. The classroom observation was used to record the activities happened in the classroom.

F. Technique of Analysing Data

The students' score is calculated can be determined increase if the students get more than 75 point for the listening score. The formula to get mean score of the students as follow :

$$\bar{x} = \frac{\sum x}{N}$$

Where :

$\bar{x}$= the means of the students' score

$\sum$x = the total score

N = the number of the students[11]

After that, the analysis of quantitative data used t-test. T-test is used to compare the two means from cyle one and cycle two. The formula of the t-test as follow :

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

Where :

[11]Sudjana, (2000), *Metode Statistika*, Bandung: PT. Tarsito, p. 67.

$\overline{D}$ = mean of difference between post-test one and post-test two

D = difference

N = subject of students[12]

For qualitative data, the researcher used Miles and Huberman's theory in analysing the data. There were three steps to do, they are : data reduction, data display, and conclusion drawing/verification.[13]

Data reduction become the first steps to do in analyzing the data in this research. According to Miles data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.[14] Data reduction often forces choices about which aspects of the assembled data should be emphasized, minimized or set aside completely for the purposes of the project at hand. In this research the data were interview checklist and field note. And researcher would analyse the data after writing all of things that happened in the classroom.

The second steps data display. According to Miles, generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.[15] A display could be extended piece of text or a diagram, chart or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data display help us to understand what is happening and to do something-further analysis or caution on that understanding. In this research, the data display wrote by giving narration word.

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[12]Donald Ary and friends. (2010). *Introduction to Research in Education*. Canada : Wadsworth Cengage Learning. p. 177

[13]M.Q. Miles and Huberman. (1994). *Qualitative Data Analysis*.Newbury Park. 2nd Ed. p 10

[14]*Loc.cit*

[15]*Ibid*.p.11

After finishing the data reduction and data display, the last steps to analyze the data in this research was drawing conclusion. According to Miles, final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively.[16] Drawing conclusion is the result which is used to take the action. Researcher took conclusion after interpreting the data taken from the interview, observation sheet and field note.

G. Trustworthiness

In this research, validity and reliability include four criteria, they are : credibility, transferability, dependability and confirmability.[17]

First, credibility is criteria to fulfil the truth of value from data and collected information. It means that all of the result of the research can be trusted by all reader as serious and from the respondent as informant.

Second, transferability is criteria use to fulfil the criteria indeed the result of the research which was did in the certain context/ setting can be transferred in the other subject which has same typology.

Third, dependability is criteria to fulfil for appreciating what the process of qualitative research have quality or not, using dependability audit through asking dependent and independent auditor for review the researcher activities.

Fourth, confirmability is the criteria to assess the quality of the result of the research. If the dependability use to assess the quality from the process which

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[16]*Loc.cit*

[17]Ritchie, Jane and Jane Lewis. (2003) *Qualitative Research Practice. Aguide for Social Science Students and Researchers*. London : SAGE Publications Ltd. p. 275

is did by researcher, so confirmability is for assess the quality of the result of the research.

Lewis and Ritchie state that triangulation assumes that the use of different source of information will help to confirm and to improve the clarity or precision, of a research finding.[18] Triangulation is useful in checking the validity of data or whether it is more a means of widening or deepening understanding of a subject through the combination of multiple readings. Lewis and Ritchie state there are four kind of triangulation, they are: methods triangulation, triangulation of source, triangulation through multiple analyses and theory triangulation.[19]

Methods triangulation: comparing data generated by different methods (e.g. qualitative and quantitative). Triangulation of sources: comparing data from different qualitative methods (e.g. observations, interviews, documented accounts). Triangulation through multiple analyses: using different observers, interviewers, analyst to compare and check data collection and interpretation. Theory triangulation: looking at data from different theoretical perspective.

In this research, the researcher used methods triangulation. In triangulation by using method, the researcher compared the data of the test to the data interview, field note and interview.

[18]*Ibid.* p. 276
[19]*Loc.cit*

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data Description

The research was done in two cycles. Each cycles had four steps, they are: planning, action, observation and also reflection. The research was done in 4 meetings which in the first meeting, the researcher was done pretest, interview and mini observation. Then in the second meeting, the researcher implemented the fairy tale video and done some mini observation. Then in the third meeting, the researcher has done post test cycle I. In the fourth meeting, after done some reflection, the researcher implemented fairy tale video again and done some sharing with students about their difficulties in learning English. Then the last meetings, the researcher has done post test and interview with some students and also teacher.

1. Quantitative data

   The quantitative data were taken from the result of the tests during the research that was conducted in fourth meetings. The pre-test was given in the first meeting. The post-test I was given in the third meeting and the post-test II was given in the fourth meeting. The students' score was taken based on the successful characteristic of minimum in MTs Islamiyah Medan. The minimum score is 75. The result of students score could be seen in table 4.1

Table 4.1

The Students' Score during pre-Test and Cycle I (post-test I)

and Cycle II (post-test II)

NO	INITIAL OF STUDENTS	PRE-TEST	POST-TEST I (CYCLE I)	POST-TEST II (CYCLE II)
1	AR	45	75	80
2	AES	75	80	85
3	AZ	50	65	80
4	AR	30	60	70
5	AK	75	80	85
6	BMH	20	45	60
7	CR	80	85	95
8	DPR	50	75	80
9	DFW	65	75	85
10	DPS	60	75	85
11	DF	40	75	90
12	FS	50	70	85
13	FP	30	50	70
14	GDP	50	65	80
15	HS	30	55	70
16	MZN	30	60	75
17	MKWP	50	75	85
18	MA	60	80	80
19	NZH	65	75	85
20	NKSP	75	85	95
21	RA	70	80	85
22	RAN	50	70	85
23	RMF	45	65	75
24	S	60	80	90

25	SN	65	85	85
26	SN	55	60	80
27	ZFPS	60	75	80
28	SAM	50	80	90
29	ARN	35	50	65
30	RP	75	85	95
TOTAL		**$\sum$ x = 1595** **$\bar{X}$ = 53.16**	**$\sum$ x = 2135** **$\bar{X}$ = 71.16**	**$\sum$ x = 2450** **$\bar{X}$ = 81.6**

2. Qualitative data

This research was conducted into two cycles and each of cycles consisted of four steps. Here are the brief explanations:

a. Cycle I

Cyle I was done in two meetings that every meeting consist of four stages, they were :

a. Planning

The planning was arranged before the researcher conduct the research. First researcher prepared the lesson plan, material about narrative text, text of diary, and assessment. The researcher also prepared the research instrument such as observation sheet, and question of interview . it was conducted on Friday 26 April 2019. And then the researcher prepare the task for students, the teacher gave them fairy tale video about cinderrela, after that, the researcher give the question in paper and them they answer the question based on the video fairy tale they have watched. Preparethe observationsheet tosee

theconditionofstudents'activityduringlearningintheclassroom.The researcherastheteacherandtheteacher asacollaboratorwouldbeobservedthe teaching learning process in which fairy tale was implemented.

b. Action

In this step, the researcher did some action. In the introdution, the researcher opened the teaching and learning process by greeting, asked students condition, prayed together and checked the attendance. The researcher also introduced the topic that studied and informed the learning objective of the topic.

In the core activities of first meeting, the researcher as a teacher explained about simple past tense, adjective and conjunction (language features of narrative text). The researcher gave them video fairy tale cinderella but no watch the video them just heard with speaker. Then, researcher asked them to answer the question about cinderella. After that, after that collected to the researcher.

In the core activities of second meeting, the researcher explained about narrative text. Like the last meeting, the researcher gave them video fairy tale about cinderella from last meeting them not only heard from video the reasearcher show the video too. The reasercher asked students to identify the generic structure of the video fairy tale. After that, all of students with the teacher discussed together. To asses the students, the researcher asked the students to answer the question about cinderrella's video on the paper that researcher gave to them. After 50 minutes, all of the students collected their work to the researcher.

In the closing activities, the researcher concluded the material together with the students. In the second meeting, the researcher gave them task to showing another video fairy tale in their homes. The meeting was closed by delivering the next topic and praying together.

c. Observation

Thedataoftheobservationweretakenfromtwofocuses, as follows theteacher and the student. Based on the data of the observation sheet from the first cycle that foundintheappendixVI , and inthesecond meetingin herperformancewasgood.Itmeansthat,thewriter(asthe teacher)wasgoodin applyingfairy talentoimprovethestudents' listening skill

The observation was done to observe how the students' behaviour and what the students problem during the teaching learning process. Most of the students had participated effectively during the teaching and learning process and also most of students joined the class activities. But they were difficult to digest or lack of vocabulary in a fairy tale video. And there were some students still difficult to distinguish the generic structure of narrative text.

The activity of students' can be seen from observation sheet, field note and the students' score in listening narrative text.

d. Reflection

The researcher evaluated the teaching and learning process.The evaluation were done by collecting some new datasuch as interviewing students and English teacher after implementing the strategy in this cycle.

The researcher reflected several positive results based on the interview with the students as follows:

> "saya suka miss belajar menggunakan cerita cerita dongeng apalagi pakai video gitu miss jadi bisa sekalian nonton, jadi waktu beljarnya juga asik gitu miss gak bosen di kelas, tapi masih ada beberapa kata bahasa inggris yang engga saya tau miss" (see appendix XIII)

Furthmore, the result of interview with the English teacher as follows:

> " menurut saya, media cerita dongeng ini cocok untuk media dalam listening skill. Awalnya saya berpikir bagaimana cara menggunakannya? Apakah bisa? Dan ternyata terbukti bisa.
>
> " tentu , saya termotivasi. Karena biasanya itu murid kelas VIII ini sangat berisik sekali kalau saya lagi mengajar. Nah, waktu melihat menggunakan video dongeng ini saya lihat mereka semua tertarik dan tidak ribut. (see appendix XIV)

Based on the interview result above, it could be concluded that the students' pronunciation improved but not successfully. It needed more improvement in their listening because some of them still confused to understand some English pronunciation. Based on the fact,the researcher thought that it was necessary to conduct the second cycle.

b. Cycle II

The researcher was conducted the cycle II in one meeting. The reseacher expected that the cycle II of action research would get bettrer than cycle I. The cycle II also consist of four steps, they were :

a. Planning

The cycle II was done based on the result of reflection from the cycle I. This cycle done to solve the students' problem in listening narrative text and to know the movement of students' score. Because of

that, the researcher made some planning that was need in this cycle. The researcher prepared for the research instrument such as lesson plan, present list, some materials, teaching aim, observation checklist, and evaluation test.

b. Action

In this step, the researcher did some activities like the cycle I. In the introduction, the researcher opened the teaching and learning process by greeting, asked students condition, prayed together and checked the attendance. The researcher also introduced the topic that studied and informed the learning objective of the topic.

Before entering in the core activities, the researcher asked students have they seen other videos of fairy tales at home and tell to the researcher what they have seen..And then the researcher gave them the new video of fairy tale. The researcher remembered the students about narrative text.

After that, the researcher asked the students to identify the generic structure and language features of fairy tale of video that researcher modified. After that, The researcher and the students discuss together about the generic structure and language features. To assess, the researcher asked the students to answer the question about video they had watch. As an alternate of fairy tale video, the researcher gave them paper of question to answer about new fairy tale of video that the researcher gave. When the time was over, all of the students collected their work.

In the closing activities, the researcher and the students concluded the material together to know how far the students understand about the material.

c. Observation

Based on the data of the observation sheet from the second cycle that found at appendix XI, theresearchercanconcludethattheteacheractivities inteaching learninglistening skillbyusingfairy talein cycleIIwas very good.Theteacherhasabilitytoopenteachinglearningwell.Theteachercanattract thestudent'sattention.In addition,theteacher applied thefairy tale well. Beside that,the studentshadverygoodinterestinlearninglistening by the fairy tale

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the students did not have significant problems about listening and they enjoyed and their problem was decreased. They understood new vocabullary from fairy tale video and also more active than before. The observation can be seen from the interview of students and field note.

d. Reflection

Based on the result of observation, allstudentshadbeenabletodofairy tale asthemedia toimprove theirpronunciationrelatedtothetopics. Students'listening abilityhad beenimproved. Fromthe observation result of everymeeting,it could be concluded that teaching learning process in which applied could be run well.

Based on the reflection of this cycle, and there was not problem of students again in listening fairy tale. So the reasercher states to leave off in this cycle. The students' score in the cycle II had improved than the cycleI.

B. Data Analysis

The data was analyzed by the instrument of collecting data that such as test, interview, observation sheet, and field note. The quantitative data were taken from the mean of the students' score in taking listening test. The qualitative data were taken from interview, observation sheet and field note.

1. The Quantitative Data

The quantitative data were taken from the result of the tests during the research that was conducted in fourth meetings. The pre-test was given in the first meeting. The post-test I was given in the third meeting and the post-test II was given in the fourth meeting. The result of the test score of the students were shown in the table.

Table 4.2

The Students' Score during pre-Test and Cycle I (post-test I) and Cycle II (post-test II)

NO	INITIAL OF STUDENTS	PRE-TEST	POST-TEST I (CYCLE I)	POST-TEST II (CYCLE II)
1	AR	45	75	80
2	AES	75	80	85
3	AZ	50	65	80
4	AR	30	60	70

5	AK	75	80	85
6	BMH	20	45	60
7	CR	80	85	95
8	DPR	50	75	80
9	DFW	65	75	85
10	DPS	60	75	85
11	DF	40	75	90
12	FS	50	70	85
13	FP	30	50	70
14	GDP	50	65	80
15	HS	30	55	70
16	MZN	30	60	75
17	MKWP	50	75	85
18	MA	60	80	80
19	NZH	65	75	85
20	NKSP	75	85	95
21	RA	70	80	85
22	RAN	50	70	85
23	RMF	45	65	75
24	S	60	80	90
25	SN	65	85	85
26	SN	55	60	80
27	ZFPS	60	75	80
28	SAM	50	80	90
29	ARN	35	50	65
30	RP	75	85	95
TOTAL		**$\sum$ x = 1595** **$\bar{X}$ = 53.16**	**$\sum$ x = 2135** **$\bar{X}$ = 71.16**	**$\sum$ x = 2450** **$\bar{X}$ = 81.6**

From the data above, the researcher found that there was improvement of students' score from pre-test, post-test 1 and post-test II. It can be seen from the table 4.1 in giving mean of the score from the pre-test, post-test of cycle I and post-test of cyle II that improve.

The researcher gave test to the students in the end of each cycle. It was found that the mean of students' score was kept improving from the pre test until the post test in cycle II. In the pre test, the students got success were 5 students, and the students did not get success were 25 students. To see the mean of the students in this test, the researcher applied the following formula :

$$\bar{x} = \frac{\sum x}{N}$$

Where :

$\bar{x}$ = means of the students

$\sum$x = means of x_1 variable

N = number of the students

So the mean of the students was $\bar{x} = \frac{1595}{30} = 53.16$

From the anaylsis above, the students' listening was low. The mean of the students' score was 53.16.

In the post-test in cycle I, the total score of students was 2135 and the number of students who took the test was 30. So the mean of the students was:

$$\bar{x} = \frac{2135}{30} = 71.16$$

In the post-test II , the total score of students' was 2450 and the number of students' who took the test was 30, so the mean of the students was:

$$\bar{x} = \frac{2450}{30} = 81.6$$

It means that the score was categorized success and improved and also categorized in high score. So the researcher stopped in this cycle.

Table 4.3

The Mean Score of pre-Test, post-Test I and post-Test II

$\bar{x}$	**Pre-test**	**Post-test I**	**Post-test II**
Mean	**53.16**	**71.16**	**81.6**

The mean of the students' score in the post-test II of cycle II (81.6) was highest than the post-test I (71.16) and the pre-test (53.16). So it can be concluded that the students' listening ability by using fairy tale improved from 53.16 to 81.6 .To analysis the data, the researcher also used t-test to examine the actional hypothesis in research as follow :

Table 4.4

The Statistic Analysis of the Result of Students' Score in First Cycle and the Second Cycle

No	**Initial of Students**	**Post-Test I**		**Post-Test II**		**D**	**D^2**
		M	**S/U**	**M**	**S/U**		
1	AR	75	**S**	80	**S**	**5**	**25**
2	AES	80	**S**	85	**S**	**5**	**25**
3	AZ	65	**U**	80	**S**	**25**	**625**

4	AR	60	**U**	70	**U**	**10**	**100**
5	AK	80	**S**	85	**S**	**5**	**25**
6	BMH	45	**U**	60	**U**	**15**	**225**
7	CR	85	**S**	95	**S**	**10**	**100**
8	DPR	75	**S**	80	**S**	**5**	**25**
9	DFW	75	**S**	85	**S**	**10**	**100**
10	DPS	75	**S**	85	**S**	**10**	**100**
11	DF	75	**S**	90	**S**	**15**	**225**
12	FS	70	**U**	85	**S**	**10**	**100**
13	FP	50	**U**	70	**U**	**20**	**400**
14	GDP	65	**U**	80	**S**	**15**	**225**
15	HS	55	**U**	70	**U**	**15**	**225**
16	MZN	60	**U**	75	**S**	**10**	**100**
17	MKWP	75	**S**	85	**S**	**10**	**100**
18	MA	80	**S**	80	**S**	**0**	**0**
19	NZH	75	**S**	85	**S**	**10**	**100**
20	NKSP	85	**S**	95	**S**	**10**	**100**
21	RA	80	**S**	85	**S**	**5**	**25**
22	RAN	70	**U**	85	**S**	**15**	**225**
23	RMF	65	**U**	75	**S**	**10**	**100**
24	S	80	**S**	90	**S**	**10**	**100**
25	SN	85	**S**	85	**S**	**0**	**0**

26	SN	60	**U**	80	**S**	**20**	**400**
27	ZFPS	75	**S**	80	**S**	**5**	**25**
28	SAM	80	**S**	90	**S**	**10**	**100**
29	ARN	50	**U**	65	**U**	**15**	**225**
30	RP	85	**S**	95	**S**	**10**	**100**
		$\sum x_1 = 2135$		**$\sum x_2 = 2450$**		**$\sum D = 315$**	**$\sum D^2 = 4225$**

From the table was :

$$\bar{D} = \frac{\sum D}{N} = \frac{315}{30} = 10.5$$

The calculation was done as the formula as follow :

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

$$= \frac{10.5}{\sqrt{\frac{4225 - \frac{(315)^2}{30}}{30\,(30-1)}}}$$

$$= \frac{10.5}{\sqrt{\frac{4225 - \frac{(99225)}{30}}{30\,(29)}}}$$

$$= \frac{10.5}{\sqrt{\frac{4225 - 3{,}307.5}{870}}}$$

$$= \frac{10.5}{\sqrt{\frac{917.5}{870}}} = \frac{10.5}{\sqrt{1.54}}$$

$$= \frac{10.5}{1.24} = 8.46$$

From computation above, it can be seen that the coefficient of $t_{observation}$ = 8.46. If df = N-1 = 30-1 = 29, with the level α = 0.05 or 5% and t_{table} (1.69), so $t_{observation}$ (8.46) > t_{table} (1.69). Thus, alternative hypothesis (Hα) can be accepted. Based on the finding, the alternative hypothesis (Hα) stating that the application of fairy tale can improve the students' listening ability.

2. The Qualitative Data

in this research, the qualitative data were collected from interview, observation and documents. Here are the brief explanations of those data.

Based on the interview that done by the researcher in the pre test and post test, the students' attention became increased. In pre test, students said that they got difficulties in comprehending English text. The method used by their English teacher in teaching English was monotonous. Then after the researcher implemented fairy tale, the students gave good respond. They said that their English understanding became increased exactly in listening ability activity. Besides that, the teacher also gave good respond indeed he said thanks to the researcher for introducing a new technique in teaching listening activity (see appendix XIV).

Besides that, the result of observation sheet also showed that students became more active in following the learning process. It could be seen by the

students' enthusiastic in doing the researcher's instruction (see appendix VI). Then by implementing this technique, the researcher also saw that students had high self motivated and self confident in their selves.

C. Research Findings

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from pre-cycle to cycle I and cycle II. The mean of the pre-test 53.16, it was very low. The mean of the post-test I cycle I was 71.16, then the mean of post-test II cycle II was 81.6. It was indicated that the scores and the mean in second cycle were better than pre-test and post-test I. The students who got point ≥ 75 of the pre-test were 5 students. In the post-test I students who got point ≥ 75 were 18 students. It means that there was increase from pre-test to pos-test I. The post-test II of cycle II , students who got point ≥ 75 were 25 students. It means that most of students were success in listening while 5 students were unsuccess.

From the qualitative data ; interview, observation sheet and field note, all of these data was indicated that the students gave good response during teaching-learning process. From interview, it was found that the students felt interesting in every meeting. From observation sheet for the students, it can be concluded that the students were active during teaching-learning process. Although at the first meeting they were little confused and some of them found chatting and made some noisy. But the next meeting was better than the previous meeting because they were not confused and enjoy the process. From field note, it was found that students were active and enthustiastic in following teaching-learning process.

Based on the students' score and responses in teaching-learning process, the researcher concluded that the use of fairy tale can improve students' listening ability.

D. Discussion

In this research, fairy tale used to help the students to improve students' listening skill. The use of fairy tale made the students more active to learn narrative text. Through fairy tale, each students can know about other story tale.

From the statistic data, it can be seen that the students' listening narrative text improved by seing the students' score from the pre-test, post-test I and post-test II. And then from t-test, it can be seen that $t_{observation} > t_{table.}$ It means that the video of fairy tale can improve students' listening skill. From qualitative data, it showed that increasing of teachers' and students' activity during teaching-learning process. The good responses of the students can be seen in the interview sheet, observation sheet and field note.

The data qualitative found that video of fairy tale was good media to increase students' listening skill because this media made students enjoy, active, easy and freely to listen. Based on the explanation above, it showed that the use of video of fairy tale has good improvement on the students' listening skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the result and discussion about improving students' listening ability through fairy tale can be concluded that :

1. The students' response in using video of fairy tale to improve students' listening ability through fairy tale was good. It can be shown by showing qualitative data that consist of students' answer in interview, observation sheet and field note. From the interview, students felt enjoy and interesting during teaching-learning process. From the observation sheet, it can be shown that students can active during teaching-learning process. And from filed note, that students were active and enthustiastic in following teaching-learning process. All of the students' responses show that fairy tale can improve students' listening ability through fairy tale.
2. Students' listening ability can be improved by using fairy tale. It can be shown by students' score. The mean of the pre-test was 53.16, post-test I in the first cycle was 71.16, and post-test II in the second cycle was 81.6. There was improvement in every cycle. And by using t-test, the researcher found that $t_{observation} > t_{table}$, 8.46 > 1. 69. It means that there was improvement during teaching-learning process by using fairy tale to listening.

B. Suggestions

Based on the result of this research, the suggestions from the researcher as follows :

1. For the students,

   The students need to practice their listening by using fairy tale. They can explore their experience in using fairy tale and make them easy and enjoyable. By using video of fairy tale , it can make students develop their listening especially narrative text.

2. For the English teachers,

   The English teachers can use fairy tale as one of media in teaching listening. Video of fairy tale can make students more interesting and enjoyable in listening.

3. For the headmaster

   The headmaster need to motivate the English teachers to use video of fairy tale in teaching listenin.

4. For the other researcher

   To the next researcher to conduct the similiar media with other respondents to find out the advantages of fairy tale or improve this research by doing further examination on the students' listening by using video of fairy tale.

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Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MTs Islamiyyah Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester :VIII/2

Skill : Listening

Materi Pokok : Teks lisan dan tulis tentang Narrative Text (Fable)

Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI.2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional dalam belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa inggirs.
2.	1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	1.2.1 Menyapa guru dan teman dengan santun.
3.	3.12 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk dongeng, sesuai dengan konteks penggunaannya.	3.12.1 mengidentifikasi fungsi sosial struktur teks dan unsur kebahasaan teks naratif berbentuk dongeng.
4.	4.16 menangkap pesan moral dari teks naratif berbentuk dongeng.	4.16.1 Menemukan tokoh utama dan karakternya dalam teks naratif berbentuk dongeng beserta pesan moral terkait. 4.16.2 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

C. TUJUAN PEMBELAJARAN:

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur

kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

D. MATERI PEMBELAJARAN

a. Fungsi sosial:

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh dongeng.

b. Struktur teks:

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
2. Memberikan penilaian(evaluasi) tentang situasi dan kondisi terjadinya cerita.
3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
4. Memaparkan akhir cerita, di mana krisis berakhir(resolusi) dengan bahagia atau sedih
5. Memberikan alasan atau komentar umum (reorientasi)

c. Unsur kebahasaan:

1. Simple Past tense, Simple Past Continouos Tense
2. Kosa kata: tempat, waktu dan situasi yang terkait dengan tokoh
3. Adverb of time: first, next, then, after that, before, finally, etc
4. Prepositional phrase: a long time ago, one day, in the morning, the next day, last
5. Ucapan, tekanan kata, intonasi
6. Ejaan dan tanda baca
7. Tulisan tangan.

b. Topik

Narrative text (Cinderella)

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as

scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother,"you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : pengamatan, pemodelan, dan mempraktekkan

F. MEDIA DAN ALAT PEMBELAJARAN

Media : Video of fairy tale " Cinderella"

Alat : Laptop, LCD, white board.

G. SUMBER BELAJAR

Buku SMP kelas VIII yang relevan

www.youtube.com

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 MENIT)	
TAHAP	KEGIATAN
Kegiatan awal	1. apersepsi dan motivasi 2. penyampaian tujuan pembelajaran
KEGIATAN INTI (70 MENIT)	
Observation	- Peserta didik mengamati video - Peserta didik menyebutkan kata atau frase yang ada pada video. - Peserta didik menjawa pertanyaan secara lisan dari guru. - Peserta didik mengerjakan soal berupa melengkapi teks yang belum lengkap
Questioning	1. Dengan bimbingan guru, peserta didik menanyakan arti kata sulit yang ada dalam video fairy tale.
Exploration	2. Peserta didik menjawab pertanyaan secara lisan tentang makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana pada video

	fairy tale. 3. Peserta didik menjawab pertanyaan tentang tokoh utama dan karakternya dalam teks naratif berbentuk dongeng beserta pesan moral terkait.
Association	1. Peserta didik membuat kesimpulan sementara tentang materi yang telah di pelajari.
PENUTUP (10 MENIT)	
Penutup	1. Menyimpulkan hal-hal yang telah dipelajari 2. Peserta didik memberikan umpan balik dengan mengajukan pertanyaan. 3. Guru menyampaikan informasi pembelajaran yang akan datang.

I. PENILAIAN

a. **Pengetahuan**

Teknik Penilaian : Tes tulis

Bentuk instrument : multiple choice.

b. **Keterampilan**

a. What is the tittle of the story?

a. cinderella c. princess

b. timun mas d. Roro jonggrang

b. What is the character of cinderella's step mother?

a. Kind c. cruel

b. Good d. friendly

c. How many step sisters that cinderella has?

a. Two c. Five

b. Three d. Seven

d. What kind of work that cinderella's step mother wants?

a. wash clothes c. Watching tv

b. sleeping d. Shopping

e. What cinderella has to go to a party?

a. expensive shoes c. Glass shoes

b. cheap shoes d. Black shoes

f. why the prince asks cinderella to be his wife?

a. because she can fit glass shoes

b. because she is cruel

c. because she is the only woman in the party

d. because cinderella is friendly woman

g. who changed cinderella?

a. her step mother b. her step sister c. Her pixie d. Her parents

h. What kind of text above?

a. Descriptive text c. Narrative text

b. recount text d. Explanation text

i. how many people in that text?

a. 1 b.2 c. 3 d.4

j. Who is the main character in that text?

a. step mother b. step sister c. Cinderella d. Neighbour

k. What is the character of cinderella's step sisters?

a. Kind b. Good c. Cruel d. Friendly

l. Why cinderella's stepsister bad to her?

a. Because cinderella is very beautiful

b. Because cinderella is bad

c. Because cinderella's jealous

d. Because cinderella's step mother loves her.

m. Who was invited all the ladies in the Kingdom?

a. step-mother c. The queen

b. step-sisters d. tile prince

n. When was Cinderella must run home quickly?

a. after dance c. After dinner with prince

b. after introduce herself d. after drink

o. Who was gave Cinderella a coach, two horse, and footmen?

a. her step-mother c. Godmother

b. her step-sister d. her mother

p. What was the prince felt when he found who had a glass slipper?

a. very enjoy c. very angry

b. very sad d. very happy

q. What is the ending of the story?

a. Sad ending c. Happy ending

b. Sustained ending d. No ending

r. How did she feel when her stepmother and stepsister coudn't let her to go to the ball?

a. nothing c. Very sad

b. happy d. Sad

s. Who is the beautiful girl in the story?

a. snow white c. Mermaid

b. Cinderlla d. Princess

t. Who are the characters of the story?

a. The King, the Queen, Cinderella and stepmother

b. The King, the Queen, the Prince and Cinderella

c. The Prince, Cinderella, stepsisters and stepmother

d. The Prince, Cinderella, a beautiful girl and stepmother

J. Rubrik Penilaian Aspek Keterampilan:

No	Uraian	Skor
I	Jawaban benar	5
	Jawaban yang salah/ tidak di jawab	0
II	Jumlah soal	20

a. Kunci jawaban : terlampir

b. Pedoman penilaian.

1 . Setiap jawaban benar skor 5

2 jumlah skor maksimal 5x 20 = 100

3 nilai siswa: skor maksimal x 100

Medan, 9 Agustus 2019

Mengetahui,

Head Master	English Teacher
Rustam, S.Pd.I	Abdan Purba S.Pd

Researcher

Tri Yuci Ayundini

NIM. 34.15.1.008

Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MTs Islamiyyah Medan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester :VIII/2

Skill : Listening

Materi Pokok : Teks lisan dan tulis tentang Narrative Text (Fable)

Alokasi Waktu : 2 x 45 menit

A. Kompetensi Inti

KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI.2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa inggirs.
2.	1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	1.2.1 Menyapa guru dan teman dengan santun.
3.	3.12 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk dongeng, sesuai dengan konteks penggunaannya.	3.12.1 mengidentifikasi fungsi sosial struktur teks dan unsur kebahasaan teks naratif berbentuk dongeng.
4.	4.16 menangkap pesan moral dari teks naratif berbentuk dongeng.	4.16.1 Menemukan tokoh utama dan karakternya dalam teks naratif berbentuk dongeng beserta pesan moral terkait. 4.16.2 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

C. TUJUAN PEMBELAJARAN:

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

D. MATERI PEMBELAJARAN

1. **Fungsi sosial:**

   Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui ceritadengan tokoh dongeng.

2. **Struktur teks:**

   Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)

   Memberikan penilaian(evaluasi) tentang situasi dan kondisi terjadinya cerita.

   Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

   Memaparkan akhir cerita, di mana krisis berakhir(resolusi) dengan bahagia atau sedih

   Memberikan alasan atau komentar umum (reorientasi)

3. **Unsur kebahasaan:**

   Simple Past tense, Simple Past Continouos Tense

   Kosa kata: tempat, waktu dan situasi yang terkait dengan tokoh

   Adverb of time: first, next, then, after that, before, finally, etc

   Prepositional phrase: a long time ago, one day, in the morning, the next day, last

   Ucapan, tekanan kata, intonasi

   Ejaan dan tanda baca

   Tulisan tangan.

4. **Topik**

   Narrative text (fairy tale)

   Once upon a time a little girl named snow white lived with her aunt and uncle because her parents were died. One day, she heard her aunt and

uncle talking about leaving snow white in the castle because they wanted go to America and they didn't have money to take snow white with them. Snow white didn't want her uncle to do this. So she decided to run away from home into the wood when her aunt and uncle were having breakfast.

In the wood she felt very tired and hungry. Then she saw this cottage. She knoked but no one answered. So she went inside and felt a sleep.

Meanwhile seven dwarf were coming home from work. They found snow white woke up. She saw the dwarf said : "what's your name?". then snow white said : "my name's snow white ." one of dwarf said, "if you wish, you may live here with us." Snow white told the whole story about her. Then snow white and the seven dwarf lived happily ever after.

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : pengamatan, pemodelan, kerja kelompok, dan mempraktekkan

F. MEDIA DAN ALAT PEMBELAJARAN

Media : Video fairy tale " Snow white"

Alat : Laptop, LCD, white board.

G. SUMBER BELAJAR

Buku SMP kelas VIII yang relevan

www.youtube.com

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 MENIT)	
TAHAP	KEGIATAN

Kegiatan awal	1. apersepsi dan motivasi 2. penyampaian tujuan pembelajaran
KEGIATAN INTI (70 MENIT)	
Observation	1. Peserta didik mengamati video 2. Peserta didik menyebutkan kata atau frase yang ada pada video. 3. Peserta didik menjawa pertanyaan secara lisan dari guru. 4. Peserta didik mengerjakan soal berupa melengkapi teks yang belum lengkap
Questioning	1. Dengan bimbingan guru, peserta didik menanyakan arti kata sulit yang ada dalam video fairy tale.
Exploration	1. Peserta didik menjawab pertanyaan secara lisan tentang makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana pada video fairy tale. 4. Peserta didik menjawab pertanyaan tentang tokoh utama dan karakternya dalam teks naratif berbentuk dongeng beserta pesan moral terkait.
Association	1. Peserta didik membuat kesimpulan sementara tentang materi yang telah di pelajari.
PENUTUP (10 MENIT)	
Penutup	1. Menyimpulkan hal-hal yang telah dipelajari 2. Peserta didik memberikan umpan balik dengan mengajukan pertanyaan. 3. Guru menyampaikan informasi pembelajaran yang akan datang.

I. PENILAIAN

1. Pengetahuan

2. Teknik Penilaian : Tes tulis

3. Bentuk instrument : multiple choice.

2. Keterampilan

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. Snow White lived with her aunt and uncle because…
    a. She did not have house
    b. She worked in her aunt and uncle's house
    c. Her mother was dead
    d. Her parents were dead
3. Why did her uncle and aunt want to leave Snow white in the castle?
    a. Because they loved her so much
    b. Because they hated Snow white
    c. Because they wanted to go to America
    d. Because they bought a new house
    e. Because they are poor
4. How many dwarfs that lived with Snow white?
    a. Four dwarfs b. Five dwarfs c. Six dwarfs d. Seven dwarfs
5. *She knocked but no one answered so she went…* What is the antonym of the word *went*?
    a. Leave b. Ran away c. Come d. Walk
6. Snow white run from home …..
    a. At noon b. At midnight c. In the evening d. In the morning
7. What kind of text is it?
    a. Recount b. Descriptive c. Explanation d. Narrative
8. What the title about the story…..
    a. Snow white b. The dwarfs c. The prince d. The women
9. Why Snow White ran away to the woods?
    a. Her parents passed away b. Her uncle was angry with her

c. Her uncle and aunt would go to America d. Snow White was happy to run away.

10. Where did Snow White live after she ran away to the woods?

a. She lived in the cave
b. She lived everywhere in the woods
c. She lived in the lion nest
d. he lived in the dwarfs' cottage

11. Who woke up Snow White?

a. Dwarfs b. The prince c. Stepmother d. Her uncle.

12. What happened after she ate the red apple?

a. Sleep b. Drink c. Singing d. Dancing

13. Who gave Snow White a red apple?

a. Stepmother b. Drawfs c.old beggar d. The pince

14. " Snow White didn't want her uncle and aunt to do this so she decided to run away."

The synonym of the underlined word is ……

a. flee b. Reach c. Hold d.throw

15. How is the end of the story?

a. Snow White and the 7 dwarfs lived happily ever after
b. Snow White told the dwarfs the whole story
c. Snow lived with the seven dwarfs
d. The seven dwarf found Snow White sleeping

16. How did the queen make Snow White slept for years?

a. She asked the seven dwafs to kill her
b. She did not give her a poisoned fruit
c. She asked Prince Charming to give her a kiss
d. She gave Snow White a poisoned apple

17. Who woke Snow White up?

a. The witch b. The Prince c. The seven dwarfs d. The step mother

18. With whom did the beautiful princess live?

a. She lived in the forest b. She lived alone c. She lived with her stepmother
d. She lived in the neverland

19. Where did Snow white run away?

a. to her parents house b. to her unle's house c. to her aunr's hose

d. to the forest

20. Where did Snow White live after she run away?

a.In the hut b. In the house c.In the castle d.In the cottage

3. Rubrik Penilaian Aspek Keterampilan:

No	Uraian	skor
I	Jawaban benar	5
	Jawaban yang salah/ tidak di jawab	0
II	Jumlah soal	20

c. Kunci jawaban : terlampir

d. Pedoman penilaian.

1 . Setiap jawaban benar skor 5

2 jumlah skor maksimal 5x 20 = 100

3 nilai siswa: skor maksimal x 100

Medan, 9 Agustus 2019

Mengetahui,

Head Master English Teacher

Rustam, S.Pd.I Abdan Purba S.Pd

Researcher

Tri Yuci Ayundini

NIM. 34.15.1.008

APPENDIX III

Pre- test

Answer the question below !

1. What is the tittle of the story?
   a. cinderella c. princess
   b. timun mas d. Roro jonggrang
2. What is the character of cinderella's step mother?
   a. Kind c. cruel
   b. Good d. friendly
3. How many step sisters that cinderella has?
   a. Two c. Five
   b. Three d. Seven
4. What kind of work that cinderella's step mother wants?
   a. wash clothes c. Watching tv
   b. sleeping d. Shopping
5. What cinderella has to go to a party?
   a. expensive shoes c. Glass shoes
   b. cheap shoes d. Black shoes
6. why the prince asks cinderella to be his wife?
   a. because she can fit glass shoes
   b. because she is cruel
   c. because she is the only woman in the party
   d. because cinderella is friendly woman
7. who changed cinderella?
   b. her step mother b. her step sister c. Her pixie d. Her parents
8. What kind of text above?
   a. Descriptive text c. Narrative text
   b. recount text d. Explanation text
9. how many people in that text?
   a. 1 b.2 c. 3 d.4

10. Who is the main character in that text?

a. step mother b. step sister c. Cinderella d. Neighbour

11. What is the character of cinderella's step sisters?

a. Kind b. Good c. Cruel d. Friendly

12. Why cinderella's stepsister bad to her?

a. Because cinderella is very beautiful

c. Because cinderella is bad

d. Because cinderella's jealous

e. Because cinderella's step mother loves her.

13. Who was invited all the ladies in the Kingdom?

a. step-mother c. The queen

b. step-sisters d. tile prince

14. When was Cinderella must run home quickly?

a. after dance c. After dinner with prince

b. after introduce herself d. after drink

15. Who was gave Cinderella a coach, two horse, and footmen?

a. her step-mother c. Godmother

b. her step-sister d. her mother

16. What was the prince felt when he found who had a glass slipper?

a. very enjoy c. very angry

b. very sad d. very happy

17. What is the ending of the story?

a. Sad ending c. Happy ending

b. Sustained ending d. No ending

18. How did she feel when her stepmother and stepsister coudn't let her to go to the ball?

a. nothing c. Very sad

b. happy d. Sad

19. Who is the beautiful girl in the story?

a. snow white c. Mermaid

b. Cinderlla d. Princess

20. Who are the characters of the story?

a. The King, the Queen, Cinderella and stepmother

b. The King, the Queen, the Prince and Cinderella

c. The Prince, Cinderella, stepsisters and stepmother

d. The Prince, Cinderella, a beautiful girl and stepmother

APPENDIX IV

Post- test (cycle-1)

Answer the question below !

1. What is the tittle of the story?
   b. cinderella c. princess
   c. timun mas d. Roro jonggrang
2. What is the character of cinderella's step mother?
   F. Kind c. cruel
   G. Good d. friendly
3. How many step sisters that cinderella has?
   c. Two c. Five
   d. Three d. Seven
4. What kind of work that cinderella's step mother wants?
   c. wash clothes c. Watching tv
   d. sleeping d. Shopping
5. What cinderella has to go to a party?
   c. expensive shoes c. Glass shoes
   d. cheap shoes d. Black shoes
6. why the prince asks cinderella to be his wife?
   a. because she can fit glass shoes
   b. because she is cruel
   c. because she is the only woman in the party
   d. because cinderella is friendly woman
7. who changed cinderella?
   a. her step mother b. her step sister c. Her pixie d. Her parents
8. What kind of text above?
   c. Descriptive text c. Narrative text
   d. recount text d. Explanation text
9. how many people in that text?
   a. 1 b.2 c. 3 d.4

10. Who is the main character in that text?

a. step mother b. step sister c. Cinderella d. Neighbour

11. What is the character of cinderella's step sisters?

b. Kind b. Good c. Cruel d. Friendly

12. Why cinderella's stepsister bad to her?

a. Because cinderella is very beautiful

b. Because cinderella is bad

c. Because cinderella's jealous

d. Because cinderella's step mother loves her.

13. Who was invited all the ladies in the Kingdom?

a. step-mother c. The queen

b. step-sisters d. tile prince

14. When was Cinderella must run home quickly?

a. after dance c. After dinner with prince

b. after introduce herself d. after drink

15. Who was gave Cinderella a coach, two horse, and footmen?

a. her step-mother c. Godmother

b. her step-sister d. her mother

16. What was the prince felt when he found who had a glass slipper?

a. very enjoy c. very angry

b. very sad d. very happy

17. What is the ending of the story?

a. Sad ending c. Happy ending

b. Sustained ending d. No ending

18. How did she feel when her stepmother and stepsister coudn't let her to go to the ball?

a. nothing c. Very sad

b. happy d. Sad

19. Who is the beautiful girl in the story?

a. snow white c. Mermaid

b. Cinderlla d. Princess

20. Who are the characters of the story?

a. The King, the Queen, Cinderella and stepmother

b. The King, the Queen, the Prince and Cinderella

c. The Prince, Cinderella, stepsisters and stepmother

d. The Prince, Cinderella, a beautiful girl and stepmother

APPENDIX V

Post- test (cycle-2)

Answer the question below !

1. 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
2. Snow White lived with her aunt and uncle because…
    e. She did not have house
    f. She worked in her aunt and uncle's house
    g. Her mother was dead
    h. Her parents were dead
3. Why did her uncle and aunt want to leave Snow white in the castle?
    f. Because they loved her so much
    g. Because they hated Snow white
    h. Because they wanted to go to America
    i. Because they bought a new house
    j. Because they are poor
4. How many dwarfs that lived with Snow white?
    b. Four dwarfs b. Five dwarfs c. Six dwarfs d. Seven dwarfs
5. *She knocked but no one answered so she went…* What is the antonym of the word *went*?
    b. Leave b. Ran away c. Come d. Walk
6. Snow white run from home …..
    b. At noon b. At midnight c. In the evening d. In the morning
7. What kind of text is it?
    b. Recount b. Descriptive c. Explanation d. Narrative

8. What the title about the story…..

b. Snow white b. The dwarfs c. The prince d. The women

9. Why Snow White ran away to the woods?

a. Her parents passed away b. Her uncle was angry with her

c. Her uncle and aunt would go to America d. Snow White was happy to run away.

10. Where did Snow White live after she ran away to the woods?

c. She lived in the cave c. She lived in the lion nest

d. She lived everywhere in the woods d. he lived in the dwarfs' cottage

11. Who woke up Snow White?

b. Dwarfs b. The prince c. Stepmother d. Her uncle.

12. What happened after she ate the red apple?

b. Sleep b. Drink c. Singing d. Dancing

13. Who gave Snow White a red apple?

b. Stepmother b. Drawfs c.old beggar d. The pince

14. " Snow White didn't want her uncle and aunt to do this so she decided to run away."

The synonym of the underlined word is ……

a. flee b. Reach c. Hold d.throw

15. How is the end of the story?

a. Snow White and the 7 dwarfs lived happily ever after

b. Snow White told the dwarfs the whole story

c. Snow lived with the seven dwarfs

d. The seven dwarf found Snow White sleeping

16. How did the queen make Snow White slept for years?

a. She asked the seven dwafs to kill her

b. She did not give her a poisoned fruit

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a. The witch b. The Prince c. The seven dwarfs d. The step mother

18. With whom did the beautiful princess live?

a. She lived in the forest b. She lived alone c. She lived with her stepmother

d. She lived in the neverland

19. Where did Snow white run away?

a. to her parents house b. to her unle's house c. to her aunr's hose

d. to the forest

20. Where did Snow White live after she run away?

a.In the hut b. In the house c.In the castle d.In the cottage

APPENDIX VI

OBSERVATION SHEET FOR STUDENTS CYCLE I (first meeting)

No	Observation item	Cycle I	
		Yes	**No**
	Pre-teaching	✓	
	1. Students greet back the teacher's greeting and tell their condition	✓	
	2. The students pray together	✓	
	3. The students give attention to teacher's explanation about reviews the previous materials	✓	
	4. The students give attention to teacher's explanation about new topic	✓	
	5. The students give attention to teacher's explanation about the objective and learning process		✓
	Whilst-teaching		
	1. The students can use video fairy tale	✓	
	2. The students can answer teacher's question	✓	
	3. The students give question to the teacher	✓	
	4. The students find some problem in learning process	✓	
	5. The students get bored when the teacher explaining	✓	
	6. The students are enthusiastic in responding teachers' question	✓	
	7. The students are active in learning process	✓	
	Post-teaching		
	1. The students can make summarize about the lesson		✓
	2. The students give attention about upcoming materials from the teacher	✓	
	3. The students pray together	✓	

Medan, 23 Juli 2019

The Researcher

APPENDIX VII

OBSERVATION SHEET FOR STUDENTS CYCLE I (second meeting)

No	Observation item	Cycle I	
		Yes	**No**
	Pre-teaching	✓	
	1. Students greet back the teacher's greeting and tell their condition	✓	
	2. The students pray together	✓	
	3. The students give attention to teacher's explanation about reviews the previous materials	✓	
	4. The students give attention to teacher's explanation about new topic	✓	
	5. The students give attention to teacher's explanation about the objective and learning process	✓	
	Whilst-teaching		
	1. The students can use video fairy tale	✓	
	2. The students can answer teacher's question	✓	
	3. The students give question to the teacher	✓	
	4. The students find some problem in learning process	✓	
	5. The students get bored when the teacher explaining	✓	
	6. The students are enthusiastic in responding teachers' question	✓	
	7. The students are active in learning process	✓	
	Post-teaching		
	1. The students can make summarize about the lesson	✓	
	2. The students give attention about upcoming materials from the teacher	✓	
	3. The students pray together	✓	

Medan, 26 Juli 2019

The Researcher

APPENDIX VIII

OBSERVATION SHEET FOR STUDENTS CYCLE II

No	Observation item	Cycle II	
		Yes	**No**
	Pre-teaching	✓	
	1. Students greet back the teacher's greeting and tell their condition	✓	
	2. The students pray together	✓	
	3. The students give attention to teacher's explanation about reviews the previous materials	✓	
	4. The students give attention to teacher's explanation about new topic	✓	
	5. The students give attention to teacher's explanation about the objective and learning process	✓	
	Whilst-teaching		
	1. The students can use video fairy tale	✓	
	2. The students can answer teacher's question	✓	
	3. The students give question to the teacher	✓	
	4. The students find some problem in learning process	✓	
	5. The students get bored when the teacher explaining	✓	
	6. The students are enthusiastic in responding teachers' question	✓	
	7. The students are active in learning process	✓	
	Post-teaching		
	1. The students can make summarize about the lesson	✓	
	2. The students give attention about upcoming materials from the teacher	✓	
	3. The students pray together	✓	

Medan, 23 Juli 2019

The Researcher

APPENDIX IX

OBSERVATION SHEET FOR TEACHER CYCLE I (first meeting)

No	Observation item	Cycle I	
		Yes	**No**
	Pre-teaching	✓	
	1. The teacher greets and asks the students' condition	✓	
	2. The teacher leads a prayer	✓	
	3. The teacher reviews the previous materials	✓	
	4. The teacher introduces the new topic to the students	✓	
	5. The teacher tells the objective and learning process		✓
	Whilst-teaching		
	1. The teacher explains material by using video fairy tale	✓	
	2. The teacher gives question to the students	✓	
	3. The teacher can answer students'question	✓	
	4. The teacher tries to solve the students problem	✓	
	5. The teacher observes the students who answer the question about recount text	✓	
	6. The teacher manages the condition and situation in the classroom		✓
	7. The teacher manages the time effectively and efficiently		✓
	Post-teaching		
	1. The teacher summarizes and reflects the lesson	✓	
	2. The teacher previews on the upcoming materials	✓	
	3. The teacher closes the teaching and learning process and praying together	✓	

APPENDIX X

OBSERVATION SHEET FOR TEACHER CYCLE I (second meeting)

No	Observation item	Cycle I	
		Yes	**No**
	Pre-teaching		
	1. The teacher greets and asks the students' condition	✓	
	2. The teacher leads a prayer	✓	
	3. The teacher reviews the previous materials	✓	
	4. The teacher introduces the new topic to the students	✓	
	5. The teacher tells the objective and learning process	✓	
	Whilst-teaching		
	1. The teacher explains material by using video fairy tale	✓	
	2. The teacher gives question to the students	✓	
	3. The teacher can answer students'question	✓	
	4. The teacher tries to solve the students problem	✓	
	5. The teacher observes the students who answer the question about recount text	✓	
	6. The teacher manages the condition and situation in the classroom	✓	
	7. The teacher manages the time effectively and efficiently	✓	
	Post-teaching		
	1. The teacher summarizes and reflects the lesson	✓	
	2. The teacher previews on the upcoming materials	✓	
	3. The teacher closes the teaching and learning process and praying together	✓	

APPENDIX XI

OBSERVATION SHEET FOR TEACHER CYCLE II

No	Observation item	Cycle I	
		Yes	**No**
	Pre-teaching		
	1. The teacher greets and asks the students' condition	✓	
	2. The teacher leads a prayer	✓	
	3. The teacher reviews the previous materials	✓	
	4. The teacher introduces the new topic to the students	✓	
	5. The teacher tells the objective and learning process	✓	
	Whilst-teaching		
	1. The teacher explains material by using video fairy tale	✓	
	2. The teacher gives question to the students	✓	
	3. The teacher can answer students'question	✓	
	4. The teacher tries to solve the students problem	✓	
	5. The teacher observes the students who answer the question about recount text	✓	
	6. The teacher manages the condition and situation in the classroom	✓	
	7. The teacher manages the time effectively and efficiently	✓	
	Post-teaching		
	1. The teacher summarizes and reflects the lesson	✓	
	2. The teacher previews on the upcoming materials	✓	
	3. The teacher closes the teaching and learning process and praying together	✓	

APPENDIX XII

INTERVIEW WITH STUDENTS BEFORE IMPLEMENTING

R (researcher)

S (students)

1. The First student

R : miss boleh tanya-tanya sebentar?

S : boleh miss, silahkan.

R : oke. Kamu tahu gak apa itu mendengar?

S : mendengar? Apa ya? ya dengar miss. Kayak dengarin orang cerita gitu.

R : oke. Kamu tahu apa itu narrative text?

S : pernah dengar miss. Tapi gak ingat saya miss.

R : menurut kamu, bagaimana cara mengajar Sir Abdan di kelas?

S : biasa aja miss. Kayak guru-guru yang lain.

R : menerangkan di papan tulis gitu?

S : ia miss. Pake buku paket.

R : menarik gak belajar cuma pakai buku paket dan papan tulis?

S : bosen miss. Ngantuk jadinya.

R : oke, thank you.

S : sama-sama miss.

2. The second student

R : miss boleh interview sebentar?

S : boleh miss. mau nanyak apa miss?

R : kamu tahu apa itu mendengar?

S : setahu saya miss mendengar itu mendengarkan orang lain cerita atau mendengar musik

R : kalau begitu, kamu tahu apa itu narrative text?

S : oh itu narrative text itu text yang kayak cerita cerita dongeng gitu kan miss.

R : udah pernah belajar di kelas?

S : belum miss. saya belajarnya waktu les .

R : oh begitu. Menurut pendapat kamu, bagaimana cara mengajar sir Abdan di kelas?

S : gimana ya miss. lumayanlah miss.

R : lumayan gimana? Paham gak apa yang sir Abdan ajarkan?

S : kadang paham kadang enggak miss. soalnyakan sir terkadang cepat kali jelasinnya udah gitu kadang teman-teman di belakang bising kali miss. jadi gak konsentrasi miss.

R : mam Dewi kalau mengajar pakai alat peraga atau media gak?

S : cuma pake buku paket aja miss.

R : menurut kamu kalau ngajar pake buku paket saja menarik gak?

S : enggak miss.

R : oke, thank you ya udah luangin waktunya.

S : iya miss. sama-sama miss.

3. The third student

R : miss tanya-tanya sikit boleh ya?

S : boleh miss.

R : kamu tahu apa itu mendengar?

S : setahu saya mendengar itu kayak dengerin cerita dongeng atau cerita orang gitu miss.

R : oke-oke. Kalau narrative text tahu gak itu apa?

S : Enggak tahu miss. Baru dengar ini juga.

R : oh gitu ya. menurut kamu cara sir Abdan ngajar di kelas bagaimana?

S : gimana apa maksudnya miss?

R : maksud miss kamu kalau sir Abdan ngajar di depan kelas suka gak?

S : sukak lah miss. Sir Abdan baik orangnya miss gak tukang marah-marah.

R : kamu paham apa yang mam ajarkan?

S : enggak paham miss.

R : kamu tertarik gak sama media yang digunakan sir selama mengajar?

S : Media itu apa mis?

R : media itu alat peraga yang digunakan guru dalam mengajar.

S : Oh, kalau sir Abdan ngajar cuma bawa buku paket miss. kadang-kadang gak dibawa mam lagi miss.

R : menarik gak kalau belajar cuma pake buku paket?

S : enggaklah miss. gak seru.

R : ok, makasih banyak ya.

S : oke, miss.

APPENDIX XIII

INTERVIEW WITH STUDENTS AFTER IMPLEMENTING THE MEDIA

R (researcher)

S (students)

1. The first students

R : miss mau tanya boleh kan?

S : boleh miss.

R : kitakan udah belajar tentang narrative text, jadi miss mau tanya apa itu narrative text?

S : teks yang menceritakan suatu cerita memiliki perstiwa yang saling terhubung gitu miss.

R : bagaimana pendapat kamu tentang mendengar sambil menonton dengan video dongeng ini?

S : seru miss. Saya suka.

R : ada tidak kesulitan yang kamu alami selama belajar dengan menggunakan video dongeng?

S : gak ada miss.

R : oke. Apakah setelah belajar narrative text dengan video dongeng ini apakah kamu suka mendengar sekaligus melihat video dongeng?

S : sukak miss.

R : oke , thank you ya atas waktunya.

S : oke. Sama-sama miss.

2. The second Students

R : Miss mau wawancara boleh kan?

S : Boleh miss. Tapi jangan susah-susah ya miss.

R : Oke. Kamu tahu tidak apa itu narrative text?

S : Recount text adalah teks yang menceritakan cerita cerita seperti dongeng gitu miss.

R : Bagus. Lalu bagaimana pendapat kamu tentang menulis recount text dengan menggunakan media video dongeng?

S : menarik miss. Saya suka.

R : ada tidak kesulitan yang kamu dapatkan selama belajar narrative text dengan video ini?

S : gak ada miss. soalnya mudah menangkapnya. Miss juga enak cara ngajarnya. Jadi cepat nangkap.

R : oke. Thank you ya.

S : welcome miss.

3. The third student

R : Miss mau tanya-tanya kayak kemarin boleh ya.

S : tentu miss.

R : Sekarang, kamu tahu tidak apa itu narrative text?

S : recount text adalah teks yang menceritakan kejadian atau cerita pada masa lampau. Yang pake simple past tense ya kan miss?

R : iya, benar sekali. Nah, kan kita belajar narrative pakai video dongeng. Nah bagaimana pendapat kamu tentang video dongeng dalam mendengar .

S : saya sukak miss. kebetulankan saya suka dengerin pakai video gitu miss sekalian nonton. jadi waktu belajar jadi asik aja gitu. Apalagi menarik kan miss.

R : oke. Thank you ya sudah meluangkan waktunya.

S : iya miss. Sama-sama.

APPENDIX XIV

INTERVIEW WITH THE TEACHER

The researcher: assalamu'alaikum mam.

The teacher : wa'alaikumussalam.

The researcher: permisi sir. Saya ingin mengajukan beberapa pertanyaan mengenai penelitian saya sir.

The teacher : ok, silahkan.

The researcher : menurut pendapat sir, seberapa penting kah penggunaan media dalam belajar bahasa Inggris?

The teacher : menurut mam sangat penting ya. karena media ini dapat membantu siswa dalam memahami pelajaran jadi lebih mudah. Apalagi inikan bahasa asing, tentunya kita sebagai guru harus membuat siswa tertarik dulu dengan mata pelajaran ini. Tidak mudah bagi siswa untuk dapat memahami pelajaran bahasa inggris. Karenanya, penggunaan media ini penting.

The researcher : setelelah melihat siswa belajar narrative text dengan video fairy tale, bagaimana menurut sir kemampuan siswa setelah itu?

The teacher : bagus ya. mereka jadi cepat paham dan mudah menangkap. saya perhatikan mereka juga enjoy. Padahal biasanya mereka itu susah memahami pelajaran.

The researcher : menurut sir, apakah video dongeng ini cocok untuk digunakan sebagai media dalam listening ?

The teacher : menurut sir video dongeng ini cocok untuk media dalam mendengar. Awalya saya berfikir bagaimana cara menggunakannya? Apakah bisa? Dan ternyata terbukti bisa. Kamu hebat bisa menerapkan media ini dan membantu siswa dalam mendengar.

The researcher : apakah sir termotivasi untuk menggunakan video dongeng ini kedepannya dalam mengajarkan narrative text kepada siswa?

The teacher : tentu, saya termotivasi. Karena biasanya itu murid kelas VIII ini sangat berisik sekali kalau saya lagi mengajar. Nah, waktu melihat kamu menggunakan video dongeng ini saya lihat mereka semua tertarik dan ribut pun karena saya lihat mereka lagi diskusi. Dan juga mam lihat mereka cepat paham gitu tentang narrative text.

The researcher: oke, thank you atas waktunya sir.

The teacher : Oke, sama-sama.

APPENDIX XV

FIELD NOTE

PRE-TEST

Date : Tuesday, 23rd Juli 2019

Pre-test done on Tuesday, 23rd April 2019. Researcher entered in the classroom with the English teacher at 8.00 am. The English teacher opened classroom by giving explanation to the students that researcher want to do reasearch in their class. Researcher introduced herself and all of students welcome to her. Some of students asked about her biodata. The English teacher left researcher alone in the classroom. Before the reasearcher gave them pre-test, she asked to the students about narrative text. Most of them answered did not know. Because of that, researcher explained shortly that narrative text is a text to retell the story that past tenses.

Researcher also gave example as short and showed the generic structure. She also explained that simple past tense and she give them video fairy tale cinderella but no watch the video them just heard with speaker. After that, researcher started to give them the pre-test to answer the question about cinderella. She gave them time to answer until 40 minutes. But most of them disagree. So the reasercher added the time become 50 minutes. After 10 minutes, researcher walked aroud of the students to see their activities. Most of students did not write recount text and still confused because they did not about narrative text and how to started.

The condition of the class not condusive because most of them were noisy. Some of boys disturbed the girls. 30 minutes pass and there is two students finished theirs' work. The researcher done interview to them. After 40 minutes, students who collected theirs' work just five people. Researcher instructed the time only ten minutes more. Most of students become noisy and the condition become not condusive. Finally, the time is over and all of students collected theirs' works. The researcher closed the meeting and introduced the new topic that students studied in the next meeting.

CYCLE I

First meeting

Date : Friday, 26th Juli 2019

Cycle I in the first meeting conducted on Friday, 26th April at 10.00 a.m. The researcher entered in the classroom and started to do learning process. She greeted the students and the students gave good respons. After that the researcher prayed together with the students and checked their attendance list. There are three students did not come without information. The researcher asked about the last material and most of students answered. And then the reasercher introduced the new topic.

Most of students started to antusias after the researcher told about video fairy tale. And then, the researcher explain about definition of narrative text. And asked them what the correlation between narrative text and video fairy tale. Most of them could answer the question. After that the researcher continued to explain about the language features (simple past tense, conjunction, action verb and adjective. Because they have studied about simple past tense, so the researcher shortly to explain. But most of students still confused and can not understand about simple past tense. Because of that, the researcher made many example to make them understand about it. After that, the researcher give the video fairy tale about cinderella and them watching video and them heard what in video tell. After that, the researcher give them the paper and them answer the question based on the videos they have watched. The reasercher gave 15 minutes to do that and most of students complained to add 10 minutes more. And the researcher give 20 minutes to do it.

The researcher observed and she saw the students so enthusiastic but they was noisy and the researcher can not handle it. After 5 minutes, the researcher walked around to see their's works. But there is five students' did not write anything in their paper. They said that they can not understand what they will do. The reasercher explained again to them and told them what will they do. They said they was difficulties because all of them was boy and did not good in English. The reasercher helped them and explained slowly.

Researcher closed the class by askig the students to make the conclusion of the lesson today. Most of them can answered the question and enthusiastic to

answere. The researcher asked the students to watch another video about fairy. The class opened by praying together and the researcher convey the new topic on the next meeting.

CYCLE I

Second Meeting

Tuesday, 30th April 2019

As usual, the researcher opened the class, greet the students, pray together and checked the attandance list. After that the researcher gave motivation to all the students in the classroom. The students gave good response to the researcher. There was not students did not come in this meeting. After that the researcher reviewed narrative text to make the students memorized the narrative text. Most of students could follow this material and remembered the topic. In this meeting, the researcher gave the post-test I to the students. In pre-test them just heard no watching that video, but in post-test I, the researcher gave them video of fairy tale again and the researcher showing that video to students. After reviewing the material, the researcher gave one paper to the students. The test was same with the pre-test. The topic was about the Cinderella. The test needed 50 minutes. The situation was different from the pre-test. In the pre-test, the students was noisy. But in the post-test I the students kept silent although some of them still made noisy. The situation on post-test I was better than in pre-test. Some of students in this test also still asked to the researcher about some vocabularies that they did not know. After 50 minutes, the students finished and collected their work. Then the researcher closed the meeting and did not forger to introduces the new topic for next meeting.

CYCLE II

Friday, 30rd juli 2019

Researcher came to the classroom and started to do learning process. She greeted the students and the students gave good respons. After that the researcher prayed together with the students and checked their attendance list. All of the students presented in this meeting. The esearcher asked about the last material and most of students answered. And then the reasercher introduced the new topic.

In this meeting, the researcher explained more about narrative text. She asked to the students to sit in their group like the last meeting. After that the researcher gave them text of diary. She asked with every students' to observe the video fairy tale about generic structure, and language use. This activities was same like last meeting but the video of fairy tale was different. They was so active and did not confused again to do what the researcher asked. They was noisy because discussed their answered. This activities needed 10 minutes. After that, the researcher discuss together with students about the answer.

The next activities did post-test II. The researcher asked the students to answer the question about snow white. The respons of the students was good. They creered because the topic was free. They wrote on the paper that researcher was gave. The time to finish the task was 50 minutes. They did not suprise because it was same like the last meeting.

The students look serious to do their test. All of them were kept silent. While the students did the test, the researcher called them one by one to interview what they felt after learning narrative text by using video fairy tale. After that, time was over and they collected their work after that the researcher closed the meeting.

APPENDIX XVI

THE STUDENTS' ATTENDANCE LIST DURING THE RESEARCH

NAME OF STUDENTS	MEETINGS			
	1	2	3	4
1. Abi Ramadhan	✓	✓	✓	✓
2. Aditya Eko Syahputra	✓	-	✓	✓
3. Alya Zafira	✓	✓	✓	✓
4. Andika Rahmansyah	✓	✓	✓	✓
5. Anni Kholillah	✓	✓	✓	✓
6. Braja Mifta Hadinata	✓	✓	✓	✓
7. Cahya Ramadhani	✓	✓	✓	✓
8. Daffa Pratama Ramadhan	✓	✓	✓	✓
9. Dendi Funi Wibowo	✓	✓	✓	✓
10. Diah Puspita Sari	✓	✓	✓	✓
11. Dian Fahira	✓	✓	✓	✓
12. Fikri Subardan	✓	✓	✓	✓
13. Firzy Pratama	✓	✓	✓	✓
14. Gilang Dwi Putra	✓	✓	✓	✓
15. Hafiz Syahputra	✓	✓	✓	✓
16. M Zaki Nst	✓	✓	✓	✓
17. Maulana Khaffi Wijaya Panjaitan	✓	-	✓	✓
18. Melisa Afriyanti	✓	✓	✓	✓
19. Nayla Zahra Harahap	✓	✓	✓	✓
20. Nazwa Kanahaya Syahputri Purba	✓	-	✓	✓
21. Radit Ariyansyah	✓	✓	✓	✓
22. Rajwa Aqilla Nasution	✓	✓	✓	✓
23. Reza Maulana Fadillah	✓	✓	✓	✓
24. Sarsalbila	✓	✓	✓	✓
25. Sovita Nazwa	✓	✓	✓	✓
26. Suhaila Najwa	✓	✓	✓	✓

27. Ziqri Fitra Pranata	✓	✓	✓	✓
28. Shafiyah Aqilla Muthaharah	✓	✓	✓	✓
29. Ahmad Rasyid Nasution	✓	-	✓	✓
30. Rizky permata H	✓	-	✓	✓

APPENDIX XVII

STUDENTS' NAME AND INITIAL

No	Name of Students	Initial of Students
1	Abi Ramadhan	AR
2	Aditya Eko Syahputra	AES
3	Alya Zafira	AZ
4	Andika Rahmansyah	AR
5	Anni Kholillah	AK
6	Braja Miftah Hadinata	BMH
7	Cahya Ramadhani	CR
8	Daffa Pratama Ramadhan	DPR
9	Dendi Funi Wibowo	DFW
10	Diah Puspita Sari	DPS
11	Dian Fahira	DF
12	Fikri Subardan	FS
13	Firzy Pratama	FP
14	Gilang Dwi Putra	GDP
15	Hafiz Syahputra	HS
16	M Zaki Nst	MZN
17	Maulana Khaffi Wijaya Panjaitan	MKWP
18	Melisa Afriyanti	MA
19	Nayla Zahra Harahap	NZH
20	Nazwa Kanahaya Syahputri Purba	NKSP
21	Radit Ariyansyah	RA
22	Rajwa Aqilla Nasution	RAN
23	Reza Maulana Fadillah	RMF
24	Sarsalbilla	S
25	Sovita Nazwa	SN
26	Suhaila Najwa	SN

27	Ziqri Fitra Pranata Saragih	ZFPN
28	Shafiyah Aqillah Muthaharah	SAM
29	Ahmad Rasyid Nasution	ARN
30	Rizky Permata H	RPH

APPENDIX XVIII

DOCUMENTATION

Interview with the students

The researcher explained the material (cycle I)

The Students' Activities in Cycle I

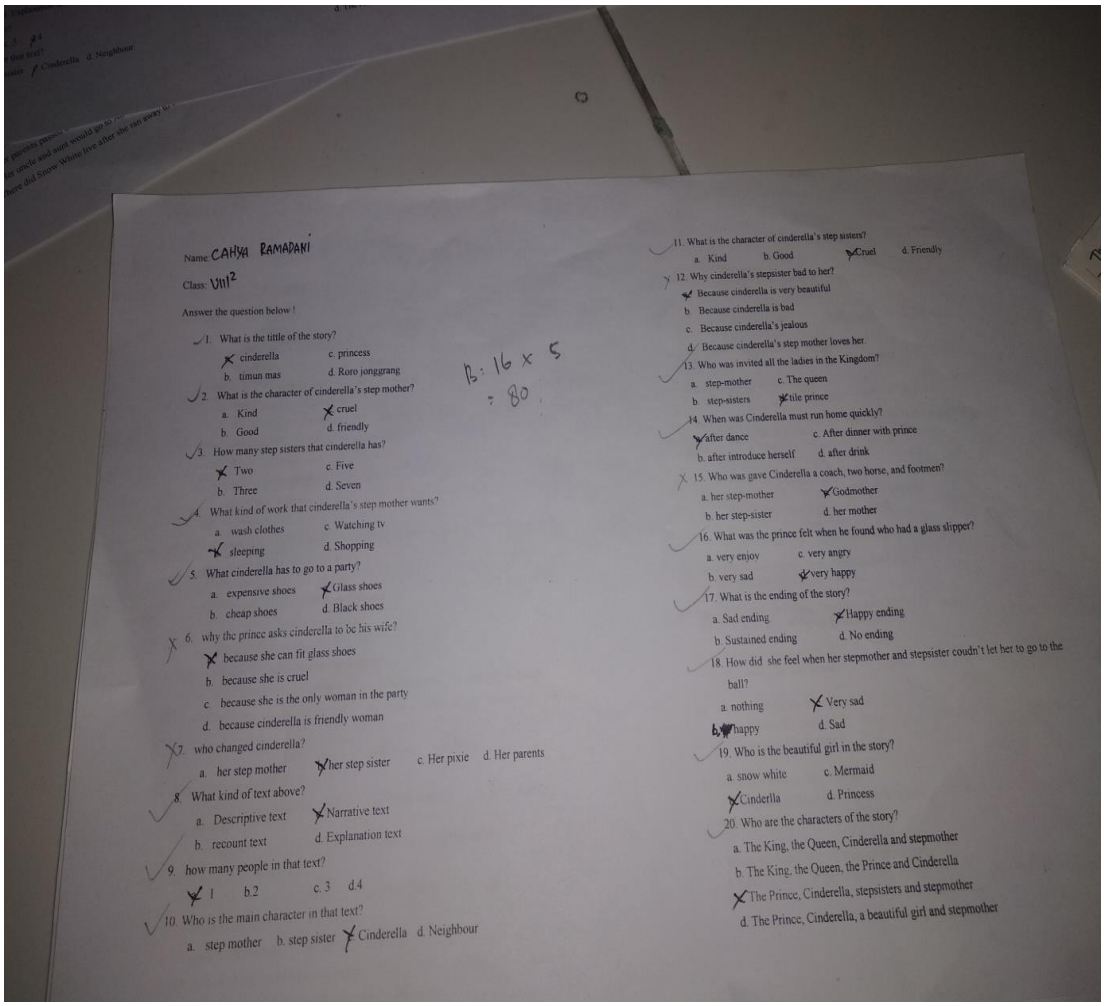
The Researcher explained in Cycle II

Students' Activities in Cyle II

Appendix XIX

STUDENTS' WORK

Pre-test



Name: CAHYA RAMADANI

Class: VIII 2

Answer the question below !

1. What is the tittle of the story?
   - cinderella
   - c. princess
   - b. timun mas
   - d. Roro jonggrang

2. What is the character of cinderella's step mother?
   - a. Kind
   - cruel
   - b. Good
   - d. friendly

3. How many step sisters that cinderella has?
   - Two
   - c. Five
   - b. Three
   - d. Seven

4. What kind of work that cinderella's step mother wants?
   - a. wash clothes
   - c. Watching tv
   - sleeping
   - d. Shopping

5. What cinderella has to go to a party?
   - a. expensive shoes
   - Glass shoes
   - b. cheap shoes
   - d. Black shoes

6. why the prince asks cinderella to be his wife?
   - because she can fit glass shoes
   - b. because she is cruel
   - c. because she is the only woman in the party
   - d. because cinderella is friendly woman

7. who changed cinderella?
   - a. her step mother
   - her step sister
   - c. Her pixie
   - d. Her parents

8. What kind of text above?
   - a. Descriptive text
   - Narrative text
   - b. recount text
   - d. Explanation text

9. how many people in that text?
   - 1
   - b.2
   - c. 3
   - d.4

10. Who is the main character in that text?
    - a. step mother
    - b. step sister
    - Cinderella
    - d. Neighbour

B: 16 x 5 = 80

11. What is the character of cinderella's step sisters?
    - a. Kind
    - b. Good
    - Cruel
    - d. Friendly

12. Why cinderella's stepsister bad to her?
    - Because cinderella is very beautiful
    - b. Because cinderella is bad
    - c. Because cinderella's jealous
    - d. Because cinderella's step mother loves her.

13. Who was invited all the ladies in the Kingdom?
    - a. step-mother
    - c. The queen
    - b. step-sisters
    - tile prince

14. When was Cinderella must run home quickly?
    - after dance
    - c. After dinner with prince
    - b. after introduce herself
    - d. after drink

15. Who was gave Cinderella a coach, two horse, and footmen?
    - a. her step-mother
    - Godmother
    - b. her step-sister
    - d. her mother

16. What was the prince felt when he found who had a glass slipper?
    - a. very enjoy
    - c. very angry
    - b. very sad
    - very happy

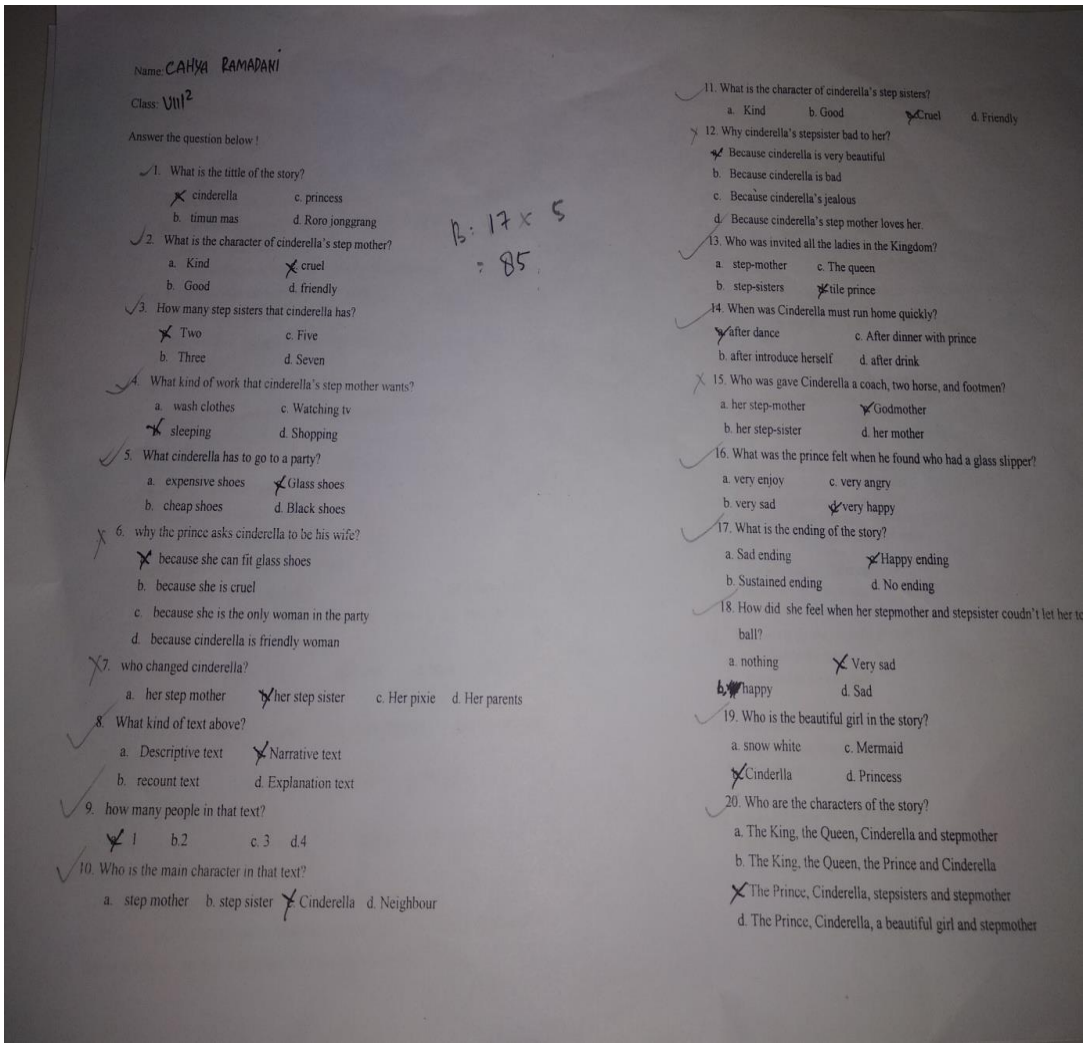
17. What is the ending of the story?
    - a. Sad ending
    - Happy ending
    - b. Sustained ending
    - d. No ending

18. How did she feel when her stepmother and stepsister coudn't let her to go to the ball?
    - a. nothing
    - Very sad
    - b. happy
    - d. Sad

19. Who is the beautiful girl in the story?
    - a. snow white
    - c. Mermaid
    - Cinderlla
    - d. Princess

20. Who are the characters of the story?
    - a. The King, the Queen, Cinderella and stepmother
    - b. The King, the Queen, the Prince and Cinderella
    - The Prince, Cinderella, stepsisters and stepmother
    - d. The Prince, Cinderella, a beautiful girl and stepmother

Post-test I



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   - d. Explanation text

9. how many people in that text?
   - 1
   - b.2
   - c. 3
   - d.4

10. Who is the main character in that text?
    - a. step mother
    - b. step sister
    - Cinderella
    - d. Neighbour

B: 17 x 5 = 85

11. What is the character of cinderella's step sisters?
    - a. Kind
    - b. Good
    - Cruel
    - d. Friendly

12. Why cinderella's stepsister bad to her?
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    - c. very angry
    - b. very sad
    - very happy

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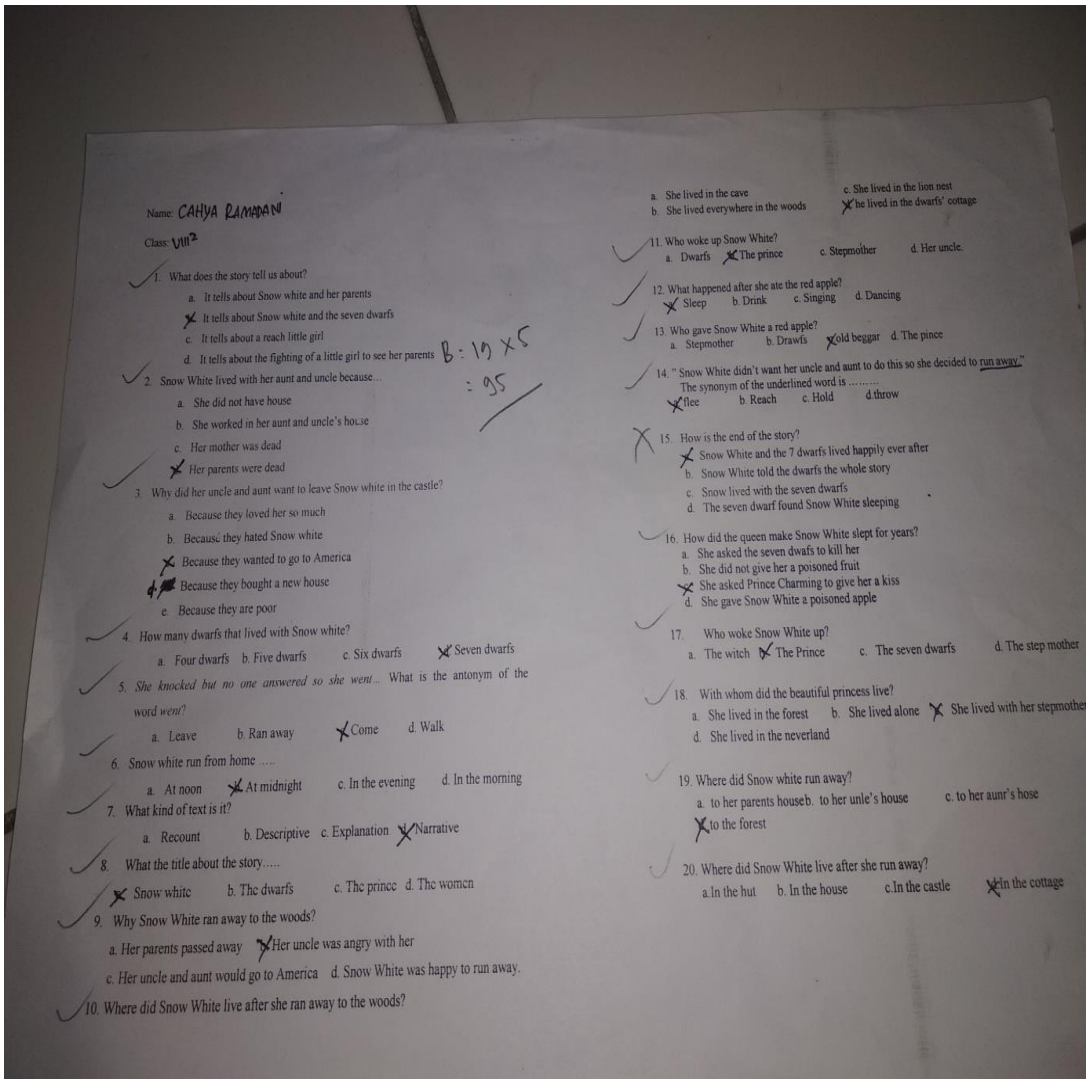
20. Who are the characters of the story?
    - a. The King, the Queen, Cinderella and stepmother
    - b. The King, the Queen, the Prince and Cinderella
    - The Prince, Cinderella, stepsisters and stepmother
    - d. The Prince, Cinderella, a beautiful girl and stepmother

Post-test II



Name: CAHYA RAMADANI

Class: VIII²

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

B : 19 x 5 = 95

2. Snow White lived with her aunt and uncle because...
   a. She did not have house
   b. She worked in her aunt and uncle's house
   c. Her mother was dead
   ✗ d. Her parents were dead

3. Why did her uncle and aunt want to leave Snow white in the castle?
   a. Because they loved her so much
   b. Because they hated Snow white
   ✗ c. Because they wanted to go to America
   d. Because they bought a new house
   e. Because they are poor

4. How many dwarfs that lived with Snow white?
   a. Four dwarfs b. Five dwarfs c. Six dwarfs ✗ d. Seven dwarfs

5. *She knocked but no one answered so she went...* What is the antonym of the word *went*?
   a. Leave b. Ran away ✗ c. Come d. Walk

6. Snow white run from home ....
   a. At noon ✗ b. At midnight c. In the evening d. In the morning

7. What kind of text is it?
   a. Recount b. Descriptive c. Explanation ✗ d. Narrative

8. What the title about the story.....
   ✗ a. Snow white b. The dwarfs c. The prince d. The women

9. Why Snow White ran away to the woods?
   a. Her parents passed away ✗ b. Her uncle was angry with her
   c. Her uncle and aunt would go to America d. Snow White was happy to run away.

10. Where did Snow White live after she ran away to the woods?
    a. She lived in the cave c. She lived in the lion nest
    b. She lived everywhere in the woods ✗ d. he lived in the dwarfs' cottage

11. Who woke up Snow White?
    a. Dwarfs ✗ b. The prince c. Stepmother d. Her uncle.

12. What happened after she ate the red apple?
    ✗ a. Sleep b. Drink c. Singing d. Dancing

13. Who gave Snow White a red apple?
    a. Stepmother b. Drawfs ✗ c. old beggar d. The pince

14. " Snow White didn't want her uncle and aunt to do this so she decided to run away."
    The synonym of the underlined word is .....
    ✗ a. flee b. Reach c. Hold d. throw

15. How is the end of the story?
    ✗ a. Snow White and the 7 dwarfs lived happily ever after
    b. Snow White told the dwarfs the whole story
    c. Snow lived with the seven dwarfs
    d. The seven dwarf found Snow White sleeping

16. How did the queen make Snow White slept for years?
    a. She asked the seven dwafs to kill her
    b. She did not give her a poisoned fruit
    ✗ c. She asked Prince Charming to give her a kiss
    d. She gave Snow White a poisoned apple

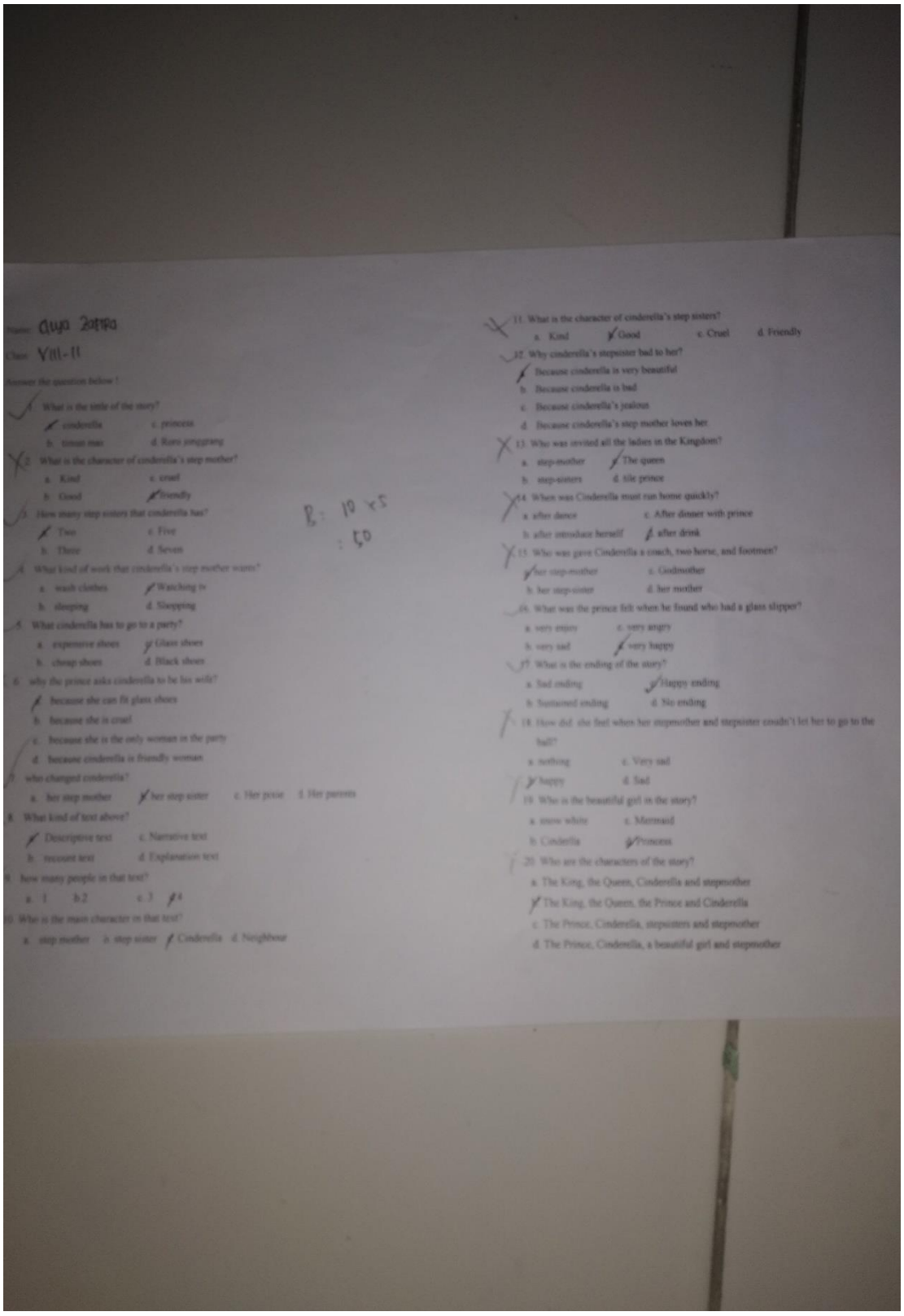
17. Who woke Snow White up?
    a. The witch ✗ b. The Prince c. The seven dwarfs d. The step mother

18. With whom did the beautiful princess live?
    a. She lived in the forest b. She lived alone ✗ c. She lived with her stepmother
    d. She lived in the neverland

19. Where did Snow white run away?
    a. to her parents house b. to her unle's house c. to her aunr's hose
    ✗ d. to the forest

20. Where did Snow White live after she run away?
    a. In the hut b. In the house c. In the castle ✗ d. In the cottage

Pre-test



Name: Aiya Zafira

Class: VIII-11

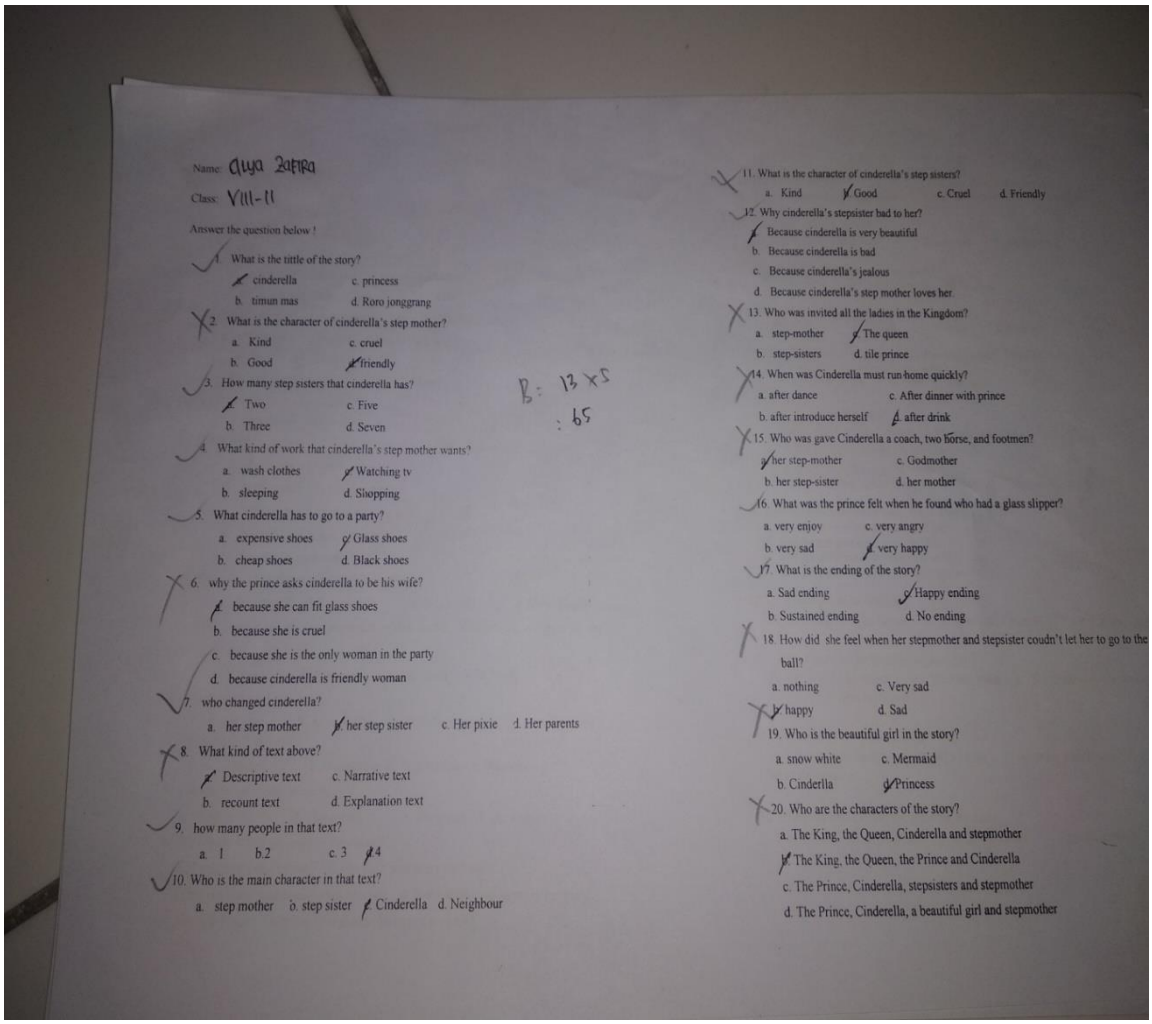
Answer the question below !

1. What is the title of the story?
   a. cinderella c. princess
   b. timun mas d. Roro jonggrang
2. What is the character of cinderella's step mother?
   a. Kind c. cruel
   b. Good d. friendly
3. How many step sisters that cinderella has?
   a. Two c. Five
   b. Three d. Seven
4. What kind of work that cinderella's step mother wants?
   a. wash clothes c. Watching tv
   b. sleeping d. Sleeping
5. What cinderella has to go to a party?
   a. expensive shoes c. Glass shoes
   b. cheap shoes d. Black shoes
6. why the prince asks cinderella to be his wife?
   a. because she can fit glass shoes
   b. because she is cruel
   c. because she is the only woman in the party
   d. because cinderella is friendly woman
7. who changed cinderella?
   a. her step mother b. her step sister c. Her pixie d. Her parents
8. What kind of text above?
   a. Descriptive text c. Narrative text
   b. recount text d. Explanation text
9. how many people in that text?
   a. 1 b.2 c. 3 d. 4
10. Who is the main character in that text?
    a. step mother b. step sister c. Cinderella d. Neighbour

B: 10 x 5
: 50

11. What is the character of cinderella's step sisters?
    a. Kind b. Good c. Cruel d. Friendly
12. Why cinderella's stepsister bad to her?
    a. Because cinderella is very beautiful
    b. Because cinderella is bad
    c. Because cinderella's jealous
    d. Because cinderella's step mother loves her
13. Who was invited all the ladies in the Kingdom?
    a. step-mother c. The queen
    b. step-sisters d. tile prince
14. When was Cinderella must run home quickly?
    a. after dance c. After dinner with prince
    b. after introduce herself d. after drink
15. Who was gave Cinderella a coach, two horse, and footmen?
    a. her step-mother c. Godmother
    b. her step-sister d. her mother
16. What was the prince felt when he found who had a glass slipper?
    a. very enjoy c. very angry
    b. very sad d. very happy
17. What is the ending of the story?
    a. Sad ending c. Happy ending
    b. Sustained ending d. No ending
18. How did she feel when her stepmother and stepsister couldn't let her to go to the ball?
    a. nothing c. Very sad
    b. happy d. Sad
19. Who is the beautiful girl in the story?
    a. snow white c. Mermaid
    b. Cinderlla d. Princess
20. Who are the characters of the story?
    a. The King, the Queen, Cinderella and stepmother
    b. The King, the Queen, the Prince and Cinderella
    c. The Prince, Cinderella, stepsisters and stepmother
    d. The Prince, Cinderella, a beautiful girl and stepmother

Post-test I



Name: Alya Zafira

Class: VIII-11

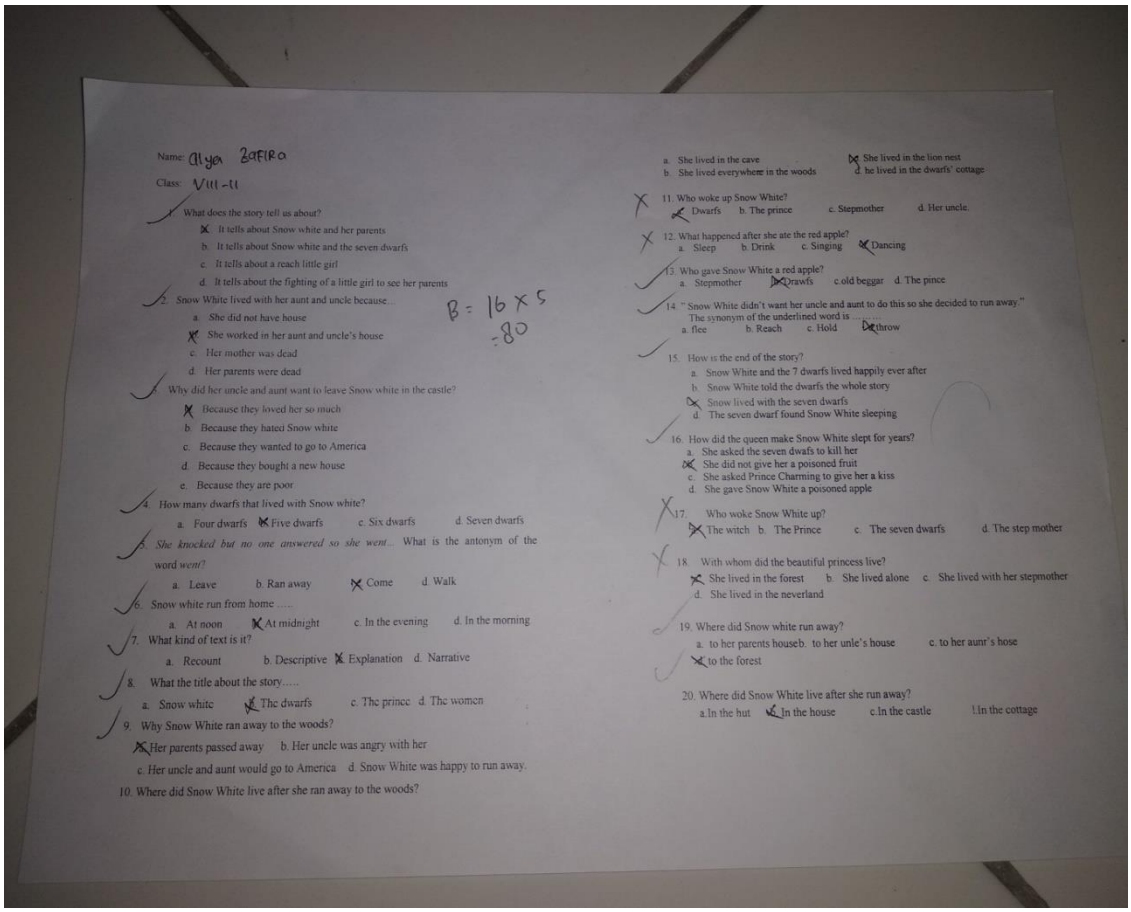
Answer the question below !

1. What is the tittle of the story?
   a. cinderella c. princess
   b. timun mas d. Roro jonggrang
2. What is the character of cinderella's step mother?
   a. Kind c. cruel
   b. Good d. friendly
3. How many step sisters that cinderella has?
   a. Two c. Five
   b. Three d. Seven
4. What kind of work that cinderella's step mother wants?
   a. wash clothes c. Watching tv
   b. sleeping d. Shopping
5. What cinderella has to go to a party?
   a. expensive shoes c. Glass shoes
   b. cheap shoes d. Black shoes
6. why the prince asks cinderella to be his wife?
   a. because she can fit glass shoes
   b. because she is cruel
   c. because she is the only woman in the party
   d. because cinderella is friendly woman
7. who changed cinderella?
   a. her step mother b. her step sister c. Her pixie d. Her parents
8. What kind of text above?
   a. Descriptive text c. Narrative text
   b. recount text d. Explanation text
9. how many people in that text?
   a. 1 b.2 c. 3 d. 4
10. Who is the main character in that text?
    a. step mother b. step sister c. Cinderella d. Neighbour

B: 13 x 5
: 65

11. What is the character of cinderella's step sisters?
    a. Kind b. Good c. Cruel d. Friendly
12. Why cinderella's stepsister bad to her?
    a. Because cinderella is very beautiful
    b. Because cinderella is bad
    c. Because cinderella's jealous
    d. Because cinderella's step mother loves her.
13. Who was invited all the ladies in the Kingdom?
    a. step-mother b. The queen
    b. step-sisters d. tile prince
14. When was Cinderella must run home quickly?
    a. after dance c. After dinner with prince
    b. after introduce herself d. after drink
15. Who was gave Cinderella a coach, two horse, and footmen?
    a. her step-mother c. Godmother
    b. her step-sister d. her mother
16. What was the prince felt when he found who had a glass slipper?
    a. very enjoy c. very angry
    b. very sad d. very happy
17. What is the ending of the story?
    a. Sad ending b. Happy ending
    b. Sustained ending d. No ending
18. How did she feel when her stepmother and stepsister coudn't let her to go to the ball?
    a. nothing c. Very sad
    b. happy d. Sad
19. Who is the beautiful girl in the story?
    a. snow white c. Mermaid
    b. Cinderlla d. Princess
20. Who are the characters of the story?
    a. The King, the Queen, Cinderella and stepmother
    b. The King, the Queen, the Prince and Cinderella
    c. The Prince, Cinderella, stepsisters and stepmother
    d. The Prince, Cinderella, a beautiful girl and stepmother

Post-test II



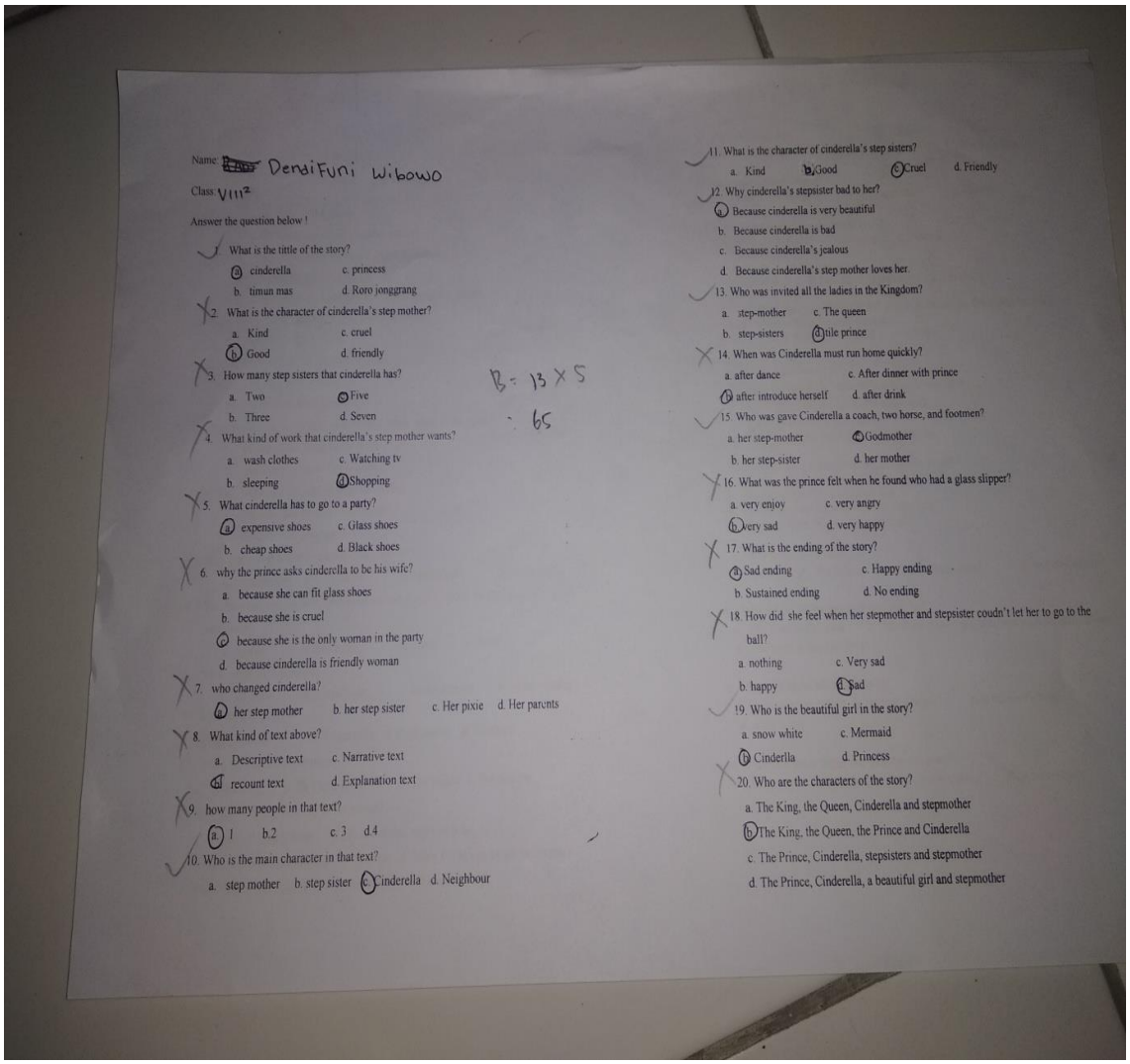
Name: Alya ZAFIRA

Class: VIII-U

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. Snow White lived with her aunt and uncle because...
   a. She did not have house
   b. She worked in her aunt and uncle's house
   c. Her mother was dead
   d. Her parents were dead
3. Why did her uncle and aunt want to leave Snow white in the castle?
   a. Because they loved her so much
   b. Because they hated Snow white
   c. Because they wanted to go to America
   d. Because they bought a new house
   e. Because they are poor
4. How many dwarfs that lived with Snow white?
   a. Four dwarfs b. Five dwarfs c. Six dwarfs d. Seven dwarfs
5. *She knocked but no one answered so she went...* What is the antonym of the word *went*?
   a. Leave b. Ran away c. Come d. Walk
6. Snow white run from home .....
   a. At noon b. At midnight c. In the evening d. In the morning
7. What kind of text is it?
   a. Recount b. Descriptive c. Explanation d. Narrative
8. What the title about the story.....
   a. Snow white b. The dwarfs c. The prince d. The women
9. Why Snow White ran away to the woods?
   a. Her parents passed away b. Her uncle was angry with her
   c. Her uncle and aunt would go to America d. Snow White was happy to run away.
10. Where did Snow White live after she ran away to the woods?
    a. She lived in the cave b. She lived everywhere in the woods c. She lived in the lion nest d. he lived in the dwarfs' cottage
11. Who woke up Snow White?
    a. Dwarfs b. The prince c. Stepmother d. Her uncle.
12. What happened after she ate the red apple?
    a. Sleep b. Drink c. Singing d. Dancing
13. Who gave Snow White a red apple?
    a. Stepmother b. Drawfs c.old beggar d. The pince
14. " Snow White didn't want her uncle and aunt to do this so she decided to run away."
    The synonym of the underlined word is .....
    a. flee b. Reach c. Hold d. throw
15. How is the end of the story?
    a. Snow White and the 7 dwarfs lived happily ever after
    b. Snow White told the dwarfs the whole story
    c. Snow lived with the seven dwarfs
    d. The seven dwarf found Snow White sleeping
16. How did the queen make Snow White slept for years?
    a. She asked the seven dwafs to kill her
    b. She did not give her a poisoned fruit
    c. She asked Prince Charming to give her a kiss
    d. She gave Snow White a poisoned apple
17. Who woke Snow White up?
    a. The witch b. The Prince c. The seven dwarfs d. The step mother
18. With whom did the beautiful princess live?
    a. She lived in the forest b. She lived alone c. She lived with her stepmother
    d. She lived in the neverland
19. Where did Snow white run away?
    a. to her parents houseb. to her unle's house c. to her aunt's hose
    d. to the forest
20. Where did Snow White live after she run away?
    a.In the hut b. In the house c.In the castle !.In the cottage

B = 16 x 5 = 80

Pre-test



Name: Dendi Furi Wibowo

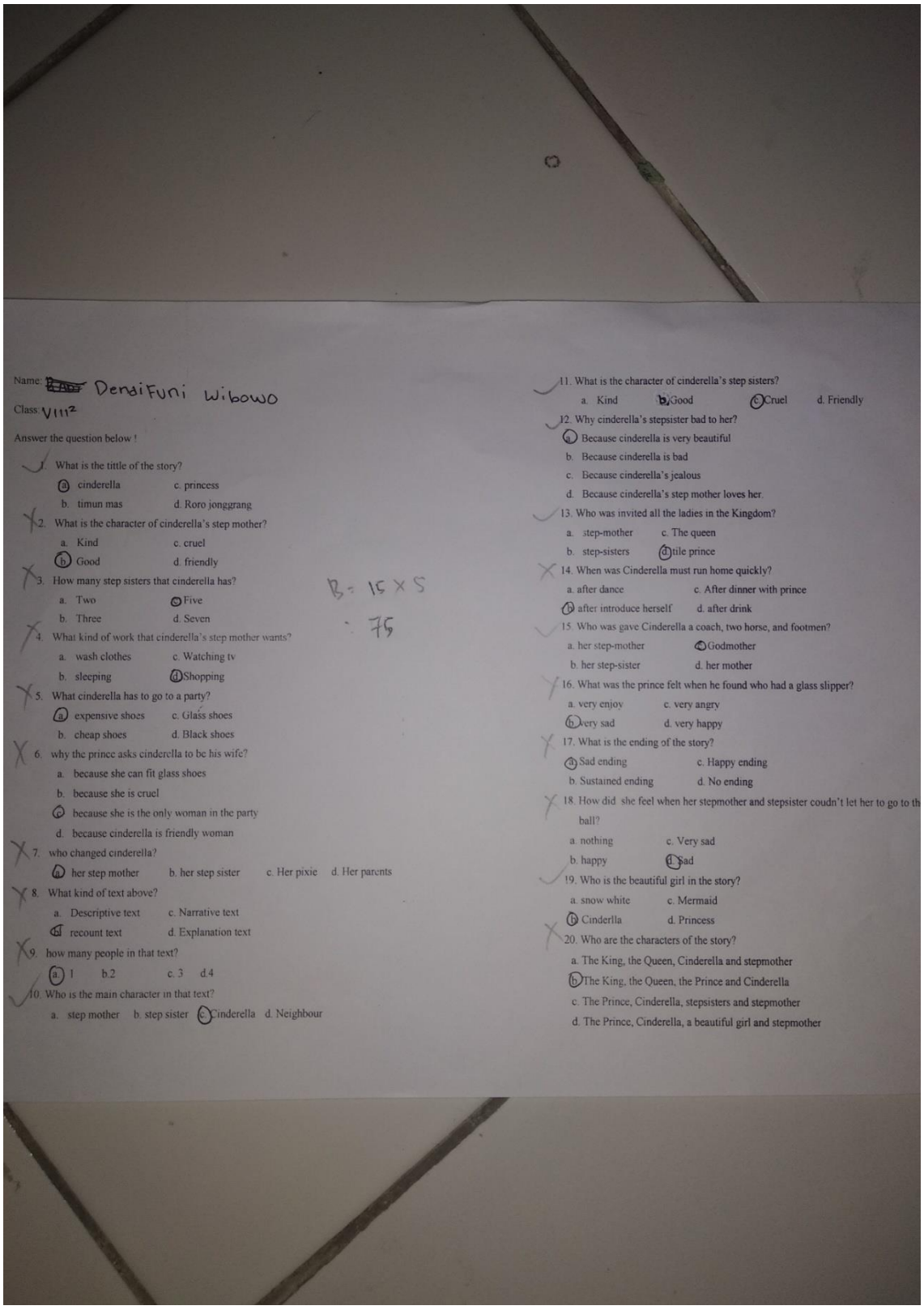
Class: VIII²

Answer the question below !

1. What is the tittle of the story?
   a. cinderella c. princess
   b. timun mas d. Roro jonggrang
2. What is the character of cinderella's step mother?
   a. Kind c. cruel
   b. Good d. friendly
3. How many step sisters that cinderella has?
   a. Two c. Five
   b. Three d. Seven
4. What kind of work that cinderella's step mother wants?
   a. wash clothes c. Watching tv
   b. sleeping d. Shopping
5. What cinderella has to go to a party?
   a. expensive shoes c. Glass shoes
   b. cheap shoes d. Black shoes
6. why the prince asks cinderella to be his wife?
   a. because she can fit glass shoes
   b. because she is cruel
   c. because she is the only woman in the party
   d. because cinderella is friendly woman
7. who changed cinderella?
   a. her step mother b. her step sister c. Her pixie d. Her parents
8. What kind of text above?
   a. Descriptive text c. Narrative text
   d. recount text d. Explanation text
9. how many people in that text?
   a. 1 b.2 c. 3 d.4
10. Who is the main character in that text?
    a. step mother b. step sister c. Cinderella d. Neighbour
11. What is the character of cinderella's step sisters?
    a. Kind b. Good c. Cruel d. Friendly
12. Why cinderella's stepsister bad to her?
    a. Because cinderella is very beautiful
    b. Because cinderella is bad
    c. Because cinderella's jealous
    d. Because cinderella's step mother loves her.
13. Who was invited all the ladies in the Kingdom?
    a. step-mother c. The queen
    b. step-sisters d. tile prince
14. When was Cinderella must run home quickly?
    a. after dance c. After dinner with prince
    b. after introduce herself d. after drink
15. Who was gave Cinderella a coach, two horse, and footmen?
    a. her step-mother c. Godmother
    b. her step-sister d. her mother
16. What was the prince felt when he found who had a glass slipper?
    a. very enjoy c. very angry
    b. very sad d. very happy
17. What is the ending of the story?
    a. Sad ending c. Happy ending
    b. Sustained ending d. No ending
18. How did she feel when her stepmother and stepsister coudn't let her to go to the ball?
    a. nothing c. Very sad
    b. happy d. Sad
19. Who is the beautiful girl in the story?
    a. snow white c. Mermaid
    b. Cinderlla d. Princess
20. Who are the characters of the story?
    a. The King, the Queen, Cinderella and stepmother
    b. The King, the Queen, the Prince and Cinderella
    c. The Prince, Cinderella, stepsisters and stepmother
    d. The Prince, Cinderella, a beautiful girl and stepmother

B = 13 × 5
= 65

Post-test I



Name: ~~[illegible]~~ DendiFuni Wibowo

Class: VIII²

Answer the question below !

1. What is the tittle of the story?
   a. cinderella c. princess
   b. timun mas d. Roro jonggrang
2. What is the character of cinderella's step mother?
   a. Kind c. cruel
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3. How many step sisters that cinderella has?
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4. What kind of work that cinderella's step mother wants?
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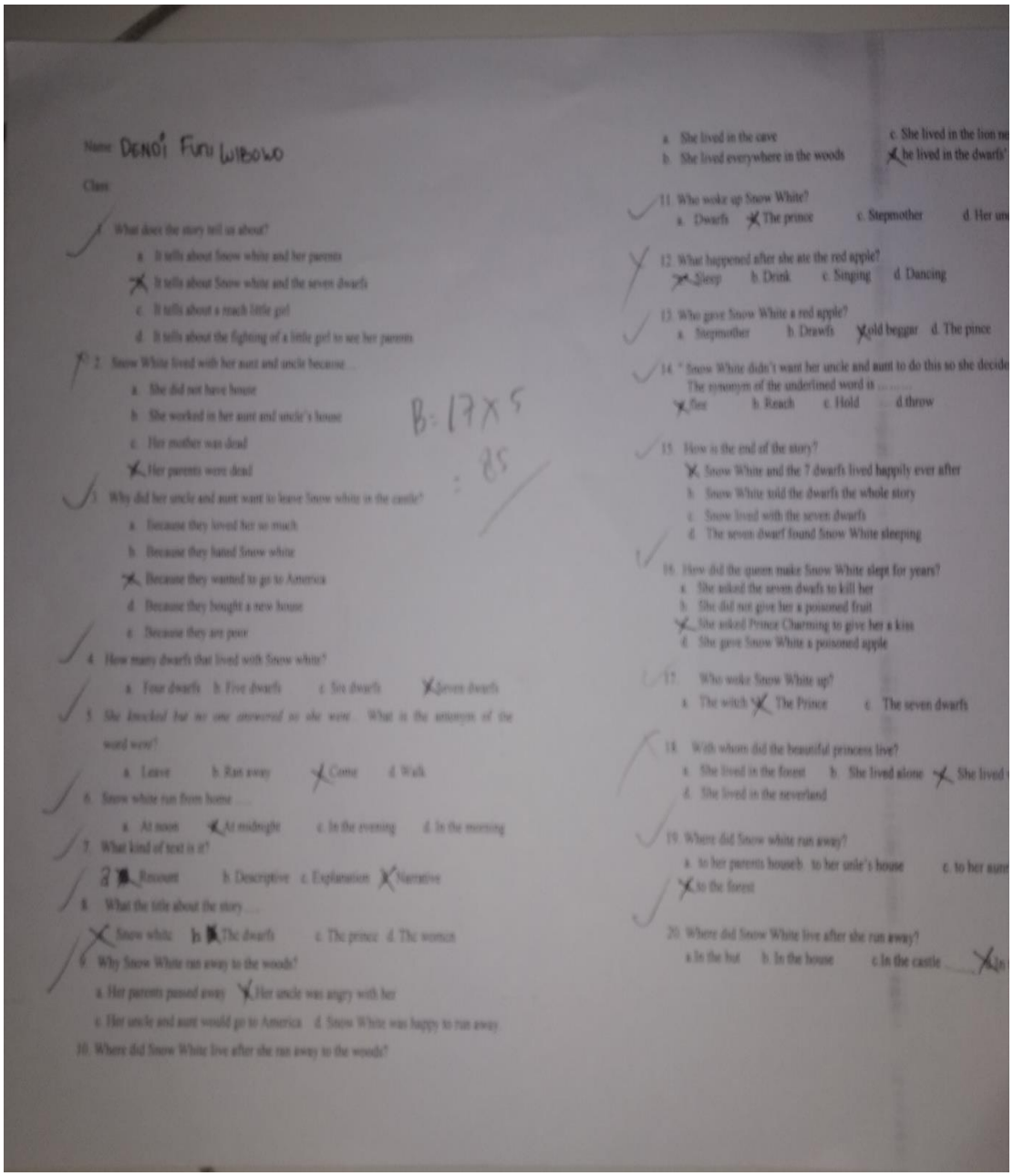
6. why the prince asks cinderella to be his wife?
   a. because she can fit glass shoes
   b. because she is cruel
   c. because she is the only woman in the party
   d. because cinderella is friendly woman
7. who changed cinderella?
   a. her step mother b. her step sister c. Her pixie d. Her parents
8. What kind of text above?
   a. Descriptive text c. Narrative text
   b. recount text d. Explanation text
9. how many people in that text?
   a. 1 b.2 c. 3 d.4
10. Who is the main character in that text?
   a. step mother b. step sister c. Cinderella d. Neighbour

B = 15 × 5
= 75

11. What is the character of cinderella's step sisters?
   a. Kind b. Good c. Cruel d. Friendly
12. Why cinderella's stepsister bad to her?
   a. Because cinderella is very beautiful
   b. Because cinderella is bad
   c. Because cinderella's jealous
   d. Because cinderella's step mother loves her.
13. Who was invited all the ladies in the Kingdom?
   a. step-mother c. The queen
   b. step-sisters d. tile prince
14. When was Cinderella must run home quickly?
   a. after dance c. After dinner with prince
   b. after introduce herself d. after drink
15. Who was gave Cinderella a coach, two horse, and footmen?
   a. her step-mother c. Godmother
   b. her step-sister d. her mother
16. What was the prince felt when he found who had a glass slipper?
   a. very enjoy c. very angry
   b. very sad d. very happy
17. What is the ending of the story?
   a. Sad ending c. Happy ending
   b. Sustained ending d. No ending
18. How did she feel when her stepmother and stepsister coudn't let her to go to th ball?
   a. nothing c. Very sad
   b. happy d. Sad
19. Who is the beautiful girl in the story?
   a. snow white c. Mermaid
   b. Cinderlla d. Princess
20. Who are the characters of the story?
   a. The King, the Queen, Cinderella and stepmother
   b. The King, the Queen, the Prince and Cinderella
   c. The Prince, Cinderella, stepsisters and stepmother
   d. The Prince, Cinderella, a beautiful girl and stepmother

Post-test II



Name: DENDI FUNI WIBOWO

Class:

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 much little girl
   d. It tells about the fighting of a little girl to see her parents
2. Snow White lived with her aunt and uncle because ...
   a. She did not have house
   b. She worked in her aunt and uncle's house
   c. Her mother was dead
   d. Her parents were dead
3. Why did her uncle and aunt want to leave Snow white in the castle?
   a. Because they loved her so much
   b. Because they hated Snow white
   c. Because they wanted to go to America
   d. Because they bought a new house
   e. Because they are poor
4. How many dwarfs that lived with Snow white?
   a. Four dwarfs b. Five dwarfs c. Six dwarfs d. Seven dwarfs
5. *She knocked but no one answered so she went*. What is the antonym of the word *went*?
   a. Leave b. Run away c. Come d. Walk
6. Snow white run from home ....
   a. At noon b. At midnight c. In the evening d. In the morning
7. What kind of text is it?
   a. Recount b. Descriptive c. Explanation d. Narrative
8. What the title about the story ....
   a. Snow white b. The dwarfs c. The prince d. The woman
9. Why Snow White run away to the woods?
   a. Her parents passed away b. Her uncle was angry with her
   c. Her uncle and aunt would go to America d. Snow White was happy to run away
10. Where did Snow White live after she run away to the woods?
    a. She lived in the cave c. She lived in the lion ne
    b. She lived everywhere in the woods d. he lived in the dwarfs'
11. Who woke up Snow White?
    a. Dwarfs b. The prince c. Stepmother d. Her un
12. What happened after she ate the red apple?
    a. Sleep b. Drink c. Singing d. Dancing
13. Who gave Snow White a red apple?
    a. Stepmother b. Drawfs c. old beggar d. The pince
14. " Snow White didn't want her uncle and aunt to do this so she decide
    The synonym of the underlined word is .....
    a. fire b. Reach c. Hold d. throw
15. How is the end of the story?
    a. Snow White and the 7 dwarfs lived happily ever after
    b. Snow White told the dwarfs the whole story
    c. Snow lived with the seven dwarfs
    d. The seven dwarf found Snow White sleeping
16. How did the queen make Snow White slept for years?
    a. She asked the seven dwarfs to kill her
    b. She did not give her a poisoned fruit
    c. She asked Prince Charming to give her a kiss
    d. She gave Snow White a poisoned apple
17. Who woke Snow White up?
    a. The witch b. The Prince c. The seven dwarfs
18. With whom did the beautiful princess live?
    a. She lived in the forest b. She lived alone c. She lived
    d. She lived in the neverland
19. Where did Snow white run away?
    a. to her parents house b. to her unle's house c. to her aunt
    d. to the forest
20. Where did Snow White live after she run away?
    a. In the hut b. In the house c. In the castle d. In

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-5875/ITK/ITK.V.3/PP.00.9/ 05/2019 Medan, 20 Mei 2019
Lampiran : -
Hal : **Izin Riset**

Yth. Ka. MTs Islamiyah Medan

Assalamu'alaikum Wr Wb

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

Nama	:	TRI YUCI AYUNDINI
Tempat/Tanggal Lahir	:	Aek Torop, 13 November 1997
NIM	:	34151008
Semester/Jurusan	:	VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Islamiyah Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

IMPROVING STUDENT'S LISTENING ABILITY THROUGH FAIRY TALE AT MTS ISLAMIYAH MEDAN.

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

Wassalam
A.n. Dekan
Ketua Jurusan PBI

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

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

YAYASAN MADRASAH ISLAMIYAH MEDAN

MADRASAH TSANAWIYAH (MTs)

KELURAHAN SIDOREJO HILIR - MEDAN TEMBUNG

JL. SULUH NO. 71-D MEDAN 20222

Nomor : /MTs/YMIM/IV/2019

Lamp :

Hal : **Keterangan Hasil Riset**

Medan, 15 Agustus 2019

Kepada Yth.

Dekan FITK UINSU

Di

Tempat

Assalamu'alaikum wr.wb

Yang bertandang tangan di bawah ini kepala sekolah MTs Islamiyah Medan dengan ini menerangkan bahwa:

Nama : **Tri Yuci Ayundini**

NIM : 34151008

Sem/Jurusan : VIII/ Pendidikan Bahasa Inggris

Telah melakukan kegiatan penelitian di MTs Islamiyah Medan mulai tanggal 23 Juli s/d 09 Agustus 2019 untuk pembuatan skripsi yang berjudul **"IMPROVING STUDENTS' LISTENING ABILITY THROUGH FAIRY TALE AT MTS ISLAMIYAH MEDAN"**

Demikian surat ini di perbuat, untuk dipergunakan dengan sebagaimana mestinya.

Wassalam,

Kepala Sekolah

RUSTAM, S.Pd.I