



**ENHANCING VOCATIONAL HIGH SCHOOL STUDENTS' LISTENING
COMPREHENSION ACHIEVEMENT THROUGH *YOU TUBE* ANIMATION VIDEO**

THESIS

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LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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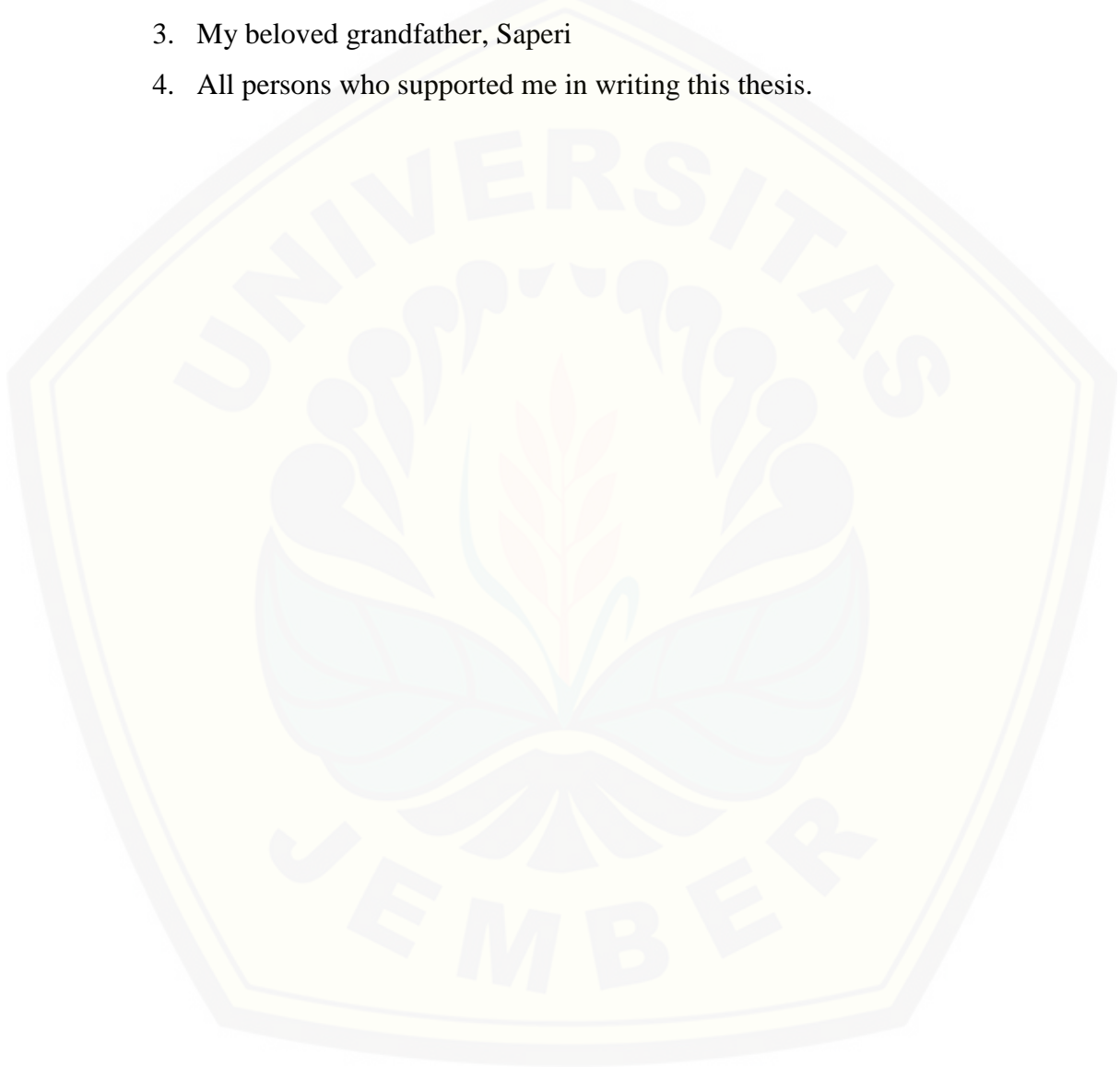
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Saudin and Lilis Maryani
2. My lovely brother, Dimas Rizal Saputra
3. My beloved grandfather, Saperi
4. All persons who supported me in writing this thesis.



MOTTO

Clean out your ears, don't listen for what you already know.

-Jalaludin Rumi¹-



¹ AZ Quotes, <https://www.azquotes.com/quote/1044008>.

CONSULTANT'S APPROVAL

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from university and the faculty have been followed.

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Jember, March 2019

The Researcher

Muhamad Iqbal Cahyadi

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Firstly, I would like to express my gratitude to Allah for his grace and guidance so that I am able to finish my thesis entitled “Enhancing Vocational High School Students’ Listening Comprehension Achievement and Their Participation through You Tube Animation Video”.

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8. My beloved almamater, Jember University.

Lastly, I believe that this thesis has some weaknesses. Therefore, any criticism and suggestion would be wisely appreciated.

Jember, March 2019

The Researcher

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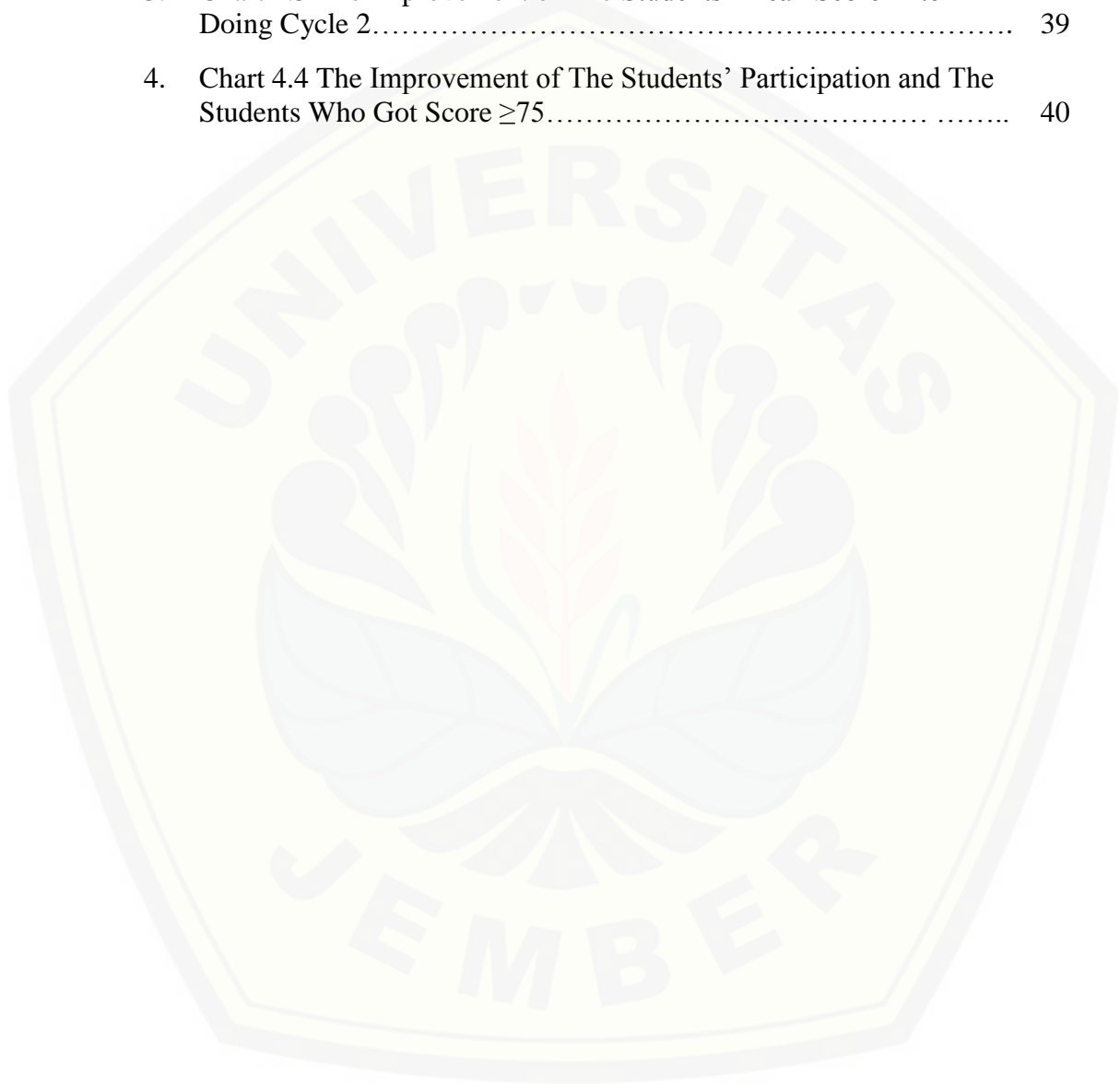
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SUMMARY

Enhancing Vocational High School Students' Listening Comprehension Achievement through You Tube Animation Video; Muhamad Iqbal Cahyadi; 140210401082; 2018; 123 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

This classroom action research was conducted to enhance the vocational high school students' listening comprehension achievement. Based on the preliminary study that was conducted at SMKN 1 Banyuwangi, East Java, Indonesia, the researcher found that most of the students still faced difficulties in the listening session. It was known from the information given by the English teachers and the result of the pretest. Based on the result of the pretest, it was known that X APK 2 got the lowest mean score than the others. Moreover, based on the interview that was done with the English teacher, it was revealed that there were some problems which influence the students' listening comprehension, those are: students cannot catch the meaning of the recording or the text that is spoken by the teacher clearly, lack of vocabularies and lack of English subject session because of their curriculum, it is only done six meetings in a month. Furthermore, You Tube animation video was chosen to enhance the students' listening comprehension achievement and their participation.

This research was done in two cycles in order to check the consistency of the research result. Each cycle covered two meetings of implementation and a meeting of a listening test. The observation checklist consisted of 4 indicators, namely 1) The students watched the video attentively (making eye- contact with the video and by looking their facial expression), 2) The students took a note while watching the video, 3) The students answered the teacher's questions, 4) The students gave oral feedback or commented about the video to the teacher. The students were categorized as active students if they fulfilled at least 3 indicators. The observation result in Cycle 1 showed that 89% the students participated in

teaching learning process actively. Then, the mean score of XI APK 2 was 76.2 improved 11.5. Meanwhile, the percentage of the students who got score at least 75 was 78.1% improved 62.5%. It meant, Cycle 1 fulfilled the criteria of success of this research. Although it had achieved the criteria of success, the researcher decided to conduct the second cycle to check the students' consistency.

The result of Cycle 2 showed better result than that of Cycle 1. Based on the observation in Cycle 2, it was found that 96.9% of the students participated in the class actively. It improved 7.9% from Cycle 1. Then, the mean score of XI APK 2 was 79, it improved 2.8 from Cycle 1. Meanwhile, the percentage of the students who got score at least 75 was 90.6%, it improved 12.5% from Cycle 1.

Based on the result of this research using You Tube animation video, it could be concluded that the use of You Tube animation video could enhance the vocational high school students' listening comprehension achievement and their participation.

CHAPTER 1 INTRODUCTION

This chapter presents some topics dealing with the research. It consists of four topics, those are: research background, research problems, research objectives and research significance.

1.1 Research Background

As an international language, English has spoken in almost around the world. In English, there are four skills which consist of listening, speaking, reading and writing. Listening is a skill that becomes basic in learning a language. As stated by Brown (1980:43) that children listen and speak, they do not think to read or write. According to Saricoban (1999), listening is one of the fundamental language skills. Thus, before we learn speaking, reading, then writing, we learn listening first.

However, listening skill was seldom implemented in SMKN 1 Banyuwangi. Based on the preliminary study that was conducted at SMKN 1 Banyuwangi, East Java, Indonesia, the researcher found that most of the students still faced difficulties in the listening session. It was known from the information given by the English teachers and the result of the pretest. Based on the result of the pretest, it was known that XI APK 2 got the lowest mean score than the others. Moreover, based on the interview that was done with the English teacher, it was revealed that there were some problems which influence the students' listening comprehension, those were: students could not catch the meaning of the recording or the text that was spoken by the teacher clearly, lack of vocabularies and lack of English subject session because of their curriculum, it was only done three meetings in two weeks. It happened because in vocational high school, most students just focus on their productive subject rather than normative and adaptive subjects. Productive subject is the subject which learns about the soft skill in each program competences. That makes the other subjects not their priority, including English. Moreover, the English teacher said that she used lecturing technique when

teaching English in the classroom. Lecturing technique emphasized on teacher-centered rather than student-centered. Whereas, curriculum 2013 is the English curriculum which is implemented in Indonesia. It is a curriculum which emphasizes on students centered, and teacher as the facilitator.

The English teachers at SMKN 1 Banyuwangi only used recording or English text that was spoken by the English teacher in teaching listening. They focused on the students' pronunciation, they thought that it made the students listen the speaker's articulation or see the teacher's articulation clearly. However, sometimes recording English text that was spoken by the English teacher ran fast and they were not clear enough for students, thus most of students could not catch whole information about the topic. It made they faced difficult in listening achievement.

In line with the problem, it could be concluded that the teacher should provide alternative media to support the teaching and learning of listening. Animation video was one of the effective media because we do not only listen to the audio, but we can see the expression and movement of the figure that makes students catch the meaning clearly. Putri, Kasim, Silvianti (2017) cited Lowe's (2004) statement that animation is able to help the process of absorbing information of content to be easier to understand. Furthermore, Awad (2013) cited Mayer's (2001) statement that learners can create a deeper understanding of vocabulary while they see words and pictures. Mayer says that it is able to omit the lack of vocabulary that become students' problem. Heaton (1984:64) states an efficacious way of encouraging the listening skill is through certain selected practice material. Moreover, Agina (2003) states that there are some benefits of the animation that are able to solve the students' problem in listening class especially for students' participation, such as giving students' motivation to be enthusiastic in classroom, active on giving feedback and comment, it also keeps the students' attention in classroom. Thus, animation video was the one of interesting media which was able to develop the students' skill and it made the students were able to catch the meaning of the text easier. Moreover, it could attract the students' participation.

In the previous research that was conducted using video material by the other researchers in the last five years by conducting in the same and different research designs. Putri, Kasim, Silvanti (2017) and Safranji (2015) conducted classroom action research, Wootipong (2014) and Idris (2015) conducted experimental research and Bajrami and Ismaili (2016) conducted descriptive research. The research studies in video issue, conducted in Indonesia, Serbia, Thailand, Macedonia and Iran, mostly applied general video, without any specific kind of video. To fill the gap, the researcher conducted this research by using animation video because in SMKN 1 Banyuwangi is IT-based school. Animation video is the IT-based media. Thus, in this research, the researcher conducted the classroom action research entitled “Enhancing Vocational High School Students’ Comprehension Achievement through *You Tube* Animation Video”.

1.2 Research Problems

Based on the research background above, the research problems of this research will be formulated, as follows:

1. How can animation video enhance the tenth grade vocational high school students’ participation during the teaching learning process at SMKN 1 Banyuwangi?
2. How can animation video enhance the tenth grade vocational high school students’ listening comprehension at SMKN 1 Banyuwangi?

1.3 Research Objectives

Based on the background and the problems of the research, the objectives of the research will be formulated as follows:

1. To enhance the tenth grade vocational high school students’ participation during the teaching learning process at SMKN 1 Banyuwangi through animation video.

2. To enhance the tenth grade vocational high school students' listening comprehension at SMKN 1 Banyuwangi through animation video.

1.4 Research Significance

This research is expected to be useful to give empirical and practical contribution. The explanation of those contributions is explained below.

a. Empirical Contribution

The findings of the research are expected to be useful as the reference and information for the other future researchers in conducting the similar research dealing with video as alternative media, especially animation video. By viewing the result of the research, the other future researcher knows the advantages of the animation which carries similar topic in different research design.

b. Practical Contribution

The findings are expected to be useful for the English teacher to use animation video as alternative media in teaching English especially listening skill in the classroom in order to improve their students' comprehension.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents about the theories related to the research topics. It consists of theoretical framework, conceptual framework and previous study.

2.1 Theoretical Framework

2.1.1 Listening Achievement for EFL Learners

As stated by Krashen (1982) listening is the main significant in the language learning and the capability to speak and write well, they will come on its own with time. According to Brown (2001) that in the classroom, pupils always do more listening than speaking, listening skill is generally larger than speaking skill. Moreover, Underwood (1989) also states, a child receives a large number of verbal input through listening before developing speaking, writing and reading skills. Meanwhile, Travers (1970:447) states that achievement is the result of what the students have learned from the educational scope. In addition to that, Yelon, Weinstein, & Weener (1977:301) state that achievement is the successfulness of individual.

From those experts' statements above, it was said that listening achievement is the result of the students that they reach and their successfulness in listening class.

2.1.2 Audiovisual Material

Shamsideen (2016) cited Anzaku (2011) states that the term audiovisual refers to those instructional media that may be used to bring meaning without dependence on verbal symbol or language. Ashaver and Igyuve (2013) take a note from Webster's Encyclopedia Unabridged Dictionary of the English Language, define that audio-visual aids as instructional materials directed at both the senses of hearing and the sense of sight, like films, recordings, photographs, etc. used in classroom instructions or library collections. They also cited Dike's (1993) statements, those materials which do not depend only by reading to inform the meaning. They may provide information by

means of the sense of hearing through audio resources and sight through visual resources or through both of senses. Based on Eze (2013) the students learn more easily and faster by audio-visual processes than by verbal explanation. Natoli (2011) states that audiovisual material can help the students to develop communication skill in meaningful problem. Thus, from statements above, we knew that the animation video was such of audiovisual material that used sight sense and hearing sense, and it also made the students to catch and to convey the meaning easier.

2.1.3 Animation Video

Based on Taylor (1996) animation video is the quick of a sequence of pictures of 2-D or 3-D artwork or model positions to make an illusion of movement. Putri, Kasim, Silvianti (2017) cited Gagne's (1969) statement that animation is moving text and pictures or simply attractive transitions between visual tableaux which can be an effective attention grabber, which puts the necessary foundation for learning. The type of animation video which was used in this research was *You Tube* animation which was the part of Computer Animation Video

2.1.4 You Tube Animation Video

In this research, the researcher decided to use *You Tube* animation video as the instructional material and media. It was the part of computer animation video. It was chosen because it had good images. Furthermore, it was easier to find than the other animation videos.

Computer Animation Video refers to the process used for generating animated images by using computer graphics (Hong 2016:135). He also states the more general term computer-generated imagery (CGI) encompasses both static scenes and dynamic images, while computer animation only refers to the moving images.



Figure 1. Computer Animation

Based on the previous study conducted by Putri, Kasim, Silvianti (2017) and Awad (2013), they used computer animation video, because it was easy to find, we were able to take the video from many websites, one of them is *You Tube*. *You Tube* animation video is the animation video which is taken from the *You Tube*. *You Tube* is a video sharing website where people can watch, like, share, comment and upload their own videos. The video service could be accessed on PCs, laptops, tablets and via mobile phones. The researcher took the video in *You Tube* by sorting the appropriate video for the students. It also held a great potential as a tool for creating multimedia instructional environments. Moreover, *You Tube* animation video was interesting media, it was able to attract the students' attention to be active in the classroom.

2.2 Conceptual Framework

2.2.1 The Steps of Using Video as Teaching Media for Teaching Listening

Gallacher (2014) illustrates about the steps of using video material in teaching English in the classroom, it consists of pre-viewing, while viewing and post-viewing. Moreover, he says those steps were always depending on the role chosen for the video.

Pre-viewing

Any pre-viewing activity will relate to developing students' comprehension strategies. Native speakers applied many strategies to aid comprehension and these strategies can also be used to second language learners. The activities are (1) telling

the students' what they are going to watch, (2) discussing about video topic, (3) giving learners two minutes to brainstorm vocabulary connected to topic.

While viewing

In most case, the researcher wants the learners to watch the video or video extract more than once. The purpose for watching the video for the first time, second time, and third time will probably be different. The tasks finished while viewing a video for the first time are usually associated with enhancing listening skills, especially listening for global understanding.

Activities for a second or third viewing are often related with presenting information (to present content relevant to students' needs and interests) and presenting language (grammar, vocabulary, functions). The activities can be (1) learners watch video to confirm predictions made in pre-viewing activity (2) learners answer comprehension questions, (3) teacher stops the video and asks learners to predict continuation, (4) students get information in second to third viewing, (5) learners make notes about content which will be used in post-viewing activity, (6) presenting or reinforcing language, (7) learners listen for specific vocabularies.

Post viewing

Post viewing activities are often associated to the idea of using language from the video. The students can read story/news report and compare it with the video, learners write similar dialogues to one they hear on the video, make a project work which was like made posters/wall displays or used internet to find out more information about topic.

The activities can also be as stimulus for the students, the students discuss about the video which they have watched before, the students describe the characters in video, students voted on good or bad person.

Meanwhile in this research, the researcher adapted the step how to teach English by using video as teaching media by Gallacher (2014) about how to teach listening skill using video which consist of pre-viewing, while viewing and post viewing. However, in the post viewing the researcher would discuss with the students, in order to know how far the student knows about the topic. Meanwhile, the materials would be taken from *You Tube* because the video had good graphic, linear with the topic and easy to find. Meanwhile, the title of video was Little Red Riding Hood because it was appropriate with the curriculum.

The procedures to teach animation video in this research are as follows,

1. Pre-viewing
 - a. The researcher gave the students the leading questions.
 - b. The researcher told about the topic.
 - c. The researcher told about the learning objectives.
 - d. The researcher distributed the exercises.
2. While viewing
 - a. The students watched the animation video for 3 times.
 - b. The students watched the animation video for the first time to focus on the video, thus the students knew the whole of the story.
 - c. While the students watched the video for the first time, the students also noted every information about the video and also do the exercise.
 - d. The students wrote any difficult vocabularies that they listened in the video
 - e. The students tried to find the meaning of the difficult vocabularies and the researcher guided them.
 - f. The students watched the video for the second time to do the exercises
 - g. Then, the researcher played the video for the third time, and the researcher asked the students to check their exercises.

3. Post viewing

- a. The students submitted their works to the researcher.
- b. The researcher discussed about the exercises.
- c. The researcher asked the students about what they had learned from the video.

2.2.2 Advantages of Animation Video

Animation is beneficial for FL learners, Awad (2013) cited Agina's (2003) statement about the following advantages of animation as a tool of education and training are, as follows,

1. Skill and ability development

The interactive animation spends not much time to teach students the complex things and cause the students more relish to study arduous things. Using an interactive animation is able to fix the problem of the imagination-ability in education and training. Further, computer animation enhances the abilities of the teachers because they will be able to enhance and switch their way in teaching become well.

2. Interactivity

Interactivity is a reciprocal action between the student, learning method, and learning material. Students will be more rapidly to learn and have good attitudes towards learning when taking interactive animation particularly when the other ways like audio and video are used.

3. Engagement

Interactive learning with live-action animation, simulation, video, audio, graphics, feedback, expert advice, and questions and answers keep learners interested and reinforces skills. Through exercise constantly, learning is being merged and integrated into daily achievement.

4. Motivation

As the animation is enthusiastic and interactive way for supple education and practice, students will be more encouraged to learn more and more. Students will obtain more abilities, which is the major reason to make the students will be more motivated.

5. Immediate Feedback

Students obtain a prompt feedback from the animation video which will enhance their abilities.

6. Animation programs are media for their graciousness and practicability. They help the students through luring and keeping their attention.

Thus, the purpose of computer animation was to decrease students' time and useless exertion of learning, and to contrive it more practical and task-oriented.

2.2.3 Disadvantages of Animation Video

However, animation video also has disadvantages. On the contrary to the advantages mentioned above, Arsyad (2011, p.50) also states some disadvantages of using video:

1. Using film and video require much time and fund.
2. When the video is being shown, the pictures are moving continually that make several students cannot catch the information from the video.
3. Film and video sometimes are not parallel with the need of the aim of the learning, except the film and video are constructed and created especially for particular need.

Therefore, the conclusion of those statements above, whether the animation video had many advantages, however it also had disadvantages. Furthermore, the disadvantages of animation video could be eliminated based on each problems, as follows:

1. The researcher did not make the video but downloaded the appropriate video from *You Tube*, thus it reduced much time and fund.
2. The researcher would play the video three times, thus the students are able to catch the information from the video.
3. The researcher chose the video by considering the video with the curriculum.

2.3 Review Previous Studies

In recent years, there were five researches that brought the similar issue in various research design. It was conducted in many countries. Each research found that there were benefit of using video in instructional environment.

There were two previous researches which used CAR as research design. The first research was conducted by Putri, Kasim, Silvianti (2017) from Syiah Kuala University, Indonesia. The researchers gave 20 fill in the blank items of narrative text. When the students finished watching, the writer asked them to write their answer on the whiteboard, and correct them together. Many students did not get the vocabulary from the animation movie because the movie was very fast to them. Together with the students, the researcher translated difficult vocabularies into Bahasa Indonesia. Together with the students, the researcher translated all of the meaning into Bahasa Indonesia. At the end of the class, the researcher concluded the lesson for the meeting. The researchers were found that there was the increasing of students' mean score from 55.5 to 75.5 on one of the senior high school in Indonesia. The researchers said that weaknesses of the research was most of the students did not know several words because the students could not catch several meaning in the video. They solved the problem by translating the difficult words into Bahasa Indonesia to make the students understand the meaning clearly. Second research from Safranjanj (2015) from Novi Sad University, Serbia, using movie to advance students' listening comprehension. A total of 38 students were taught in English private school in Novi Sad in 2013 were tested in their listening abilities. The five-point scale was used as a rating. Best students'

opinion and the worst students' opinion toward this technique have been selected for interview after they done the questionnaire. There were 22 questions that the students had to answer. He found that using movies was evident to be a good media for students to enhance their listening ability. A primary of them enhanced listening skills and added more than vocabulary, knew more foreign culture, felt enjoyed and had fun while studying in classroom.

Furthermore, there were researches which were conducted as experimental research and descriptive research. Woottipong (2014) from Thaksin University, Thailand conducted the research to find the effect of using video materials in teaching listening skills. The sample in his study was 41 students selected by simple random sampling from one of three classes. During the treatment, the researcher gave the video that had duration for about 3-5 minutes. Then, the researcher gave the questionnaire to study students' think about learning listening with videos, constructed by using the Likert scale. He found that video materials were effective media, as indicated by increasing score from pre-test to post-test and the students were interested with the media based on the questionnaires. On the other hand, the research was conducted by Bajrami and Ismaili (2016) found that video material could be used as authentic material input and as a motivational tool. In general, students found the experience of using video material to be interesting, relevant, beneficial and it could motivate in class. As a result, the researcher suggested that both teachers and students could be involved in creative ways to incorporate different video materials in a variety of classroom activities to improve the achievement and it provided a positive environment in classroom. However, the weakness of the video was some grammatical mistakes, it was not similar to the written language. Idris (2015) also conducted the research about audiovisual material for students' speaking skill in experimental research design. The research instrument employed in this study was the Phonetic Assessment Test (PAT). There were twenty five items which were subdivided into three sections. Those were sound recognition, transcription and identification of words with the same sounds.

There were four major findings in the research, namely: the use of audiovisual materials for teaching and learning speaking skills among Junior Secondary School students enhanced their performance; the use of audiovisual materials for teaching and learning speaking skills were significantly better than the conventional method among Junior Secondary School students in English; the effect of using audiovisual materials on the speaking of Junior Secondary School students were not significantly different between male and female students; and the use of audiovisual materials for teaching and learning speaking skills among Junior Secondary School students had better retentive memory than the conventional media.

Thus, from all previous researches above, those researches showed that animation video was good media to enhance students' listening achievement. Furthermore, animation video as the audiovisual media gave more motivation than the other media, like recording or English text.

CHAPTER 3 RESEARCH METHODOLOGY

This chapter presents about the research methods that is used in the research. It consists of research design, research context, research participants, data collection method and data analysis method.

3.1. Research Design

The research design of this research was classroom action research because this research was conducted to enhance the tenth students' listening comprehension achievement and their participation through animation video. Furthermore, according to Mills (2011) in Creswell (2012:577), action research design was systematic actions done by teachers to collect information about, afterwards enhanced the method, their specific educational setting, their teaching, and their student learning.

The action research was done at SMKN 1 Banyuwangi. Based on the interview and pretest, the research was taken to the X APK 2 class because it got the lowest mean score based on the result of pretest (See Appendix B). The researcher used animation video to enhance students' listening achievement and their participation in the classroom. The cycle model of an action research is proposed by Kemmis and McTaggart (1988) in Burns (2010), it consists of four stages: planning, implementing, observing and reflecting.

The design can be seen in the figure 2.

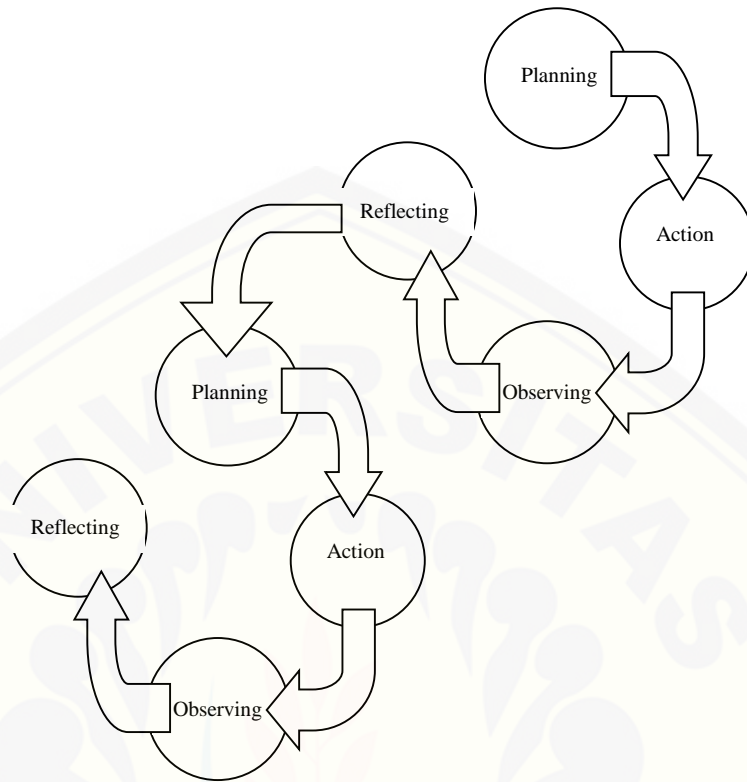


Figure. 2 The illustration of action research model by Kemmis and McTaggart (1988)

Those steps above were preceded by preliminary study. After that, the researcher did the first cycle, the activities were:

- a. Planning the action by constructing lesson plan and any supporting media.
- b. Implementing the action in the first cycle
- c. Observing the students' participation by the English teacher, while the researcher implemented the action.
- d. Analyzing the result of classroom observation.
- e. Providing the listening test to the students after the researcher did the cycle.
- f. Analyzing the result of students' achievement after doing the test.
- g. Reflecting the result of classroom observation and students' listening achievement.

Based on the Cycle 1, the researcher would continue to the next cycle, if the result of Cycle 1 did not achieve the goal.

3.2. Research Context

This research was conducted at SMKN 1 Banyuwangi.. Based on Fraenkel and Wallen (2008:100), purposive method is how the researcher applies personal consideration to prefer a sample that reflect the research subject. In this research, the researcher decided to choose SMKN 1 Banyuwangi because of the following reasons, those were:

1. The problem that was found at SMKN 1 Banyuwangi in listening achievement.
2. The animation video as teaching media had never been applied in this school.
3. SMKN 1 Banyuwangi was IT-based school.

3.3. Research Participants

As mostly vocational high school, the students were more focus on the productive subjects than the adaptive and the normative subjects that include English. Based on the preliminary study and the result of the pretest, the researcher chose XI APK 2 as the participants.

3.4. Data Collection Method

3.4.1. Interview

The interview was conducted to get any information to the English teacher. Interview was conducted with the English teacher at SMKN 1 Banyuwangi. Interview was done to get any information such as: the weaknesses, the curriculum and the teacher's media.

3.4.2. Pretest

The definition of pretest based on Oxford Dictionary, a preliminary test, to know how much the students know about the subject. Pretest was done by the researcher on February, 12 – 15, 2018 (first session with 8 classes) and February, 19 – 23, 2018 (second session with 10 classes). The pretest was conducted to know the previous students' listening achievement. The recording was taken from www.famouspeoplelesson.com. There were 20 items which consisted of 10 multiple choices and 10 true-false questions. Time allocation for the test was 45 minutes. The result of the pretest showed that all classes did not achieve score 75 as their class mean score, and X APK 2 got the lowest mean score, which was 64.7.

The steps in conducting pretest were as follows,

1. The researcher told about the topic.
2. The researcher distributed the test papers.
3. The researcher told about what they were going to do.
4. The researcher played the recording for three times.
5. While the recording was played, the students listened and did the test items.
6. After the students had done the test, they submitted to the researcher.

3.4.3. Listening Test

Listening test was applied to collect the primary data after the researcher had done the actions. According to Ary et al (2010:201), there are four kinds of test, those are: proficiency test, achievement test, diagnostic test and placement test. The researcher decided to use achievement test to assess the students' achievement because the researcher knew how successful the students in listening session.

Creswell (2012:159), choosing the instrument for the test should be reliable and valid. According to Hughes (2003:36), he says that test must be reliable to be valid. Moreover, he continues that the test is valid, if it provides consistently accurate measurements (Hughes 2003:50). Reliability relates to the consistency of the test, the

smaller the difference of the test, the more reliable the test. While, the test is valid, if the content is representative of language skills, structure, etc. (Hughes, 2003:26).

Based on Hughes (2003:9), based on the way of scoring there are two types of test namely subjective test and objective test. In this research, the researcher decided to use the objective test about listening achievement because it did not take much time to correct the students' paper test. The test was covered in multiple choices and true/false questions. There were 25 items which were done by the students which consisted of 15 multiple choices and 10 true/false questions. The test contained of explicit and implicit meaning. The time allocation of the test was 60 minutes. The students would watch an animation video about folktale, entitled The Little Red Riding Hood. The video was played for three times to examine the students' capability after received the treatment.

The numbers of the test were formulated on the table of specification below.

a. Multiple choices

	Explicit Meaning	Implicit Meaning
Total	9	6
Number(s)	1,2,4,5,6,8,9,12,14	3,7,10,11,13,15

b. True-False questions

	Explicit Meaning	Implicit Meaning
Total	3	7
Number(s)	1,3,4	2,5,6,7,8,9,10

Each number of multiple choices would get 7 points and 4.5 points for true-false questions. The result of the test would be formulated as follows:

$$N = \frac{A+B}{15} \times 10$$

Notes:

- E = the test score of student
 A = the total points of multiple choice
 B = the total points of true-false questions

3.4.4. Observation

Observation means the process of observing people and places at a research site (Creswell 2012:203). It was the one of primary data, it was used to gain the students' participation in the classroom. The observation was conducted by using observation checklist.

The following observation checklist, as follows:

No	Name	Indicators				Active	Passive
		1	2	3	4		
1.							
2....							

Notes:

- Indicator 1 : The students watch the video attentively (making eye-contact with the video and by looking their facial expression)
 Indicator 2 : The students take a note while watching the video
 Indicator 3 : The students answer the teacher's questions (eg. What did the video telling about?, why did the queen know that the woman was a princess, etc.)
 Indicator 4 : The students give oral feedback or comment about the video to the teacher (eg. I think the story was taught us "don't judge someone by looking her/his appearance.)
 Active : The student who fulfill at least 3 indicators
 Passive : The student who fulfill less than 3 indicators

The research expected that there was enhancing of students' participation in listening class to make students' enthusiast in the classroom. The researcher wanted to enhance the students' participation because the students had less interest on the listening class. From the indicators above, the research would know how far animation media can enhance the students' participation in the classroom.

3.5. Data Analysis Method

The result of observation data would be analyzed by the researcher to know the percentage of students' participation.

The following formula would be formulated as follows:

$$E = \frac{A}{N} \times 100\%$$

Notes:

E = the percentage of the students who actively in the classroom

A = the number of the students who actively in the classroom

N = the total number of the students

After the students had done the test, the data was going to be analyzed by the following formula, as follows:

$$m = \frac{\Sigma x}{n}$$

Notes:

M = the students' mean score

Σx = the total score of the students' listening test

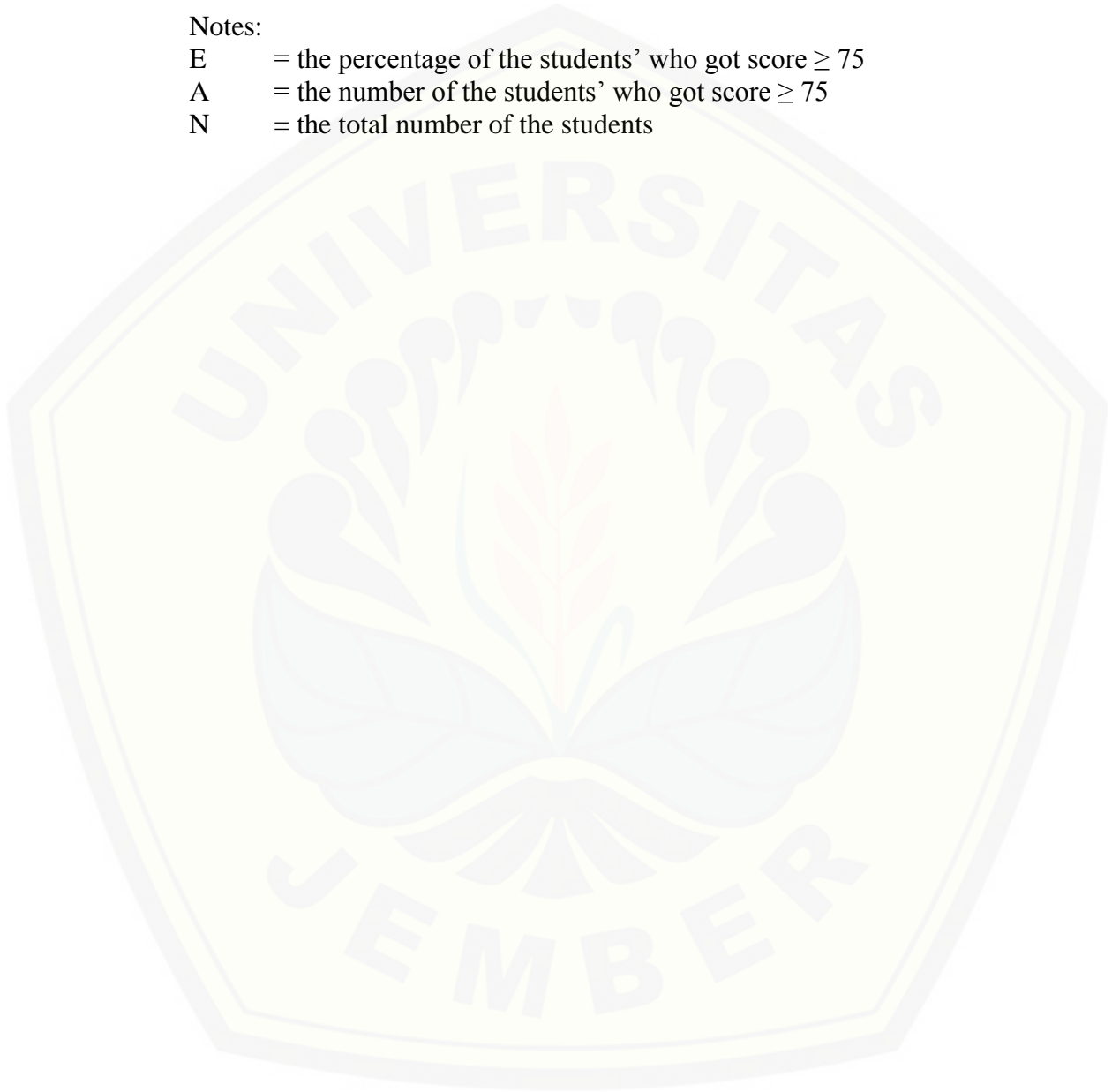
N = the total of the students

Furthermore, after analyzing the students' mean score, the researcher would analyze the percentage of the students who got score ≥ 75 .

$$E = \frac{A}{N} \times 100\%$$

Notes:

- E = the percentage of the students' who got score ≥ 75
A = the number of the students' who got score ≥ 75
N = the total number of the students



CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and the suggestions. The suggestions are proposed to the English teacher and the future researchers.

5.1 Conclusion

Based on the result of the data analysis and discussion, it can be concluded that:

1. The use of *You Tube* animation video can enhance the students' participation during teaching learning process at SMKN 1 Banyuwangi. The result of the observation showed that the average of the students' participation improved from 89% in Cycle 1 to 96.9% in Cycle 2.
2. The use of *You Tube* animation video can enhance the students' listening comprehension achievement at SMKN 1 Banyuwangi. The result of the listening achievement showed that the mean score of XI APK 2 improved from 76.2 in Cycle 1 to 79 in Cycle 2. Moreover, the percentage of the students who got ≥ 75 improved from 78.1% in Cycle 1 to 90.6% in Cycle 2.

5.2 Suggestions

Considering the result of the use of *You Tube* animation video can enhance the students' participation and the students' listening comprehension achievement, some suggestions are proposed for the English teacher and the future researchers.

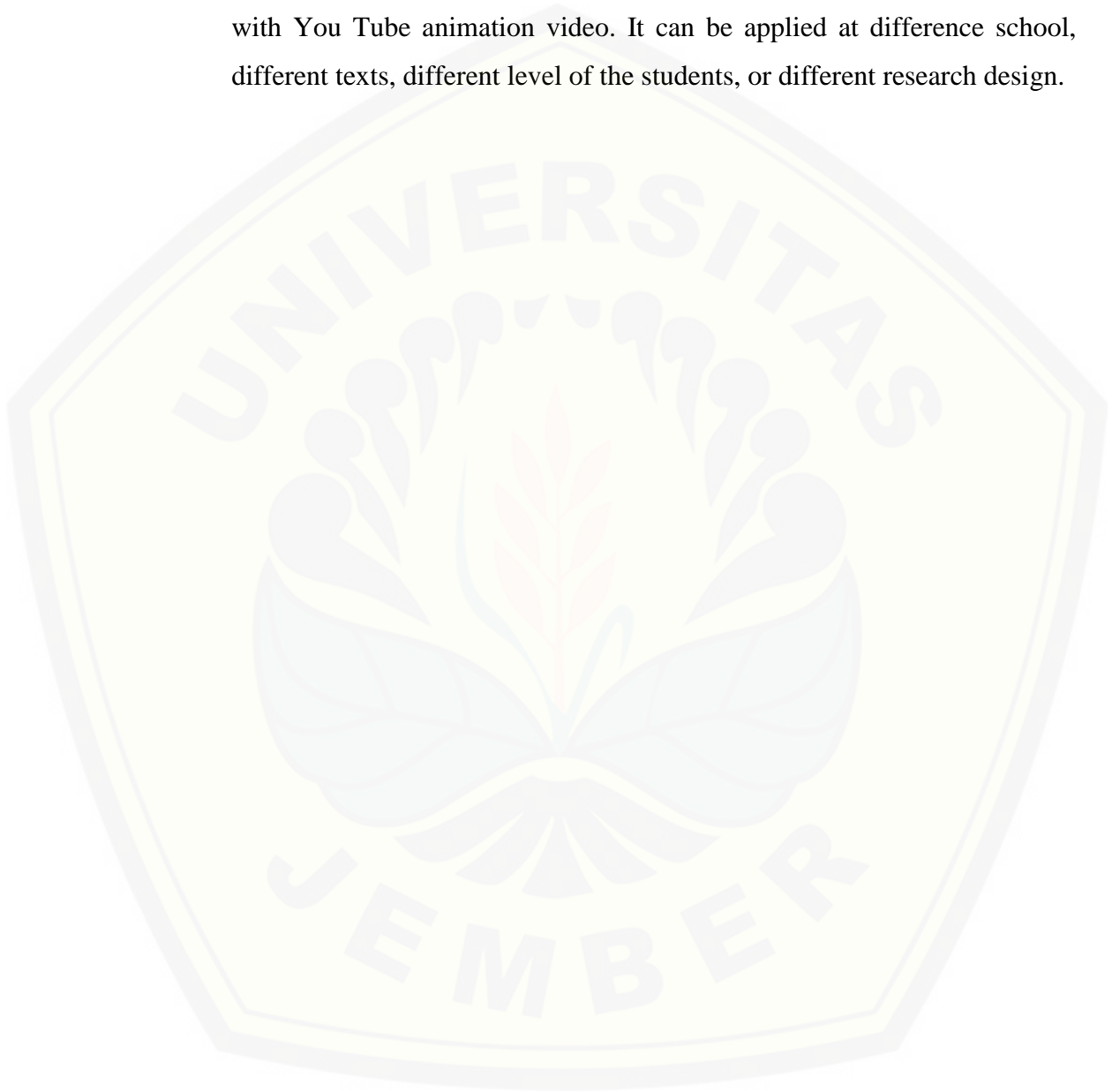
1. The English Teacher

The English teacher is suggested to use *You Tube* animation video in teaching listening to the students to enhance the students' participation and their comprehension achievement. It is because *You Tube* animation video is good media to develop the students' skill and it can keep their attention

to the class. It is also easier to find, because we can find many topic on the *You Tube* website based on our need.

2. The Future Researchers

The future researchers are suggested to conduct similar research dealing with You Tube animation video. It can be applied at difference school, different texts, different level of the students, or different research design.



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APPENDIX A

RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method
Enhancing Vocational High School Students' Listening Achievement and Participation through Animation Video	<ol style="list-style-type: none"> How can animation video enhance the tenth grade vocational high school students' participation at SMKN 1 Banyuwangi? How can animation video enhance the tenth grade vocational high school students' listening achievement at SMKN 1 Banyuwangi? 	<p>Independent Variable : Teaching listening through Youtube animation video</p> <p>Dependent Variable :</p> <ol style="list-style-type: none"> The active participation of students in listening The students' comprehension on listening 	<ol style="list-style-type: none"> Watchable Reinforcing the students' comprehension Luring the students' attention Engaging the students with the topic Motivating students in the class 	<ol style="list-style-type: none"> Participants of the Research : The tenth APK 2 grade students of SMKN 1 Banyuwangi Informants : The English teachers of SMKN 1 Banyuwangi Document : The names of the students References 	<ol style="list-style-type: none"> Research Design : Classroom Action Research (CAR) The stages of each cycles are: <ol style="list-style-type: none"> Planning Implementing Observing Reflecting <p style="text-align: right;">Kemmis and McTaggart (1988)</p> Research Context : The tenth grade students' of SMKN 1 Banyuwangi Data Collection Method : <ol style="list-style-type: none"> Primary Data : Pretest Listening Test Observation Supporting Data :

					<p>Interview</p> <p>Document</p> <p>4. Data Analysis Method :</p> <p>a. The data of participation checklist is analyzed by using following formula :</p> $E = \frac{A}{N} \times 100\%$ <p>Notes :</p> <p>E = the percentage of the students who actively in the classroom</p> <p>A = the number of the students who actively in the classroom</p> <p>N = the total number of the students</p> <p>b. The data of students' achievement is analyzed by using following formulas :</p> $m = \frac{\sum x}{n}$ <p>Notes:</p>
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					<p>M = the students' mean score</p> <p>Σx = the total score of the students' listening test</p> <p>N = the total of the students</p> <p>$E = \frac{A}{N} \times 100\%$</p> <p>Notes :</p> <p>$E$ = the percentage of the students' who got score ≥ 75</p> <p>A = the number of the students' who got score ≥ 75</p> <p>N = the total number of the students</p>
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APPENDIX B

INTERVIEW GUIDE

No.	Questions	Interviewee
1.	What curriculum is used at SMKN 1 Banyuwangi?	This school uses K13.
2.	How many times are English taught in a week?	English is taught 6 times in a month
3.	How many hours are in a meeting?	2 x 45 minutes
4.	What problems are faced by the students?	Students cannot catch the meaning of the recording or text that is spoken by the teacher clearly, lack of vocabularies and lack of listening skill session
5.	From the tenth grade classes, which class has the most problem in listening?	I think X APK 2
6.	How about the students' participation?	The students has lack of attention while doing teaching learning activities in the class because most of students just focus on their productive subject
7.	How do you teach listening in the class?	We just use the recording to teach listening
8.	Have you ever used certain media or technique in teaching English?	We use recording and sometimes we speak directly to the students
9.	What is the minimum standard score?	It is 75
10.	Have you ever used animation video in teaching English? Why?	No, we have not Because we focus on the students' pronunciation, we think that it makes the students can listen the speaker's articulation or see the teacher's articulation clearly.

APPENDIX C

PRETEST INSTRUMENT

Name : _____

ID Number : _____

Class : _____

A. Answer the following questions below by crossing (x) a,b,c or d on this test problems.

1. When did Ban Ki-Moon become UN General Secretary?

- a. In 2005
- b. In 2006
- c. In 2016
- d. In 2004

2. What was his previous position before he became a diplomat?

- a. He was a Korean Ambassador
- b. He was a UN boss
- c. He was a Foreign Minister
- d. He was a star pupil in Chungju

3. Where was his first post posted?

- a. In United Nations
- b. At South Korea embassy in India
- c. In Harvard University
- d. In America

4. Where was he born?

- a. In a small farming village
- b. In Seoul
- c. In town of Chungju
- d. In Busan

5. Why was he chosen to send a message to the UN?

- a. Because of his diplomatic skill
 - b. Because he was a star pupil
 - c. Because he graduated from the university
 - d. Because he won an essay competition
6. Who did he meet in America?
- a. George W. Bush
 - b. John F. Kennedy
 - c. The UN boss
 - d. South Korea's president
7. What did he study for master degree?
- a. He studied a diplomatic skill
 - b. He studied some foreign languages
 - c. He studied international relations
 - d. He studied about several issues
8. Where did he study for his master degree?
- a. In Harvard University
 - b. In American University
 - c. In Germany
 - d. In Japan
9. How many foreign languages can he speak?
- a. 3
 - b. 5
 - c. 6
 - d. 4
10. What issue did he persuade Bush?
- a. About Iran's nuclear intentions
 - b. About the Darfur crisis
 - c. About future global problems
 - d. About the USA's carbon emissions

B. Answer the following statements below by choosing T if the statement is true and F if the statement is false.

1. Ban Ki-moon became the eighth UN General Secretary. T F
2. His diplomatic service started when studying in college. T F
3. He quickly earned a reputation for his clever diplomatic skills. T F
4. His destiny was to become a UN boss. T F
5. His prize was a trip to America. T F
6. He has a very disciplined work ethic. T F
7. His ability to make tricky questions. T F
8. He has dealt with many difficult issues. T F
9. He negotiated a deal to solve in Iran's nuclear T F
10. He seems well equipped to deal with future global problems T F

GOOD LUCK

A large, faint watermark of the Universitas Jember logo is centered on the page. The logo is a shield-shaped emblem with a stylized tree or plant in the center, surrounded by the text 'UNIVERSITAS JEMBER'.

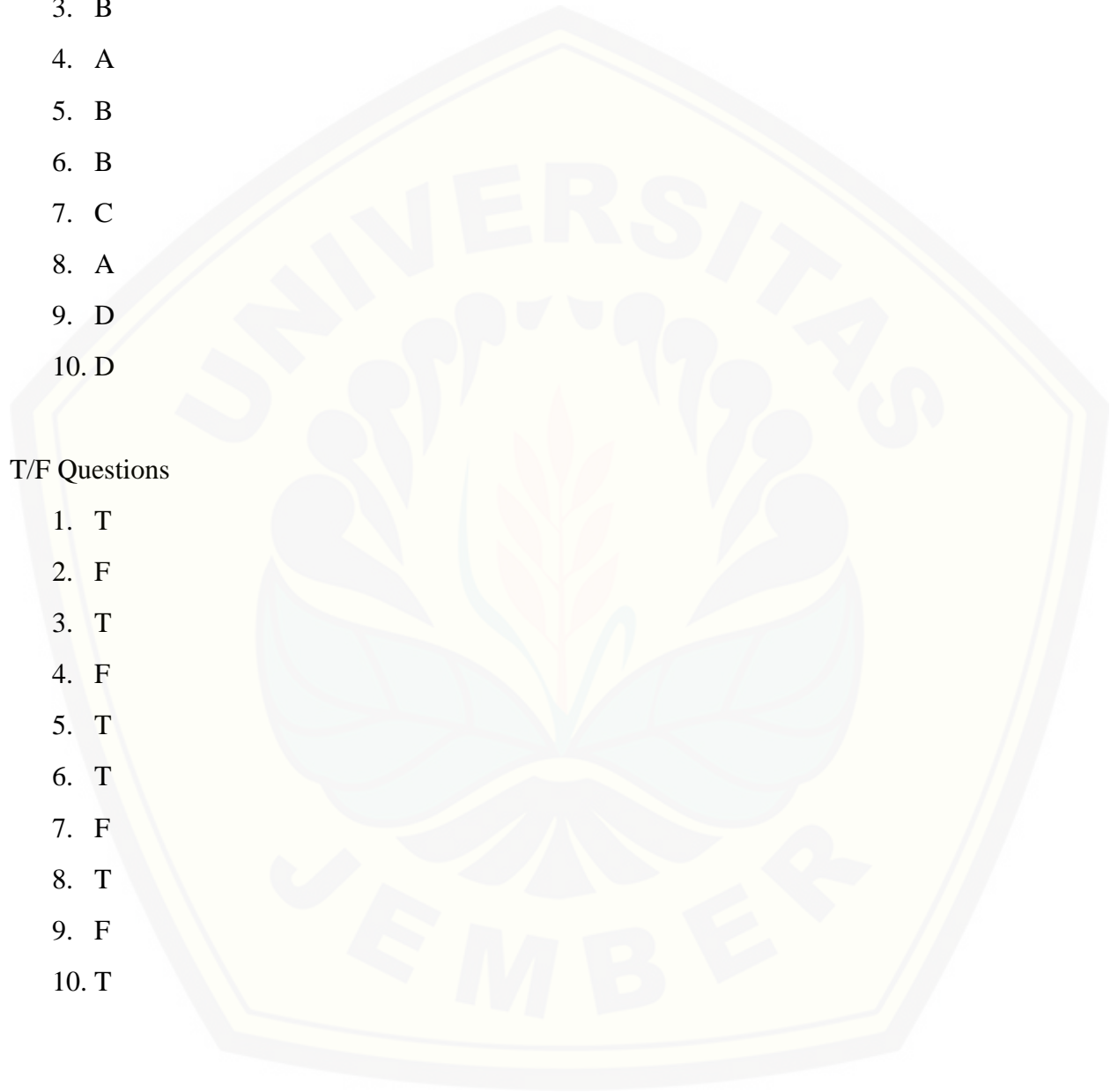
Answer Key

Multiple choice

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

T/F Questions

1. T
2. F
3. T
4. F
5. T
6. T
7. F
8. T
9. F
10. T



The Script

Ban Ki-moon became the eighth UN General Secretary in 2006. Before then, he was a diplomat in South Korea, where he served as Foreign Minister. His diplomatic service started after graduating from college. His first post was at his nation's embassy in India. He quickly earned a reputation for his clever diplomatic skills.

Ban was born in a small farming village and grew up in the town of Chungju. His destiny was to become a diplomat. He was a star pupil at school and was chosen to send a message to the United Nations. In 1962, he won an essay competition. His prize was a trip to America, where he met President John F. Kennedy. He told him his ambition was to be a diplomat.

Ban studied International Relations and got a Master's degree from Harvard University. He speaks English, French, German and Japanese. He has a very disciplined work ethic and splits his schedule into five-minute blocks. The Korean press calls him the 'slippery eel' because of his ability to evade tricky questions.

In his time as UN boss, he has dealt with many difficult issues. He has very strong views on global warming and has tried repeatedly to persuade President Bush to cut the USA's carbon emissions. He has taken an active role in Iran's and North Korea's nuclear intentions. Ban has also tried to negotiate a deal to solve the Darfur crisis. He seems well equipped to deal with future global problems.

(Source: famouspeoplelessons.com)

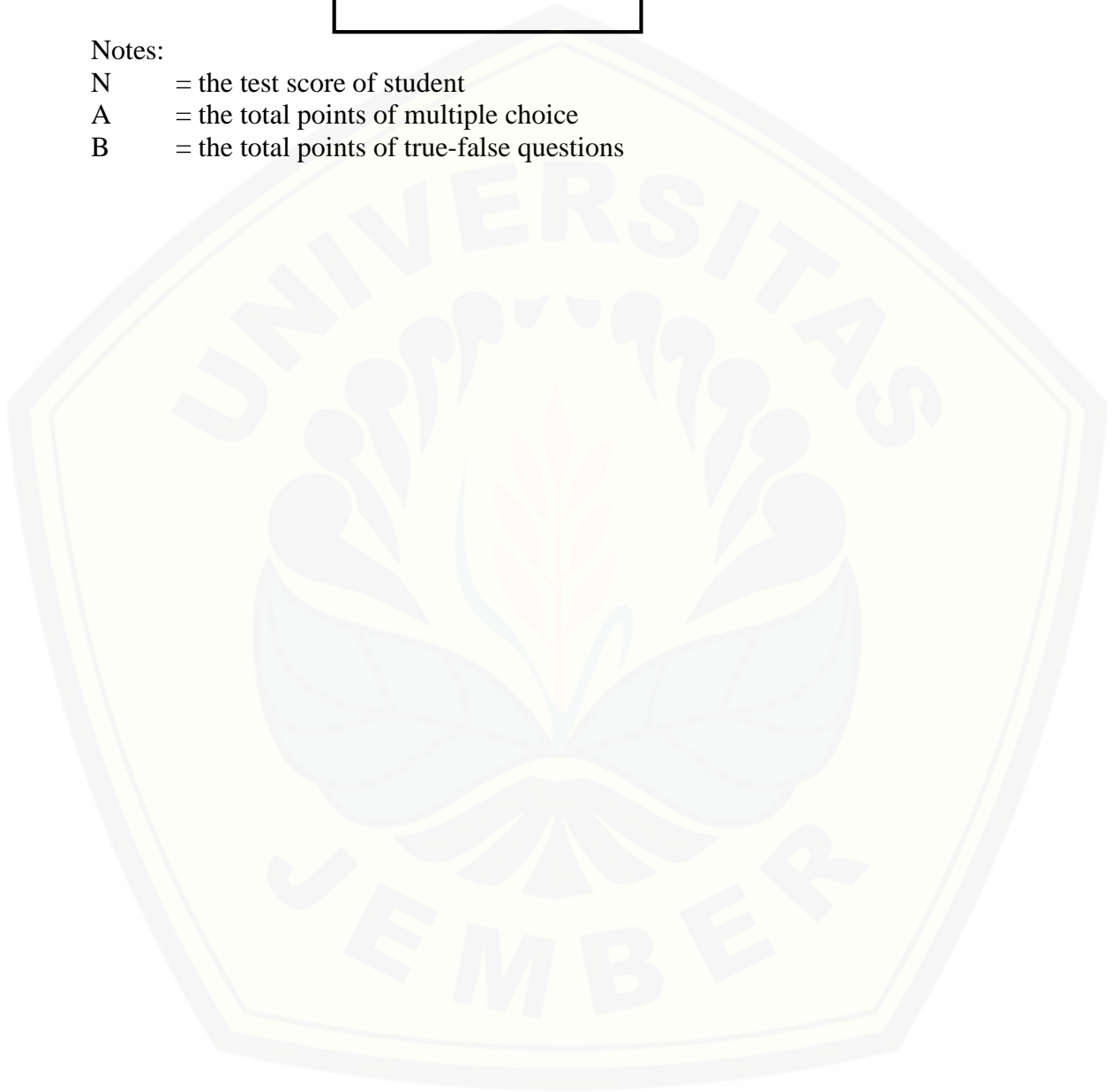
Scoring Guidance

The result of the student is going to be analyzed with the following formula, as follows:

$$N = (A + B) \times 5$$

Notes:

- N = the test score of student
- A = the total points of multiple choice
- B = the total points of true-false questions



APPENDIX D

LESSON PLAN OF MEETING 1

School	: SMK Negeri 1 Banyuwangi
Subject	: English
Skill Competence	: All of the Skill Competences
Class/Semester	: XI APK 2/Odd Semester
Academic Year	: 2018/2019
Skill	: Listening
Core Lesson	: Narrative Text
Time Allocation	: 2 x 45 Minutes (1 Meeting)

A. Core Competence

1. Pengetahuan

Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

2. Keterampilan

Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Basic Competence and The Indicators

Kompetensi dasar	Indikator pencapaian kompetensi
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana , sesuai dengan konteks penggunaannya	3.8.1 Menentukan fungsi sosial teks interaksi transaksional lisan dan tulis mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya. 3.8.2 Menentukan struktur teks interaksi transaksional lisan dan tulis tindakan mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya. 3.8.3 Menentukan unsur kebahasaan teks interaksi transaksional lisan dan tulis tindakan mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna lisan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks	4.8.1 Menemukan makna tersurat dan tersirat teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.

C. Learning Objective

Setelah mengamati, berdiskusi, dan menggali informasi, siswa dapat:

1. Menentukan fungsi sosial teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menentukan struktur teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, sesuai dengan konteks penggunaannya.
3. Menerapkan unsur kebahasaan teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.
4. Menangkap makna teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.

D. Core Lesson

Social Function

To keep the relationship to each other.

Structure

Generic Structure of Narrative, including:

1. Orientation
2. Complication
3. Resolution
4. Coda (Optional)

□ *Language Features*

1. Past Tense
2. Adverb of Time (Once upon a time, one day, etc.)
3. Time Conjunction (When, Then, Suddenly, etc.)
4. Action Verbs
5. Direct Speech

E. Approach, Learning Model and Method

Approach : Scientific Approach
 Learning model : Inquiry
 Methods : Demonstration by using animation video

F. Learning Activities

Steps	Teacher's activities	Students' activities	Time allocation
Set induction	<ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher asks the leader of the class to lead their friends to pray together 3. The teacher asks the students about the classroom's cleanliness 	<ol style="list-style-type: none"> 1. The students respond the teacher's greeting 2. The leader of the class lead the students to pray together 3. The students look around them and they clean the rubbish 	10 minutes

	<p>4. The teacher gives leading questions to the students (eg. Who is the daughter of the king?, What is it?(the teacher shows the pea to the students))</p> <p>5. The teacher informs about the learning objectives and the lesson</p>	<p>4. The students respond the teacher's questions</p> <p>5. The students pay attention to the teachers' explanation</p>	
Main Activity	<p>Mengamati</p> <p>1. The teacher shows the animation video entitled "The Princess and The Pea"</p> <p>Menanya</p> <p>2. The teacher gives a chance to the students for asking questions</p> <p>Mencoba</p> <p>3. The teacher asks the students to write any information what they watch and write any difficult vocabularies from the video</p> <p>4. The teacher helps the students in finding the meaning of the words</p> <p>5. The teacher gives the student the exercises</p>	<p>Mengamati</p> <p>1. The students watch the video for the first time</p> <p>2. The students ask the questions about the video</p> <p>3. The students write any information and difficult vocabularies from the video</p> <p>4. The students try to find the meaning of the words</p> <p>5. The students receive the exercises</p>	60 minutes

	<p>Menalar</p> <ol style="list-style-type: none"> 6. The teacher plays the video for the second time and asking the students to do the exercise while the students watch the video 7. The teacher plays the video for the third time and gives a chance to check their exercise 8. The teacher asks the students to submit their works <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 9. The teacher discusses about the video with the students 	<ol style="list-style-type: none"> 6. The students watch the video for the second times to do the exercises 7. The students check their exercise to make sure that they do correctly 8. The students submit their works 9. The students discuss about the video before with the teacher 	
Closure	<ol style="list-style-type: none"> 1. The teacher asks the students what information they have gotten 2. The teacher asks the students to give feedback or comment about the video 3. The teacher gives feedback about the learning process 4. The teacher asks the leader of the class to lead the students to pray together 	<ol style="list-style-type: none"> 1. The students tell any information what they have gotten from the video to the teacher 2. The students give feedback and comment about the video 3. The students pay attention to the teacher's feedback about the learning process 4. The leader of the class leads the students to pray together 	10 minutes

	5. The teacher says goodbye to the students	5. The students respond to the teacher	
--	---	--	--

Note: The students' participation will be observed by the English teacher by using observation sheet

G. Media, Tools, Learning Resource

1. Media
Animation Video entitled "The Princess and The Pea"
2. Tools
 - a. LCD Viewer
 - b. The Student's Exercises
3. Learning Resource
Youtube

H. Assessment

1. The Assessment Technique
 - a. Assessment technique : Written test
 - b. Bentuk penilaian : Multiple choices, Open-ended Questions, and T/F questions
2. Assessment Analysis

$$FINAL\ SCORE = \frac{Total\ Score}{Maximum\ Score} \times 100$$

English Teacher

Banyuwangi, October 2018

Researcher

Tri Sukesu Sulistyowati, M.Pd.

NIP. 19711010 200212 2 006

Muhamad Iqbal Cahyadi

NIM. 140210401082



EXERCISE

A. Answer the following questions below by crossing (x) a,b,c or d on this test problem.

1. Why was the Queen very possessive to the Prince?
 - a. Because the Queen wanted to find his an appropriate wife for him
 - b. Because the Queen only have a son
 - c. Because he was the next king for her powerful kingdom
 - d. Because the Queen wanted to nurture him everything
 - e. Because the Queen spoiled him
2. Why did the Queen call the Prince to her room?
 - a. She wanted him to find wife
 - b. He grew young and handsome
 - c. She gave some advices to him
 - d. She delegated him to the neighbor kingdom
 - e. She delegated him for business
3. Why was the Prince go away from Princess Number 2?
 - a. Because she was not beautiful enough
 - b. Because she liked eat very much
 - c. Because she ignored him
 - d. Because she was not a princess
 - e. Because she had a cracking voice
4. Why the Queen want to put her to a test?
 - a. Because she never saw her
 - b. She wanted to know how comfortable the bed was
 - c. She disliked the girl in the first glance so she wanted to trick her
 - d. She followed her son's desire
 - e. She wanted to know if the girl was real princess or not
5. What is the moral value that you get from the story?
 - a. The happiness couldn't get only from the wealth
 - b. Don't choose wife based on the parents' selection
 - c. Sometimes the worst thing is the best thing
 - d. Don't judge the book by its cover
 - e. We have to obey to our parent

B. Answer the following questions below based on the video on this test problem.

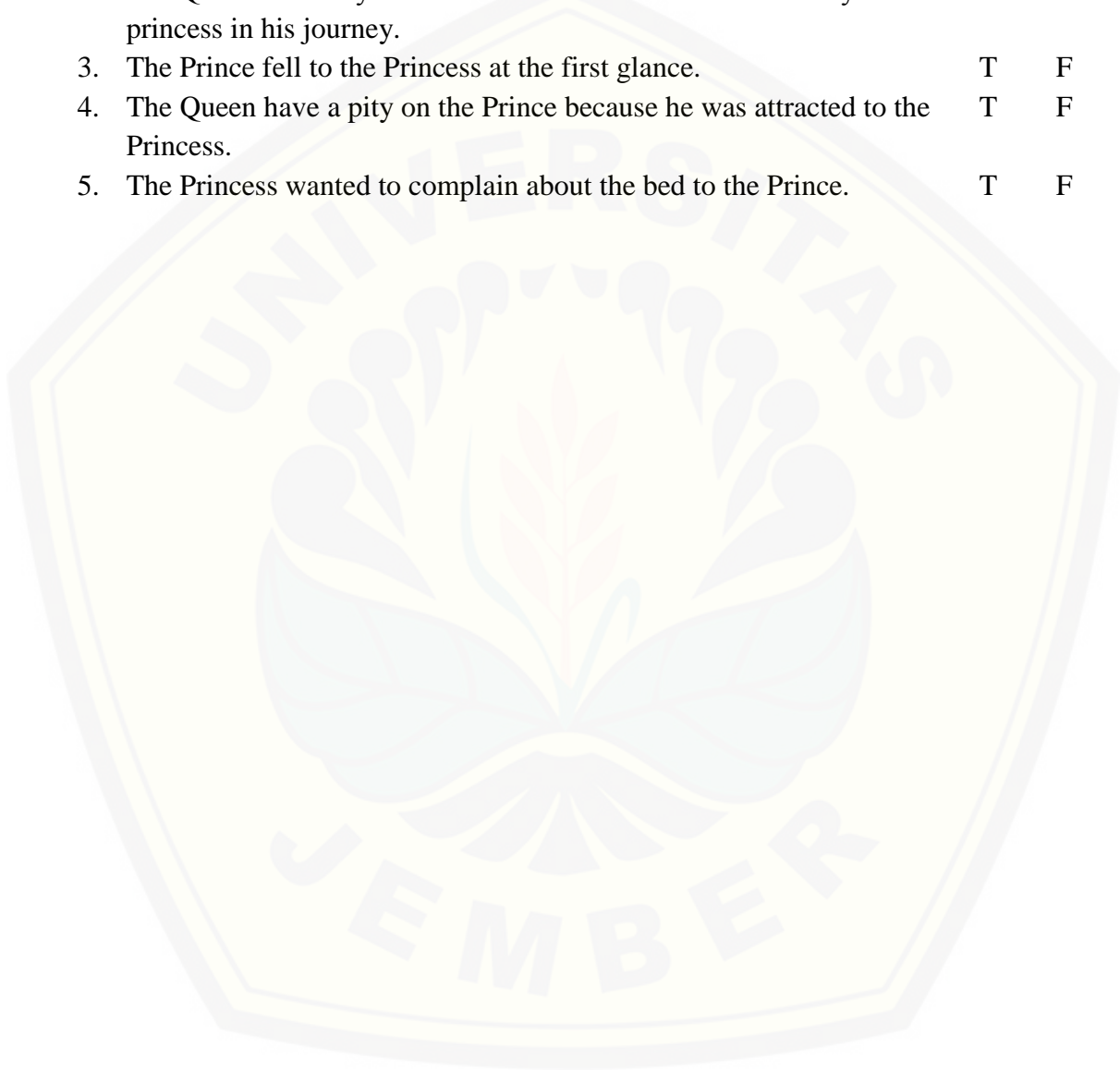
1. How many kingdom did the Prince visit based on the video?
.....
2. What did the Prince feel when he know the voice of first princess?
.....
3. Why did the girl visit the prince's kingdom?
.....
4. What do you think about the Queen's personality?
.....

5. Was the Queen happy when the Prince was not choose anyone of the girls in his journey?

.....

C. Answer the following statements below by choosing T if the statement is true and F if the statement is false on this test problem.

- | | | |
|---|---|---|
| 1. The Prince rejected the first princess because he remembered his mother's advice. | T | F |
| 2. The Queen was very sad because the Prince couldn't find any princess in his journey. | T | F |
| 3. The Prince fell to the Princess at the first glance. | T | F |
| 4. The Queen have a pity on the Prince because he was attracted to the Princess. | T | F |
| 5. The Princess wanted to complain about the bed to the Prince. | T | F |



Key Answer**A. Multiple choices**

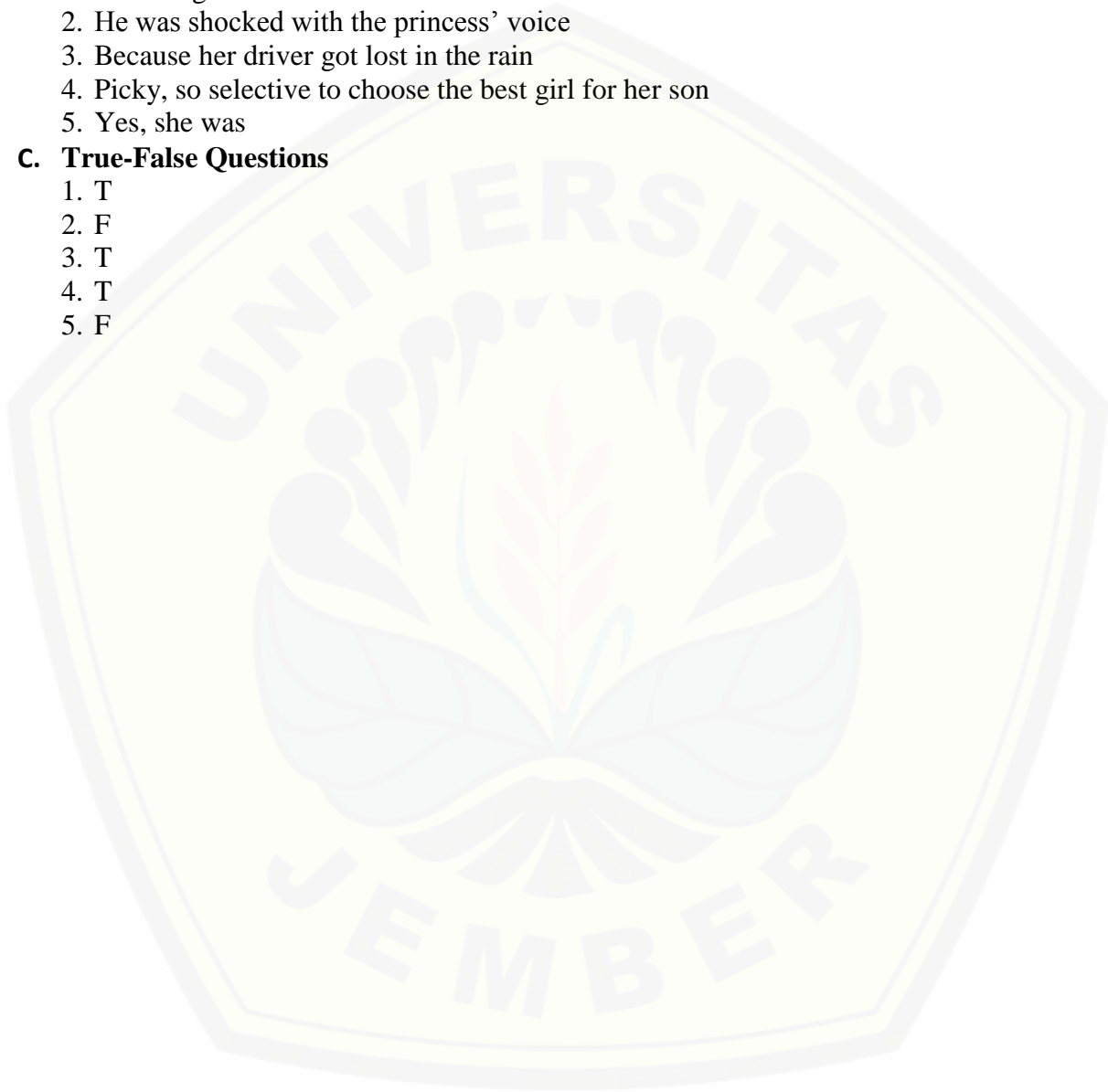
1. B
2. A
3. C
4. E
5. D

B. Open-ended Questions

1. Two kingdoms
2. He was shocked with the princess' voice
3. Because her driver got lost in the rain
4. Picky, so selective to choose the best girl for her son
5. Yes, she was

C. True-False Questions

1. T
2. F
3. T
4. T
5. F



The Transcript

THE PRINCESS AND THE PEA

Once upon a time, there was a powerful kingdom. The Queen of the kingdom always got what she wanted. She was very possessive about the Prince of the state who was her only son. She nurtured the Prince with the best of everything. The finest suits, gourmet food, best of the teachers to educate, and much more. As the Prince grew young, and it was time for him to get married, the Queen called him to her room. A Prince must marry a Princess but he must find her by himself. Keep a few things in mind while choosing your bride. Don't just look for any beautiful face. A Princess is not just a daughter of the King and the Queen. She should be a delicate, intelligent, a graceful girl, with a good sense of clothing, and the one who carries herself with dignity. Most importantly, the first thing you'll notice in a princess, is that a real princess has a voice of an angel. The prince agreed to the queen and the queen allowed him to go on his journey to find a bride. The prince along with his servants, travelled for many days to reach the nearest kingdom. He went to the king and introduced himself. The king was pleased with the prince as he was handsome and polite. The king took him to his daughter who was yet to marry. The prince was pleased to see the beautiful princess in her room. She was studying the poem and was well dressed.

"Hello princess." Prince said.

"Hello." Princess said.

The prince was shocked because the princess' voice was cracking.

"Are you all right? Can I bring you some water?" Prince said.

No, no. I'm not thirsty." Said her.

"Oh okay, you please read you poetry. I'll have to leave now, as it's getting late." Said him.

"It was lovely to meet you." He said again.

The prince was disappointed for a while, but continued his journey to the next neighboring kingdom. He reached to the castle and introduced himself to the king. The King and the Queen were so pleased with prince's charm that they immediately invited him to meet the princess. The prince went to the princess' room. He saw a beautiful princess, sitting at the dining table. She was having her food. The prince greeted her, she didn't even looking at the prince. She was eating very greedily.

"Princess, you are a little busy. I'll leave you alone with your favorite food." He said.

The prince left the kingdom. After travelling for many days, and many places. The prince couldn't find a suitable girl to marry. He was disappointed and return to his kingdom. His parents greeted him, he told them the whole story of his journey.

"Oh! How sad. But I'm happy that you're home without choosing any one of those girls." Said the queen.

"I'm sure, your life would have been miserable after marrying any of them." Said her.

The prince agreed to the queen and return to his room. There was a thunderstorm that night. Prince was watching it from window of his room. He saw somebody coming to the castle. There was knock on the door. The servant opened the door. There was beautiful girl standing outside. She was dressed in a heavy cloak, and completely wet due to rain. The prince walked down as he heard sweet voice of the girl.

“My driver got lost in the rain. I followed the light in your castle.” The girl said.

“Would you be kind enough to provide us with shelter for the night?” She said

“Of course, you’re welcome to stay. Allow me take your coat.” The prince said.

Prince welcomed her in the castle. As the prince took her overcoat, he thought she was the most beautiful girl he had ever seen. He asked his servants to look after the girl, and went to the queen to inform her. The queen walk with him to the girl, the queen disliked her at the first glance.

“She is not a princess, son. Look at her muddy, dirty dress, she has no servants with her.” Said the queen

“And why would a princess travel in such heavy rains?” She said.

“But mother, I’ve never seen any beautiful girl walking so gracefully.” Said the prince.

The queen realized that the prince has fallen to her. She devised a plan to get rid of her, proving not to be a princess.

“I’ll put her to a test. Tonight, we will offer a royal a bed to sleep and the under the ten luxurious mattresses, I will put uncooked pea.” She said.

“If she is a princess, she would be delicate enough to feel the pea.” She said again.

The prince had faith to his mother. The queen ordered her servants to arrange the pea under the girl’s bed. The prince escorted the girl to the room. A ladder was kept to get to the bed. She couldn’t sleep the whole night. The girl woke up in the morning and called the servant.

“I’m very restless. Please don’t tell this to prince, but it’s an awful bed.” Said the girl.

“It felt like there is a brick inside it. I couldn’t sleep the entire night.” She said.

The prince came to know about the girl’s complaint. He rushed to her.

“You’re true princess, aren’t you? Please marry me.” Said the prince.

“I’ll marry you as long as I don’t have to sleep on this bed again.” Said the girl.

The prince and the princess got married, and lived happily ever after.

APPENDIX E

LESSON PLAN OF MEETING 2

School	: SMK Negeri 1 Banyuwangi
Subject	: English
Skill Competence	: All of the Skill Competences
Class/Semester	: XI APK 2/Odd Semester
Academic Year	: 2018/2019
Core Lesson	: Narrative Text
Time Allocation	: 2 x 45 Minutes (1 Meeting)

A. Core Competence

1. Pengetahuan

Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

2. Keterampilan

Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Basic Competence and The Indicators

Kompetensi dasar	Indikator pencapaian kompetensi
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana , sesuai dengan konteks penggunaannya	3.8.1 Menentukan fungsi sosial teks interaksi transaksional lisan dan tulis mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya. 3.8.2 Menentukan struktur teks interaksi transaksional lisan dan tulis tindakan mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya. 3.8.3 Menentukan unsur kebahasaan teks interaksi transaksional lisan dan tulis tindakan mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna lisan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks	4.8.1 Menemukan makna tersurat dan tersirat teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.

C. Learning Objective

1. Menentukan fungsi sosial teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menentukan struktur teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, sesuai dengan konteks penggunaannya.
3. Menerapkan unsur kebahasaan teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.
4. Menemukan makna teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.

D. Core Lesson

Social Function

To keep the relationship to each other.

Structure

Generic Structure of Narrative, including:

1. Orientation
2. Complication
3. Resolution
4. Coda (Optional)

Language Features

1. Past Tense
2. Adverb of Time (Once upon a time, one day, etc.)
3. Time Conjunction (When, Then, Suddenly, etc.)
4. Action Verbs
5. Direct Speech

E. Approach, Learning Model and Method

Approach : Scientific Approach
 Model pembelajaran : Inquiry
 Metode : Demonstration by using animation video

F. Learning Activities

Steps	Teacher's activities	Students' activities	Time allocation
Set induction	<ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher asks the leader of the class to lead their friends to pray together 3. The teacher asks the students about the classroom's cleanliness 	<ol style="list-style-type: none"> 1. The students respond the teacher's greeting 2. The leader of the class lead the students to pray together 3. The students look around them and they clean the rubbish 	10 minutes

	<ol style="list-style-type: none"> 4. The teacher gives leading questions to the students (eg. Who is Rose's boyfriend in Titanic? What is his name? (show mr. Bean's picture), what is "Tangkai" in English?) 5. The teacher informs about the learning objectives and the lesson 	<ol style="list-style-type: none"> 4. The students respond the teacher's questions 5. The students pay attention to the teachers' explanation 	
Main Activity	<p>Mengamati</p> <ol style="list-style-type: none"> 1. The teacher shows the animation video entitled "Jack and The Beanstalk" <p>Menanya</p> <ol style="list-style-type: none"> 2. The teacher gives a chance to the students for asking questions <p>Mencoba</p> <ol style="list-style-type: none"> 3. The teacher asks the students to write any information from the video and to write any difficult vocabularies from the video 4. The teacher helps the students in finding the meaning of the words 5. The teacher gives the student the exercises 	<p>Mengamati</p> <ol style="list-style-type: none"> 1. The students watch the video for the first time 2. The students ask the questions about the video 3. The students write any information and difficult vocabularies from the video 4. The students try to find the meaning of the words 5. The students receive the exercises 	60 minutes

	<p>Menalar</p> <ol style="list-style-type: none"> 6. The teacher plays the video for the second time and asking the students to do the exercise while they watch the video 7. The teacher plays the video for the third time and gives a chance to check their exercise 8. The teacher asks the students to submit their works <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 9. The teacher discusses about the video with the students 	<ol style="list-style-type: none"> 6. The students watch the video for the second times to do the exercises 7. The students check their exercise to make sure that they do correctly 8. The students submit their works 9. The students discuss about the video before with the teacher 	
Closure	<ol style="list-style-type: none"> 1. The teacher asks the students what information they have gotten 2. The teacher asks the students to give feedback or comment about the video 3. The teacher gives feedback about the learning process 4. The teacher asks the leader of the class to lead the students to pray together 	<ol style="list-style-type: none"> 1. The students tell any information what they have gotten from the video to the teacher 2. The students give feedback and comment about the video 3. The students pay attention to the teacher's feedback about the learning process 4. The leader of the class leads the students to pray together 	10 minutes

	5. The teacher say goodbye to the students	5. The students respond to the teacher	
--	--	--	--

Note: The students' participation will be observed by the English teacher by using observation sheet

G. Media, Tools, Learning Resource

1. Media
Animation Video entitled "Jack and The Beanstalk"
2. Tools
 - a. LCD Viewer
 - b. The Student's Exercises
3. Learning Resource
Youtube

H. Assessment

The Assessment Technique

- a. Assessment technique : Written test
- b. Bentuk penilaian : Multiple choices, Open-ended Questions, and T/F questions

Assessment Analysis

$$FINAL SCORE = \frac{Total Score}{Maximum Score} \times 100$$

English Teacher

Banyuwangi, October 2018
Researcher

Tri Sukesu Sulistyowati, M.Pd.
NIP. 19711010 200212 2 006

Muhamad Iqbal Cahyadi
NIM. 140210401082

Name : _____

ID Number : _____

Class : _____

A. Answer the following questions below by crossing (x) a,b,c or d on this test problem.

1. Why did Jack sell his cow?
 - a. Because he was tired milking cows
 - b. Because he needed some money
 - c. Because the cow was brown
 - d. Because the cow ate too many straws
 - e. Because his cow was the cause of his mother's rage
2. Who was sell the magic bean?
 - a. The Planter
 - b. The Butcher
 - c. The Peddler
 - d. The Broker
 - e. The Cashier
3. What was Jack's expectation when he go home?
 - a. The mother would be angry
 - b. The mother would be happy
 - c. The mother would buy another cow
 - d. The mother would be sad
 - e. The mother would plant the beans
4. Why was the Giant angry?
 - a. Because Jack took his goose
 - b. Because Jack entered to his castle
 - c. Because Jack planted the beanstalk
 - d. Because Jack disturbed his sleep
 - e. Because he wanted to eat Jack
5. What is the moral value you get from the story?
 - a. The more you practice, the better result you will get
 - b. Don't judge a book by its cover
 - c. Never disturb the giant's castle
 - d. Don't take the thing which belongs to someone

- e. Don't believe to a stranger

B. Answer the following questions below based on the video on this test problem.

1. What is the characteristic of Jack based on the video?

.....

2. What was Jack's daily routine before he sold his cow?

.....

3. Why did Jack want to steal the Giant's goose?

.....

4. What is the name of the Giant?

.....

5. Did Jack cut the beanstalk? Why?

.....

C. Answer the following statements below by circling T if the statement is true and F if the statement is false on this test problem.

- | | | |
|--|---|---|
| 1. Jack's mama was so angry because he sold his cow for beans. | T | F |
| 2. Jack's cow is male | T | F |
| 3. The giant often said strange words. | T | F |
| 4. The Giant's mama told him to keep the goose carefully. | T | F |
| 5. Finally, Jack played the new game. | T | F |

Key Answer**A. Multiple Choices**

1. A
2. C
3. B
4. A
5. D

B. Open-ended Questions

1. Trouble maker or the most humongous heap a trouble ever.
2. His daily routine was milking cow
3. Because she laid the golden eggs
4. His name is Wilfried
5. No, he was not. Because he used it to visit the giant.

C. True False Questions

1. T
2. F
3. T
4. F
5. T

The Transcript

JACK AND THE BEANSTALK

Once upon a time , a boy named Jack got himself into the biggest , most humongous heap a trouble ever. It all started when Jack's mama asked him to milk the old cow. But Jack decides was tired milking cows.

"No way, no how. I'm not milking this brown cow now." said Jack.

And he decide to sell the old cow , so he'd never have to milk it again. Jack was on his way to market to sell the cow when he came across a peddler.

"Hi Mr. Peddler." said Jack.

"Where are you headed?" asked the peddler.

"I'm going to sell my cow at the market." Jack answered.

"Why sell your cow?" asked the peddler . "Trade her for beans?" said peddler

"Beans?" asked Jack

"Not just any kind of beans." Said peddler

"Magic beans."

"What do they do?" asked jack

"They do magic." said the peddler

"Magic? Sold!" Said jack and he traded the cow fot three magic beans.

Jack got home and told his mama he had sold the cow so he wouldn't have to milk her anymore.

"Oh dear, you did what?" Jack's mama asked.

" I sold her for three magic beans" said Jack.

"You sold a cow for magic beans?" Jack mama couldn't believe what Jack was telling her.

"There is no such thing as magic beans." She said as she threw the beans out the window.

"Well, I did make them disappear, but that still doesn't make them magic!"

Suddenly, the ground rumbled and began to shake. A magic beanstalk grew up right before their eyes. Jack saw it and immediately began to climb the tall beanstalk.

"Get here this instant!" called Jack's mama.

But Jack was not lsitening. Jack climbed up and up and up the beanstalk. At the top of the beanstalk, Jack found a giant castle. He walked up to the giant door, cracked it open, and went inside. Inside the castle, Jack saw the most amazing thing he had never seen. It was a goose. But it wasn't just any old ordinary goose. This goose laid eggs made of gold.

"That is so cool." Thought Jack.

“Think of all the things you could do with golden eggs!”

And then Jack got the worst idea he'd ever had, he going to take the goose. Jack lifted the goose off of its perch. Just then, the biggest, most fearsome, and only giant Jack had ever seen came into the room. The giant saw that his goose wasn't in its usual spot.

“Fee fi fo funch, if you took my goose, I'll eat you for lunch!”

“Oh, no.” Thought Jack. “The giant is going to eat me! I've got to get out of here without him seeing me!”

Quietly and carefully, Jack took the goose and made his way toward the door. He was almost out of the room when....”Honkkkk...” The goose cried out and the giant spotted Jack.

“Fee fi fo fummy, give that back or I'll call my mommy!” roared the giant.

“Aahhh!!!” screamed Jack.

He ran toward the beanstalk. Jack ran as quickly as he could down the beanstalk, but the giant was following close behind. Just as Jack put his feet back on the ground, the giant picked up Jack in his enormous hands.

“Fee fi fo fummy, I bet you taste yummm yummy.” Said the giant.

Just as the giant was about to eat Jack, the ground began to shake, and there standing right behind the giant was an even bigger, taller, more humongous lady giant.

“Two giants!” thought Jack. “They'll eat me now for sure.”

“Put that boy down, Wilfried.” The giant mama told her son.

The giant put Jack back down on the ground.

“Now what have I told you?” she asked.

“Don't eat other kids.” Said the giant sheepishly.

“That's right, we don't eat other kids.” Said the mama giant.

“But he took my goose!” cried the giant.

Just then, Jack's mama came out of the farmhouse.

“What on earth is going on here?” she asked.

“Well, there was this castle, and inside was the coolest goose ever, it lays golden eggs! As I was taking it, this giant kid came in and was all “fee fi fo fum” and then I....”

“You mean you took this boy's goose?” Jack's mama interrupted.

“Yeah, but it lays golden eggs!.” Jack paused and thought about it.

“Huh, now that you mention it, I guess that wasn't very nice.” Said Jack.

Jack looked at the giant. “I'm sorry I took your goose. I know I shouldn't take things that don't belong to me.”

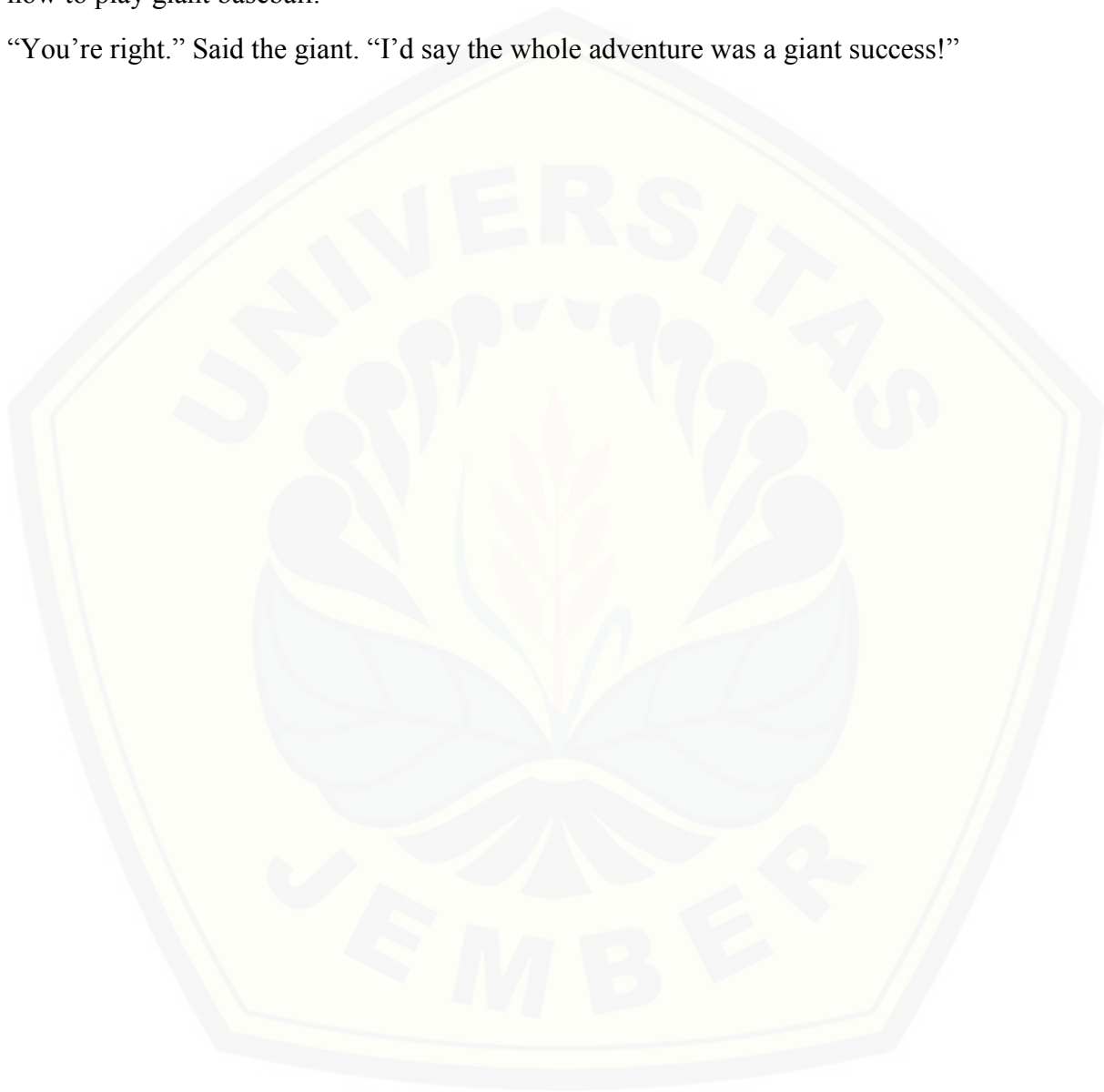
“That’s okay. I suppose I should’ve asked you to give me back the goose without trying to eat you. I’m sorry too.” Said the giant.

“Hey, do you want to play baseball?”

Jack and the giant became good friends, using beanstalk to visit each other whenever they wanted.

“You know” Jack said. “If it weren’t for those three magic beans, I never would have learned how to play giant baseball.”

“You’re right.” Said the giant. “I’d say the whole adventure was a giant success!”



APPENDIX F

School : SMKN 1 Banyuwangi
Subject : English
Theme : Folktales
Time Allocation : 60 minutes
Name : _____
ID Number : _____
Class : _____

LISTENING TEST**A. Answer the following questions below by crossing (x) a,b,c or d on this test problem.**

1. Why was she called “Little Red Riding Hood”?
 - a. Because she had a red hood
 - b. Because she used to wear a red hood all the time
 - c. Because she sold a red hood any time
 - d. Because she wanted it
 - e. Because she rode the red car
2. What was her favorite snack?
 - a. Chocolate
 - b. Candy
 - c. Chips
 - d. Fried foods
 - e. Taco
3. What was the characteristic of Little Red Riding Hood?
 - a. She was uncommunicative
 - b. She was humble
 - c. She was talkative
 - d. She was cruel
 - e. She was respectful

4. Where was Little Red Riding Hood's grandma's house?
 - a. Near the old church
 - b. Near the hill
 - c. Down by the church
 - d. Beside the church
 - e. Far from hill
5. What was the Little Red Riding Hood bring for her grandma?
 - a. Flowers and chocolates
 - b. Milk and flowers
 - c. Milk and chocolates
 - d. Milk and fruits
 - e. Fruits and flowers
6. What did Little Red Riding Hood do before going to her grandma's house?
 - a. She ate chocolates
 - b. She wandered the forest
 - c. She talked to the animals
 - d. She collected the flowers
 - e. She ate her grandma's food
7. Why did grandma open the door when the wolf knocked on the door?
 - a. Because she knew the person was her granddaughter
 - b. Because she was humble
 - c. Because she thought the person was her granddaughter
 - d. Because she knew the person was the wolf
 - e. Because she had not patient to see her granddaughter
8. What did the wolf do after he caught Little Red Riding Hood's grandma?
 - a. He played with Little Red Riding Hood's grandma
 - b. He killed Little Red Riding Hood's grandma
 - c. He kidnapped Little Red Riding Hood's grandma
 - d. He told a lie to Little Red Riding Hood's grandma
 - e. He swallowed Little Red Riding Hood's grandma body
9. How did the wolf disguise as Little Red Riding Hood's grandma?
 - a. He walked like Little Red Riding Hood's grandma

- b. He wore Little Red Riding Hood's grandma's clothes
 - c. He laid on Little Red Riding Hood's grandma's bed
 - d. He spoke like Little Red Riding Hood's grandma
 - e. He snored like Little Red Riding Hood's grandma
10. How did the woodcutter know the wolf inside the house?
- a. Because Little Red Riding Hood screamed
 - b. Because he saw the wolf inside the house
 - c. Because he didn't saw grandma all the day
 - d. Because he was suspicious with the house
 - e. Because he heard the loud snore
11. How did the woodcutter know Little Red Riding Hood and her grandma inside the wolf's stomach?
- a. He guessed that Little Red Riding Hood and her grandma were inside the wolf's stomach
 - b. He heard the shout of Little Red Riding Hood and her grandma inside the wolf's stomach
 - c. He saw the movement on the wolf's stomach
 - d. He didn't see Little Red Riding Hood's grandma in her house
 - e. He smelt a strong smell of blood in the Little Red Riding Hood's grandma's house
12. What did the woodcutter do after saving Little Red Riding Hood and her grandma's live?
- a. He killed the wolf directly
 - b. He filled the wolf's stomach with the stones
 - c. He sliced the wolf's stomach by using knife
 - d. He chased away the wolf from the house
 - e. He kicked the wolf's stomach
13. Why did the wolf sly to the river?
- a. Because he was too fear
 - b. Because he couldn't prop his body
 - c. Because he couldn't swim
 - d. Because he was so thirsty
 - e. Because he wanted to hide from the woodcutter
14. What did the Little Red Riding Hood's offer to the woodcutter?

- a. To sit and to have some cakes
 - b. To stay in her house
 - c. To play with her granddaughter
 - d. To accept some money
 - e. To be her bodyguard
15. What is the moral value of the story?
- a. Don't judge by its cover
 - b. Don't be a wicked person to the animal
 - c. Don't be talkative with the stranger
 - d. Don't trust to the stranger
 - e. Don't kill the animal

B. Answer the following statements below by circling T if the statement is true and F if the statement is false on this test problem.

- | | | |
|--|---|---|
| 1. Grandma was sick, so Little Red Riding Hood went to her house. | T | F |
| 2. Little Red Riding Hood's hobby was singing. | T | F |
| 3. Little Red Riding was very welcome to the wolf in the first time. | T | F |
| 4. The wolf wanted to reach Little Red Riding Hood's grandma's house first. | T | F |
| 5. Little Red Riding Hood's grandma was shouting when the woodcutter saw the wolf. | T | F |
| 6. The Little Red Riding Hood was suspicious when she saw her grandma. | T | F |
| 7. The wolf slept because his stomach was full. | T | F |
| 8. The woodcutter had not seen the wolf before. | T | F |
| 9. The wolf bent down to the river because his stomach is too full. | T | F |
| 10. The Little Red Riding Hood is a grateful person. | T | F |

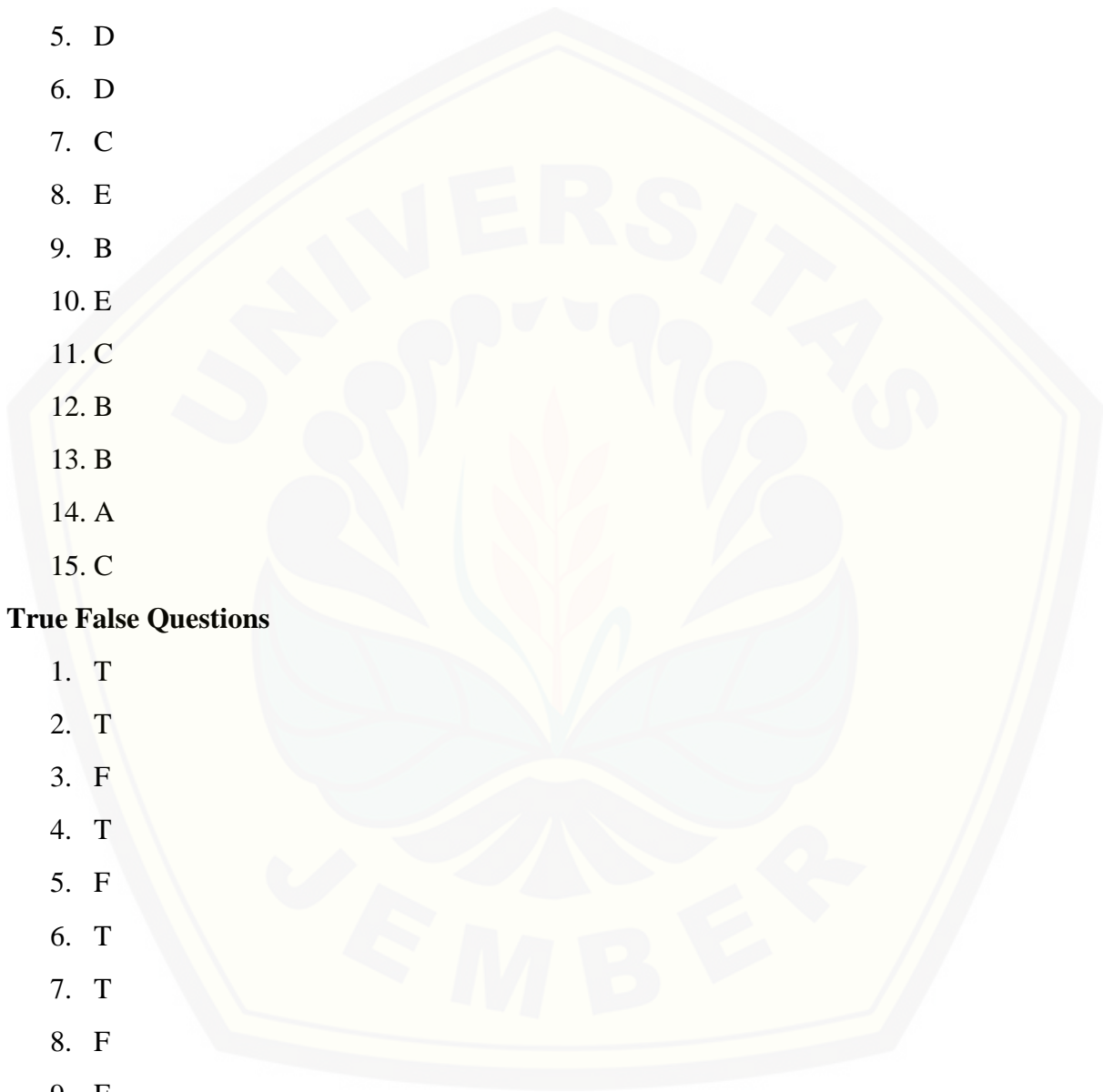
Key Answer

Multiple choices

1. B
2. A
3. C
4. A
5. D
6. D
7. C
8. E
9. B
10. E
11. C
12. B
13. B
14. A
15. C

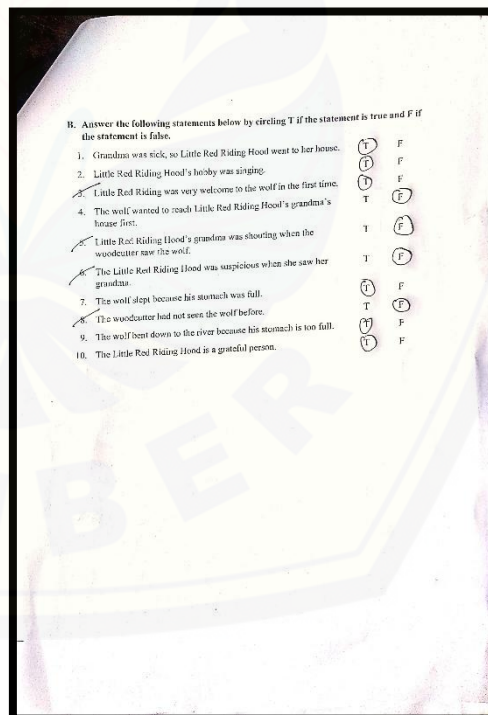
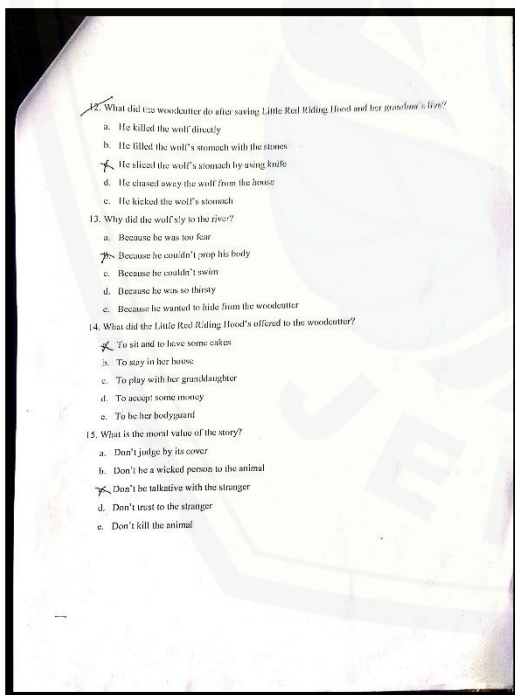
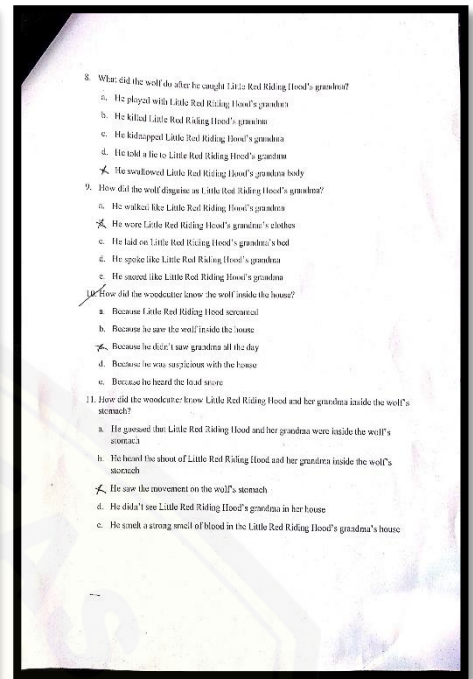
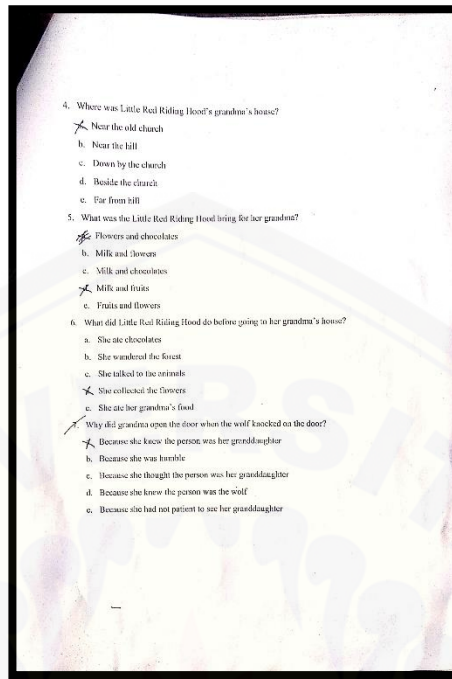
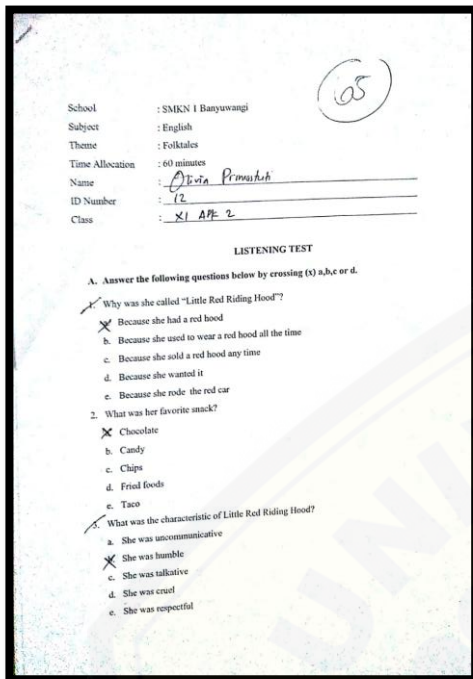
True False Questions

1. T
2. T
3. F
4. T
5. F
6. T
7. T
8. F
9. F
10. T



APPENDIX G

The Students' Test Worksheet



84

School : SMKN 1 Banyuwangi
 Subject : English
 Theme : Folktales
 Time Allocation : 60 minutes
 Name : Sinta Mila Huda
 ID Number : 22
 Class : XI APL 2

LISTENING TEST

A. Answer the following questions below by crossing (x) a,b,c or d.

- Why was she called "Little Red Riding Hood"?
 - Because she had a red hood
 - Because she used to wear a red hood all the time
 - Because she sold a red hood any time
 - Because she wanted it
 - Because she rode the red car
- What was her favorite snack?
 - Chocolate
 - Candy
 - Chips
 - Fried foods
 - Taco
- What was the characteristic of Little Red Riding Hood?
 - She was uncommunicative
 - She was humble
 - She was talkative
 - She was cruel
 - She was respectful

4. Where was Little Red Riding Hood's grandma's house?

- Near the old church
- Near the hill
- Down by the church
- Beside the church
- Far from hill

5. What was the Little Red Riding Hood bring for her grandma?

- Flowers and chocolates
- Milk and flowers
- Milk and chocolate
- Milk and fruits
- Fruits and flowers

6. What did Little Red Riding Hood do before going to her grandma's house?

- She ate chocolates
- She wandered the forest
- She talked to the animals
- She collected the flowers
- She ate her grandma's food

Why did grandma open the door when the wolf knocked on the door?

- Because she knew the person was her granddaughter
- Because she was humble
- Because she thought the person was her granddaughter
- Because she knew the person was the wolf
- Because she had not patient to see her granddaughter

8. What did the wolf do after he caught Little Red Riding Hood's grandma?

- He played with Little Red Riding Hood's grandma
- He killed Little Red Riding Hood's grandma
- He kidnapped Little Red Riding Hood's grandma
- He told a lie to Little Red Riding Hood's grandma
- He swallowed Little Red Riding Hood's grandma body

9. How did the wolf disguise as Little Red Riding Hood's grandma?

- He walked like Little Red Riding Hood's grandma
- He wore Little Red Riding Hood's grandma's clothes
- He laid on Little Red Riding Hood's grandma's bed
- He spoke like Little Red Riding Hood's grandma
- He sneezed like Little Red Riding Hood's grandma

10. How did the woodcutter know the wolf inside the house?

- Because Little Red Riding Hood screamed
- Because he saw the wolf inside the house
- Because he didn't see grandma all the day
- Because he was suspicious with the house
- Because he heard the loud snore

11. How did the woodcutter know Little Red Riding Hood and her grandma inside the wolf's stomach?

- He guessed that Little Red Riding Hood and her grandma were inside the wolf's stomach
- He heard the about of Little Red Riding Hood and her grandma inside the wolf's stomach
- He saw the movement on the wolf's stomach
- He didn't see Little Red Riding Hood's grandma in her house
- He smelt a strong smell of blood in the Little Red Riding Hood's grandma's house

12. What did the woodcutter do after saving Little Red Riding Hood and her grandma's life?

- He killed the wolf directly
- He filled the wolf's stomach with the stones
- He sliced the wolf's stomach by using knife
- He chased away the wolf from the house
- He kicked the wolf's stomach

13. Why did the wolf sly to the river?

- Because he was too fear
- Because he couldn't prop his body
- Because he couldn't swim
- Because he was so thirsty
- Because he wanted to hide from the woodcutter

14. What did the Little Red Riding Hood's offered to the woodcutter?

- To sit and to have some cakes
- To stay in her house
- To play with her granddaughter
- To accept some money
- To be her bodyguard

15. What is the moral value of the story?

- Don't judge by its cover
- Don't be a wicked person to the animal
- Don't be talkative with the stranger
- Don't trust to the stranger
- Don't kill the animal

B. Answer the following statements below by circling T if the statement is true and F if the statement is false.

- Grandma was sick, so Little Red Riding Hood went to her house. T F
- Little Red Riding Hood's hobby was singing. T F
- Little Red Riding Hood was very welcome to the wolf in the first time. T F
- The wolf wanted to reach Little Red Riding Hood's grandma's house first. T F
- Little Red Riding Hood's grandma was shouting when the woodcutter saw the wolf. T F
- The Little Red Riding Hood was suspicious when she saw her grandma. T F
- The wolf slept because his stomach was full. T F
- The woodcutter had not seen the wolf before. T F
- The wolf bent down to the river because his stomach is too full. T F
- The Little Red Riding Hood is a grateful person. T F

APPENDIX H

CYCLE 2
LESSON PLAN OF MEETING 1

School	: SMK Negeri 1 Banyuwangi
Subject	: English
Skill Competence	: All of the Skill Competences
Class/Semester	: X APK 2/Odd Semester
Academic Year	: 2018/2019
Skill	: Listening
Core Lesson	: Narrative Text
Time Allocation	: 2 x 45 Minutes (1 Meeting)

A. Core Competence

1. Pengetahuan

Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

2. Keterampilan

Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Basic Competence and The Indicators

Kompetensi dasar	Indikator pencapaian kompetensi
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana , sesuai dengan konteks penggunaannya	3.8.1 Menentukan fungsi sosial teks interaksi transaksional lisan dan tulis mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya. 3.8.2 Menentukan struktur teks interaksi transaksional lisan dan tulis tindakan mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya. 3.8.3 Menentukan unsur kebahasaan teks interaksi transaksional lisan dan tulis tindakan mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna lisan terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks	4.8.1 Menemukan makna tersurat dan tersirat teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.

C. Learning Objective

Setelah mengamati, berdiskusi, dan menggali informasi, siswa dapat:

1. Menentukan fungsi sosial teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menentukan struktur teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, sesuai dengan konteks penggunaannya.
3. Menerapkan unsur kebahasaan teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.
4. Menangkap makna teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.

D. Core Lesson*Social Function*

To keep the relationship to each other.

Structure

Generic Structure of Narrative, including:

1. Orientation
2. Complication
3. Resolution
4. Coda (Optional)

Language Features

1. Past Tense
2. Adverb of Time (Once upon a time, one day, etc.)
3. Time Conjunction (When, Then, Suddenly, etc.)
4. Action Verbs
5. Direct Speech

E. Approach, Learning Model and Method

Approach : Scientific Approach
 Learning model : Inquiry
 Methods : Demonstration by using animation video

F. Learning Activities

Steps	Teacher's activities	Students' activities	Time allocation
Set induction	<ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher asks the leader of the class to lead their friends to pray together 3. The teacher asks the students about the classroom's cleanliness 	<ol style="list-style-type: none"> 1. The students respond the teacher's greeting 2. The leader of the class lead the students to pray together 3. The students look around them and they clean the rubbish 	10 minutes

	<p>4. The teacher gives leading questions to the students (eg. Do you know what is the name of the animal which likes to eat banana?, What is it?(show cap) Who is the person that sells it?)</p> <p>5. The teacher informs about the learning objectives and the lesson</p>	<p>4. The students respond the teacher's questions</p> <p>5. The students pay attention to the teachers' explanation</p>	
Main Activity	<p>Mengamati</p> <p>1. The teacher shows the animation video entitled "The Monkeys and The Capseller"</p> <p>Menanya</p> <p>2. The teacher gives a chance to the students for asking questions</p> <p>Mencoba</p> <p>3. The teacher asks the students to write any information what they watch and listen and to write any difficult vocabularies from the video</p> <p>4. The teacher helps the students in finding the meaning of the words</p>	<p>Mengamati</p> <p>1. The students watch the video for the first time</p> <p>2. The students ask the questions about the video</p> <p>3. The students write any information and difficult vocabularies from the video</p> <p>4. The students try to find the meaning of the words</p>	60 minutes

	<p>5. The teacher gives the student the exercises</p> <p>Menalar</p> <p>6. The teacher plays the video for the second time and asking the students to do the exercise while they watch the video</p> <p>7. The teacher plays the video for the third time and gives a chance to check their exercise</p> <p>8. The teacher asks the students to submit their works</p> <p>Mengkomunikasikan</p> <p>9. The teacher discusses about the video with the students</p>	<p>5. The students receive the exercises</p> <p>6. The students watch the video for the second times to do the exercises</p> <p>7. The students check their exercise to make sure that they do correctly</p> <p>8. The students submit their works</p> <p>9. The students discuss about the video before with the teacher</p>	
Closure	<p>1. The teacher asks the students what information they have gotten</p> <p>2. The teacher asks the students to give feedback or comment about the video</p> <p>3. The teacher gives feedback about the learning process</p>	<p>1. The students tell any information what they have gotten from the video to the teacher</p> <p>2. The students give feedback and comment about the video</p> <p>3. The students pay attention to the teacher's feedback</p>	10 minutes

	<p>4. The teacher asks the leader of the class to lead the students to pray together</p> <p>5. The teacher say goodbye to the students</p>	<p>about the learning process</p> <p>4. The leader of the class leads the students to pray together</p> <p>5. The students respond to the teacher</p>	
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Note: The students' participation will be observed by the English teacher by using observation sheet

G. Media, Tools, Learning Resource

1. Media

Animation Video entitled "The Monkeys and The Capseller"

2. Tools

- a. LCD Viewer
- b. The Student's Exercises

3. Learning Resource

Youtube

H. Assessment

1. The Assessment Technique

- a. Assessment technique : Written test
- b. Bentuk penilaian : Multiple choices, Open-ended Questions, and T/F questions

2. Assessment Analysis

$$FINAL SCORE = \frac{Total Score}{Maximum Score} \times 100$$

English Teacher

Banyuwangi, October 2018

Researcher

Tri Sukesi Sulistyowati, M.Pd.

NIP. 19711010 200212 2 006

Muhamad Iqbal Cahyadi

NIM. 140210401082



THE MONKEYS AND THE CAPSELLER

Once in a small town, there lived Selly, a cap seller. “Caps....Caps for hot sun and cold rain. Caps....caps. Caps in all colors.” Selly said. He used to sell caps in all nearby towns and villages.

One day, as usual he started for his business. He decided to go to the next village. To go to the next village, he had to cross a forest. As he walked for the long distance. He decided to take a rest. So he kept his basket and slept under a tree. The tree was a dwelling place for a group of monkeys. Slowly from one of branches a monkey pepped out, it climbed down from the tree and slowly went to near of Selly. “Ahhh.....He is sleeping.”, one of the monkey said. On seeing the caps immediately, it whistled. All the monkeys responded to the whistle. The monkey said, “I will throw the caps, each of you catch it.”

One by one all the caps was distributed and the basket was empty. Every monkey wore the caps and was playing happily. Selly woke up because of the noises. Selly said, “My God! My basket is empty, where are my caps? Who was take them?” He searched around and when he saw up he was shocked.

Selly said, “What is this? Monkeys are wearing all the caps. How can I get them?” Selly lifted his hand and gestured beating them which was imitated by the monkeys. Selly thought, “Hey, are you teasing me? You are should be.... Hmmm.... They are repeating my action. I should do the same technique and get my caps back.” Selly threw his cap down, immediately all the monkeys the the caps down. “Thank God, without wasting any moment. I should take all the caps and continue my journey.”, said Selly. Selly picked the caps and pack them and started walking.

Name : _____

ID Number : _____

Class : _____

A. Answer the following questions below by crossing (x) a,b,c or d on this test problem.

1. Where did Selly want to go in that day?
 - a. To the forest
 - b. To the small town
 - c. To the next village
 - d. To the tree
 - e. To the market
2. Where did Selly sleep in his journey?
 - a. In the small town
 - b. Under the tree
 - c. On the tree
 - d. In the forest
 - e. On the branch
3. What did the monkeys do when they saw Selly slept?
 - a. One of them climbed down and took the caps
 - b. One of them climbed down and woke Selly up
 - c. All of them climbed down and took the basket
 - d. All of them took the caps and woke up him
 - e. One of the monkey yelled and woke up him.
4. What did Selly do to get back the caps?
 - a. He was angry to the monkeys, so the monkeys was very fear
 - b. He entreated to the monkey
 - c. He took them by climbing up to the tree
 - d. He threw his cap down, so the monkey imitated him
 - e. He asked the monkeys to climb down
5. What is the moral value of the story?
 - a. Don't be lazy on your duty

- b. Don't believe a stranger
- c. Never leave your stuff near the monkeys
- d. Think smart in all situation
- e. Don't judge by its cover

B. Answer the following questions below based on the video on this test problem.

1. Where did Selly usually sell the caps?

.....

2. Why did he cross the forest?

.....

3. What did one of the monkey do to make his friend pay attention to him?

.....

4. Why did Selly wake up from his sleep?

.....

5. What did Selly do after he got his caps back?

.....

C. Answer the following statements below by circling T if the statement is true and F if the statement is false on this test problem.

- | | | |
|--|---|---|
| 1. The tree was the dwelling of monkeys. | T | F |
| 2. Selly slept under the tree because he was tired. | T | F |
| 3. The monkeys was annoying. | T | F |
| 4. One of the monkeys took the caps to the tree and distributed to the others. | T | F |
| 5. Selly was sly a person. | T | F |

Key Answers**A. Multiple choices**

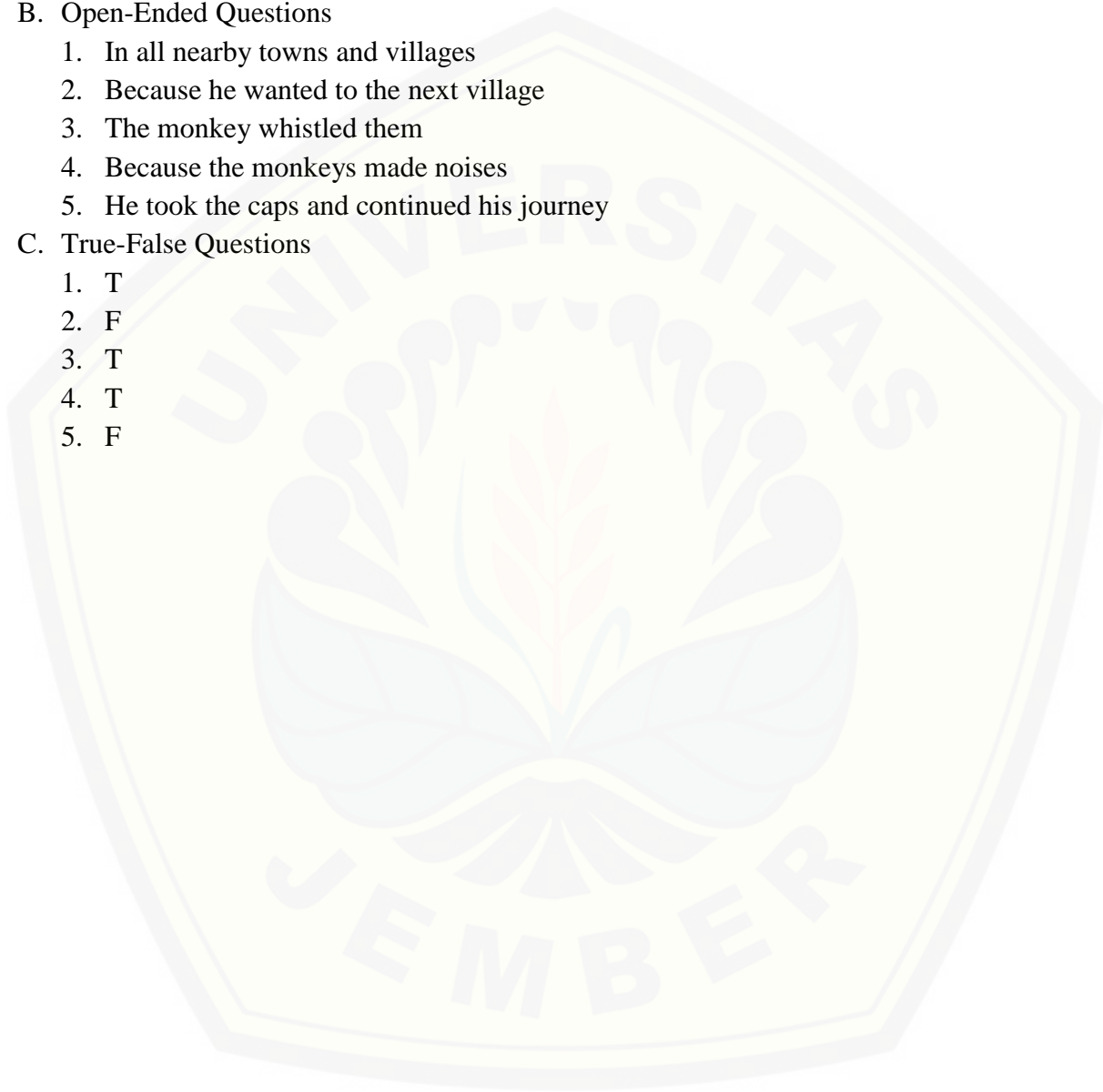
1. C
2. B
3. A
4. D
5. D

B. Open-Ended Questions

1. In all nearby towns and villages
2. Because he wanted to the next village
3. The monkey whistled them
4. Because the monkeys made noises
5. He took the caps and continued his journey

C. True-False Questions

1. T
2. F
3. T
4. T
5. F



APPENDIX I

CYCLE 2
LESSON PLAN OF MEETING 2

School	: SMK Negeri 1 Banyuwangi
Subject	: English
Skill Competence	: All of the Skill Competences
Class/Semester	: X APK 2/Odd Semester
Academic Year	: 2018/2019
Skill	: Listening
Core Lesson	: Narrative Text
Time Allocation	: 2 x 45 Minutes (1 Meeting)

B. Core Competence

1. Pengetahuan

Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

2. Keterampilan

Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Basic Competence and The Indicators

Kompetensi dasar	Indikator pencapaian kompetensi
3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana , sesuai dengan konteks penggunaannya	3.9.1 Menentukan fungsi sosial teks interaksi transaksional lisan dan tulis mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya. 3.9.2 Menentukan struktur teks interaksi transaksional lisan dan tulis tindakan mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya. 3.9.3 Menentukan unsur kebahasaan teks interaksi transaksional lisan dan tulis tindakan mengucapkan selamat, serta menanggapi, sesuai dengan konteks penggunaannya.
4.9 Menangkap makna lisan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks	4.9.1 Menemukan makna tersurat dan tersirat teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.

C. Learning Objective

Setelah mengamati, berdiskusi, dan menggali informasi, siswa dapat:

1. Menentukan fungsi sosial teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, sesuai dengan konteks penggunaannya.
2. Menentukan struktur teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, sesuai dengan konteks penggunaannya.
3. Menerapkan unsur kebahasaan teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.
4. Menangkap makna teks fungsional lisan teks naratif pendek dan sederhana terkait legenda rakyat, serta menanggapi, sesuai dengan konteks penggunaannya.

D. Core Lesson

Social Function

To keep the relationship to each other.

Structure

Generic Structure of Narrative, including:

1. Orientation
2. Complication
3. Resolution
4. Coda (Optional)

Language Features

1. Past Tense
2. Adverb of Time (Once upon a time, one day, etc.)
3. Time Conjunction (When, Then, Suddenly, etc.)
4. Action Verbs
5. Direct Speech

E. Approach, Learning Model and Method

Approach : Scientific Approach
 Learning model : Inquiry
 Methods : Demonstration by using animation video

F. Learning Activities

Steps	Teacher's activities	Students' activities	Time allocation
Set induction	<ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher asks the leader of the class to lead their friends to pray together 3. The teacher asks the students about the classroom's cleanliness 	<ol style="list-style-type: none"> 1. The students respond the teacher's greeting 2. The leader of the class lead the students to pray together 3. The students look around them and they clean the rubbish 	10 minutes

	<p>4. The teacher gives leading questions to the students (eg. Do you know what this is? (Show the picture of a peach), Do you know the English form from “<i>anak laki-laki</i>”?)</p> <p>5. The teacher informs about the learning objectives and the lesson</p>	<p>4. The students respond the teacher’s questions</p> <p>5. The students pay attention to the teachers’ explanation</p>	
Main Activity	<p>Mengamati</p> <p>1. The teacher shows the animation video entitled “The Peach Boy”</p> <p>Menanya</p> <p>2. The teacher gives a chance to the students for asking questions</p> <p>Mencoba</p> <p>3. The teacher asks the students to write any information what they watch and listen and to write any difficult vocabularies from the video</p> <p>4. The teacher helps the students in finding the meaning of the words</p> <p>5. The teacher gives the student the exercises</p>	<p>Mengamati</p> <p>1. The students watch the video for the first time and note any information in the video</p> <p>2. The students ask the questions about the video</p> <p>3. The students write any difficult vocabularies from the video</p> <p>4. The students try to find the meaning of the words</p> <p>5. The students receive the exercises</p>	60 minutes

	<p>Menalar</p> <ol style="list-style-type: none"> 6. The teacher plays the video for the second time and asking the students to do the exercise 7. The teacher plays the video for the third time and gives a chance to check their exercise 8. The teacher asks the students to submit their works <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 9. The teacher discusses about the video with the students 	<ol style="list-style-type: none"> 6. The students watch the video for the second times to do the exercises 7. The students check their exercise to make sure that they do correctly 8. The students submit their works 9. The students discuss about the video before with the teacher 	
Closure	<ol style="list-style-type: none"> 1. The teacher asks the students what information they have gotten 2. The teacher asks the students to give feedback or comment about the video 3. The teacher gives feedback about the learning process 4. The teacher asks the leader of the class to lead the students to pray together 5. The teacher say goodbye to the students 	<ol style="list-style-type: none"> 1. The students tell any information what they have gotten from the video to the teacher 2. The students give feedback and comment about the video 3. The students pay attention to the teacher's feedback about the learning process 4. The leader of the class leads the students to pray together 5. The students respond to the teacher 	10 minutes

Note: The students' participation will be observed by the English teacher by using observation sheet

G. Media, Tools, Learning Resource

1. Media
Animation Video entitled "The Peach Boy"
2. Tools
 - a. LCD Viewer
 - b. The Student's Exercises
3. Learning Resource
Youtube

H. Assessment

1. The Assessment Technique
 - a. Assessment technique : Written test
 - b. Bentuk penilaian : Multiple choices, Open-ended Questions, and T/F questions
2. Assessment Analysis

$$FINAL\ SCORE = \frac{Total\ Score}{Maximum\ Score} \times 100$$

English Teacher

Banyuwangi, October 2018

Researcher

Tri Sukesu Sulistyowati, M.Pd.

NIP. 19711010 200212 2 006

Muhamad Iqbal Cahyadi

NIM. 140210401082



PEACH BOY

Once upon a time there lived old man and old woman. Each day, the old man went into the mountains to gather firewood. And the old woman went to the river every day to wash the clothes.

One day, when the old woman was doing her washing at the river as usual, a peach came floating down the river. She said, "Oh my... What a yummy looking peach this is, mmmm delicious. I must get some of these to my husband." After she said this, a giant peach came floating down the river. "Oh my goodness, what an enormous peach!" she said. The delighted old woman picked up the peach and carried it back to her house. "I'm finally home" old man came. "I was waiting for you. Just hurry up and come inside. Today when I was at the river and I was doing the washing an enormous giant peach floated downstream. So I brought it home for you to eat" the old woman said. "Well thank you very much." The old man said. As the two began to cut the peach, a baby boy appeared. So the old man and the old woman decided to take care of the boy born from a peach and named him "Peach Boy".

When Peach Boy ate one bowl of rice, he grew much bigger. He ate two bowls of rice and grew twice as big and with three bowls of rice, he grew three times as big. Soon he was a great big boy and Peach Boy grew to be strong and smart with a very kind heart.

One day, when Peach Boy was splitting firewood a kite came soaring overhead. "Peach Boy, born from a peach. Go over the mountains, through the valley and across the sea to Demon Island and conquer the demons." he said. "Old man, old woman, now I'm big, I'm going to Demon Island" Peach Boy said. "You must not do such a dangerous thing" old woman worried. "No no no, you might be big but you're still only a child" old man said. But they gave up because of his strong will and gave permission to Peach Boy to Demon Island. So the old man and the old woman gave Peach Boy a new coat and pants, a sturdy pair of steel sandals and a fabulous sword. Then the old woman made Japan's best millet dumplings, and gave him some of those. "Eat one of these and you will have the strength of a hundred men." She said. "Thank you so much." Peach Boy said.

When Peach Boy on his journey, he meet a dog, a monkey and a pheasant. "Peach Boy, where are you going to such a fabulous sword?" said the dog. "To Demon Island to conquer the demon." He said. "What's in the bag at your waist?" said the monkey. "The best millet dumplings in Japan. Eating one gives you the strength of a hundred men!" he said again. "Okay give us and we will join you!" said the pheasant. "Okay great, let's conquer demon together." Peach Boy said. So they ate the millet dumpling and joined him on his way. Peach Boy sail to Demon Island and finally they arrived.

At the entrance to the island there was a tale wide gate. First the pheasant flew over it to see what was inside. "The demon are taking a nap right now." The pheasant said. Next the monkey climbed over the gate to open the lock from inside. Then the dog pushed open the heavy gate. "On guard! Peach Boy, the strongest boy in Japan is here to conquer you evil demons!" Peach Boy said. The startled demons woke up and attacked. Peach Boy and his group defeated one by one demons.

Back in the fortress, the Demon General was having a feast. "It's terrible. Peach Boy and his gang are attacking us" one of the Demon said. "Peach Boy? Who's that? Demon General curious. "I'm Peach Boy, I'm here to conquer you!" Peach Boy said. "You think you can defeat me? Demon General said. The Demon General brandished a great steel rod. But Peach Boy drew his sword. "Ahhhhh, spare my life please!!!" Demon General asked. "Do you swear to stop making people suffer?" Peach boy said. "I promise" General Demon said. "Very

well, I'll spare your life." Peach Boy said. The grateful demon gave all his treasure to Peach Boy. Peach Boy and the gang back to their home. The old man and old woman were delighted and welcomed Peach Boy home. He shared the demon's treasure with all villagers and bought wonderful treats for the dog, the monkey and the pheasant. From that day, the demons never bothered anyone again and they lived happily ever after.



Name : _____

ID Number : _____

Class : _____

A. Answer the following questions below by crossing (x) a,b,c or d on this test problem.

1. What did old woman do at the river?
 - f. She swam at the river
 - g. She washed the clothes
 - h. She looked for vegetables around the river
 - i. She was fishing
 - j. She looked for any peach
2. What did old woman find at the river?
 - a. Giant peach
 - b. Ordinary peach
 - c. Floating branch
 - d. Giant fish
 - e. Little baby
3. What did the bird say to Peach Boy?
 - a. The bird asked Peach Boy to conquer the demons
 - b. The bird asked Peach Boy to split the firewood
 - c. The bird asked Peach Boy to wear the marvelous sandals
 - d. The bird asked Peach Boy to bring sword
 - e. The bird asked Peach Boy to give some snacks
4. What did the monkey do when they reached the Demon Island?
 - a. The monkey asked the millet dumpling to Peach Boy
 - b. The monkey was very fear
 - c. The monkey ask the pheasant to fly over the gate
 - d. The monkey helped the dog to push the gate together
 - e. The monkey climbed up the gate and open the lock of the gate from inside
5. What is the moral value of the story?
 - a. Don't believe a stranger

- b. Never leave your friend in difficult situation
- c. Don't be afraid to face all situation if you have strong will
- d. Don't judge by its cover
- e. Never fear the demons

B. Answer the following questions below based on the video on this test problem.

1. What did the old man usually do?

.....

2. What did the old man and old woman find inside the giant peach?

.....

3. Who did Peach Boy meet on his journey?

.....

4. What did Peach Boy give to his gang?

.....

5. Did Peach Boy kill the Demon General? Why?

.....

C. Answer the following statements below by circling T if the statement is true and F if the statement is false on this test problem.

- 1. Peach Boy grew much bigger. T F
- 2. Peach Boy was a strong person but not smart. T F
- 3. The old man and old woman immediately gave Peach Boy permission to the Demon Island. T F
- 4. The Peach Boy's millet dumpling was given to the dog, the monkey and the pheasant. T F
- 5. Peach Boy wanted to conquer the demons because they bothered the villagers. T F

Key Answers**A. Multiple Choices**

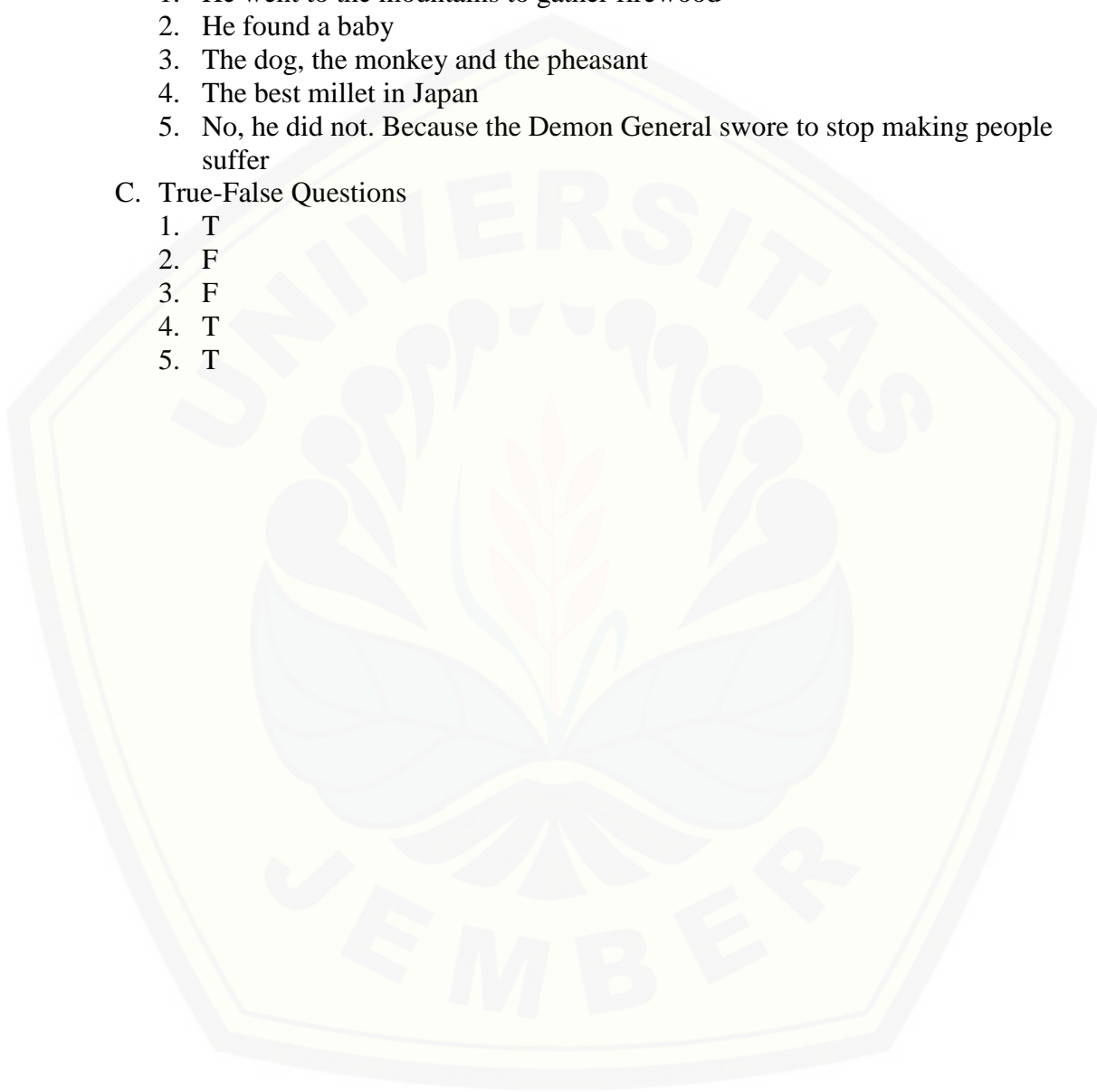
1. B
2. A
3. A
4. E
5. C

B. Open-Ended Questions

1. He went to the mountains to gather firewood
2. He found a baby
3. The dog, the monkey and the pheasant
4. The best millet in Japan
5. No, he did not. Because the Demon General swore to stop making people suffer

C. True-False Questions

1. T
2. F
3. F
4. T
5. T

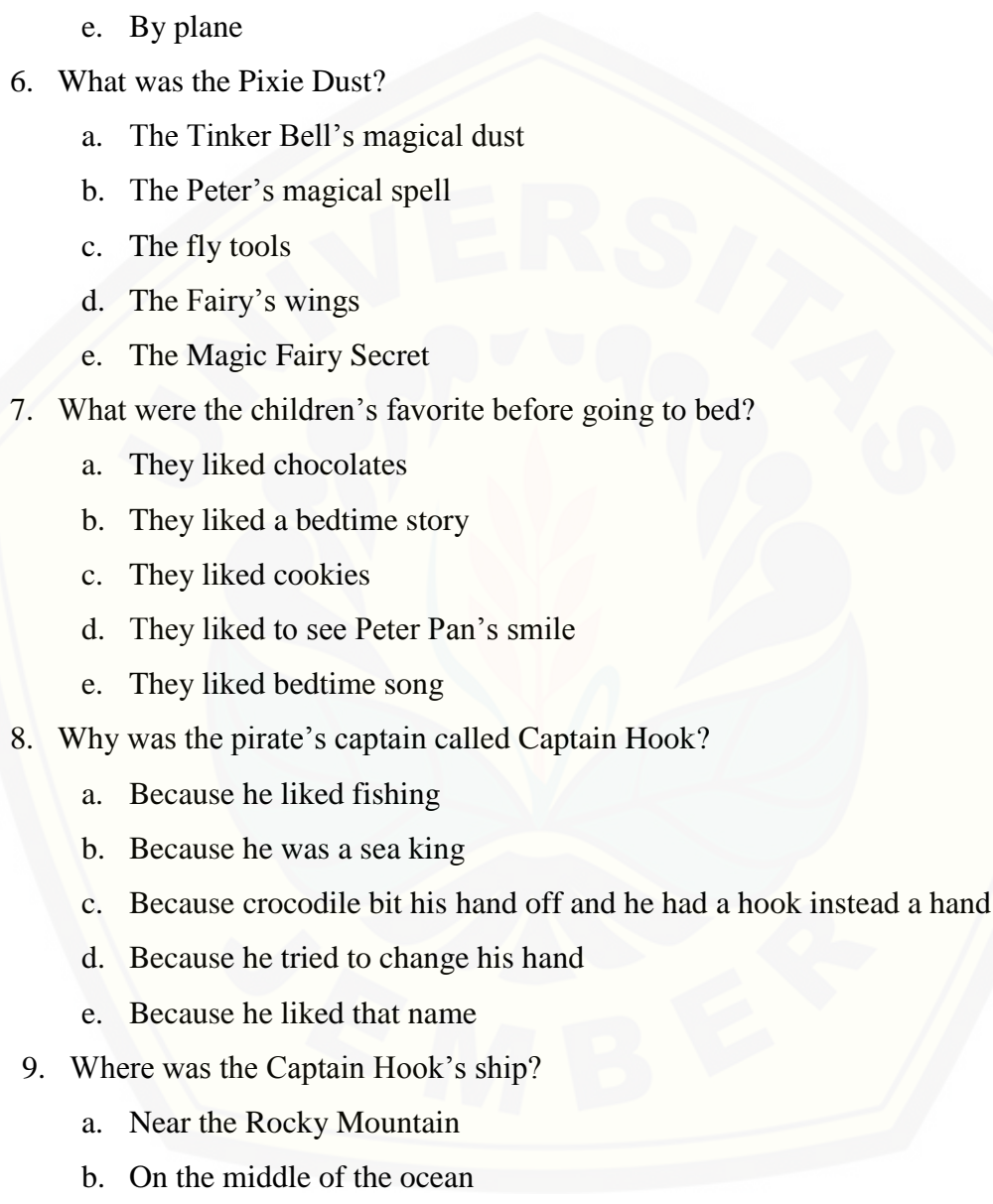


APPENDIX J

School : SMKN 1 Banyuwangi
Subject : English
Theme : Folktales
Time Allocation : 60 minutes
Name : _____
ID Number : _____
Class : _____

LISTENING TEST**A. Answer the following questions below by crossing (x) a,b,c or d on this test problem.**

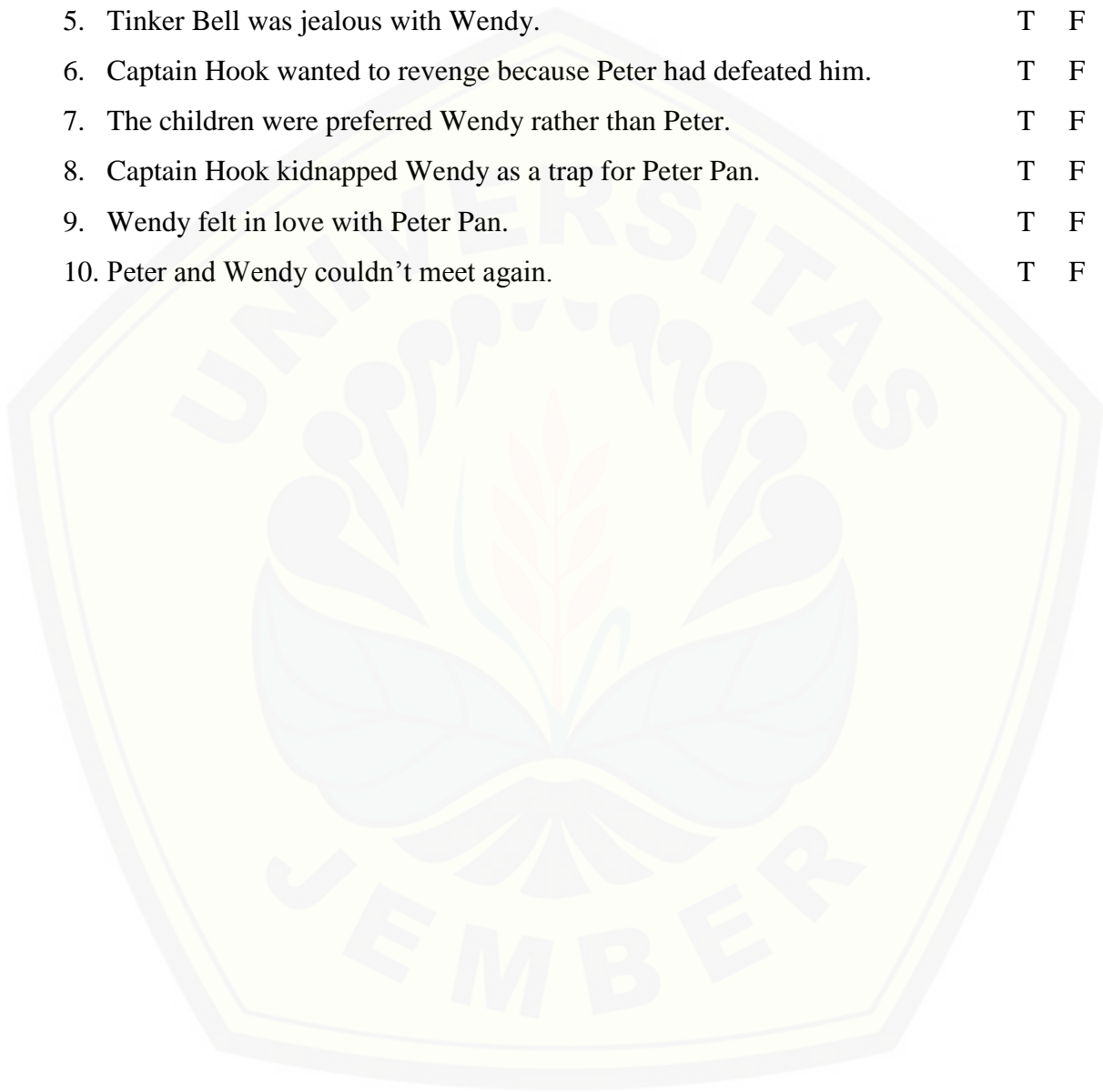
1. What were the name of Wendy's parents?
 - a. Mr. and Mrs. Dally
 - b. Mr. and Mrs. Darren
 - c. Mr. and Mrs. Darling
 - d. Mr. and Mrs. Daring
 - e. Mr. and Mrs. Danny
2. Where did Wendy's parents go?
 - a. Attended the birthday party
 - b. Attended the dinner party
 - c. Attended the masked party
 - d. Attended the Independence Day
 - e. Attended the Barbeque party
3. What did Peter Pan do outside of Wendy's house?
 - a. Looking for Tinker Bell
 - b. Looking for his shadow
 - c. Looking for any lost children
 - d. Looking for Wendy's parents
 - e. Looking for his shoes
4. Where was Peter Pan's home?
 - a. Neverland
 - b. Netherland
 - c. Necroland
 - d. Peter's land

- 
- e. Fairyland
5. How did Peter Pan fly?
- By sprinkling the pixie dust
 - By the mystic spell
 - By Tinker Bell's wings
 - By drinking the magic drink
 - By plane
6. What was the Pixie Dust?
- The Tinker Bell's magical dust
 - The Peter's magical spell
 - The fly tools
 - The Fairy's wings
 - The Magic Fairy Secret
7. What were the children's favorite before going to bed?
- They liked chocolates
 - They liked a bedtime story
 - They liked cookies
 - They liked to see Peter Pan's smile
 - They liked bedtime song
8. Why was the pirate's captain called Captain Hook?
- Because he liked fishing
 - Because he was a sea king
 - Because crocodile bit his hand off and he had a hook instead a hand
 - Because he tried to change his hand
 - Because he liked that name
9. Where was the Captain Hook's ship?
- Near the Rocky Mountain
 - On the middle of the ocean
 - Near the coast
 - Far from the coast
 - Near of London
10. Why did Peter ask Wendy to look at the Captain Hook's ship?
- Because Wendy did not believe Peter's story
 - Because Wendy was curious with Captain Hook

- c. Because Wendy wanted to defeat Captain Hook
 - d. Because Peter wanted to show off that he had defeated Captain Hook
 - e. Because Wendy asked the Peter
11. Why did Peter say rude words to Wendy?
- a. Because Peter hated her from the beginning
 - b. Because Peter wanted to chase Wendy away
 - c. Because Peter was asked by Tinker Bell
 - d. Because Peter wanted to save her from Hook
 - e. Because Peter was jealous to Wendy
12. When did Tinker Bell save Wendy and the children?
- a. When Hook was defeated by Peter
 - b. When the children screamed
 - c. When the Hook's men were careless with the children
 - d. When the Hook's men helped their captain
 - e. When Peter helped her
13. How did Peter defeat Captain Hook?
- a. By killing him using a sword
 - b. By using a magic spell
 - c. By Tinker Bell's help
 - d. By throwing him to the sea
 - e. By pushing him to the sea
14. When did Peter visit Wendy's house?
- a. When he looked for any children in London
 - b. When he wanted to see her face
 - c. When he missed her bedtime story
 - d. When he was lost his shadow
 - e. When he missed the Wendy's brothers
15. What is the moral value of the story?
- a. Don't look back in anger for any bad experiences
 - b. Don't be jealous with someone
 - c. Don't let your friend go away
 - d. Don't say any rude words
 - e. Don't play with any fairy

B. Answer the following statements below by circling T if the statement is true and F if the statement is false on this test problem.

- | | | |
|---|---|---|
| 1. Michael and Snow were Wendy's brothers. | T | F |
| 2. Wendy sewed Peter's shadow to Peter's shoes. | T | F |
| 3. The children in Neverland knew that Wendy was a lost child. | T | F |
| 4. The lost children ignored Wendy. | T | F |
| 5. Tinker Bell was jealous with Wendy. | T | F |
| 6. Captain Hook wanted to revenge because Peter had defeated him. | T | F |
| 7. The children were preferred Wendy rather than Peter. | T | F |
| 8. Captain Hook kidnapped Wendy as a trap for Peter Pan. | T | F |
| 9. Wendy felt in love with Peter Pan. | T | F |
| 10. Peter and Wendy couldn't meet again. | T | F |



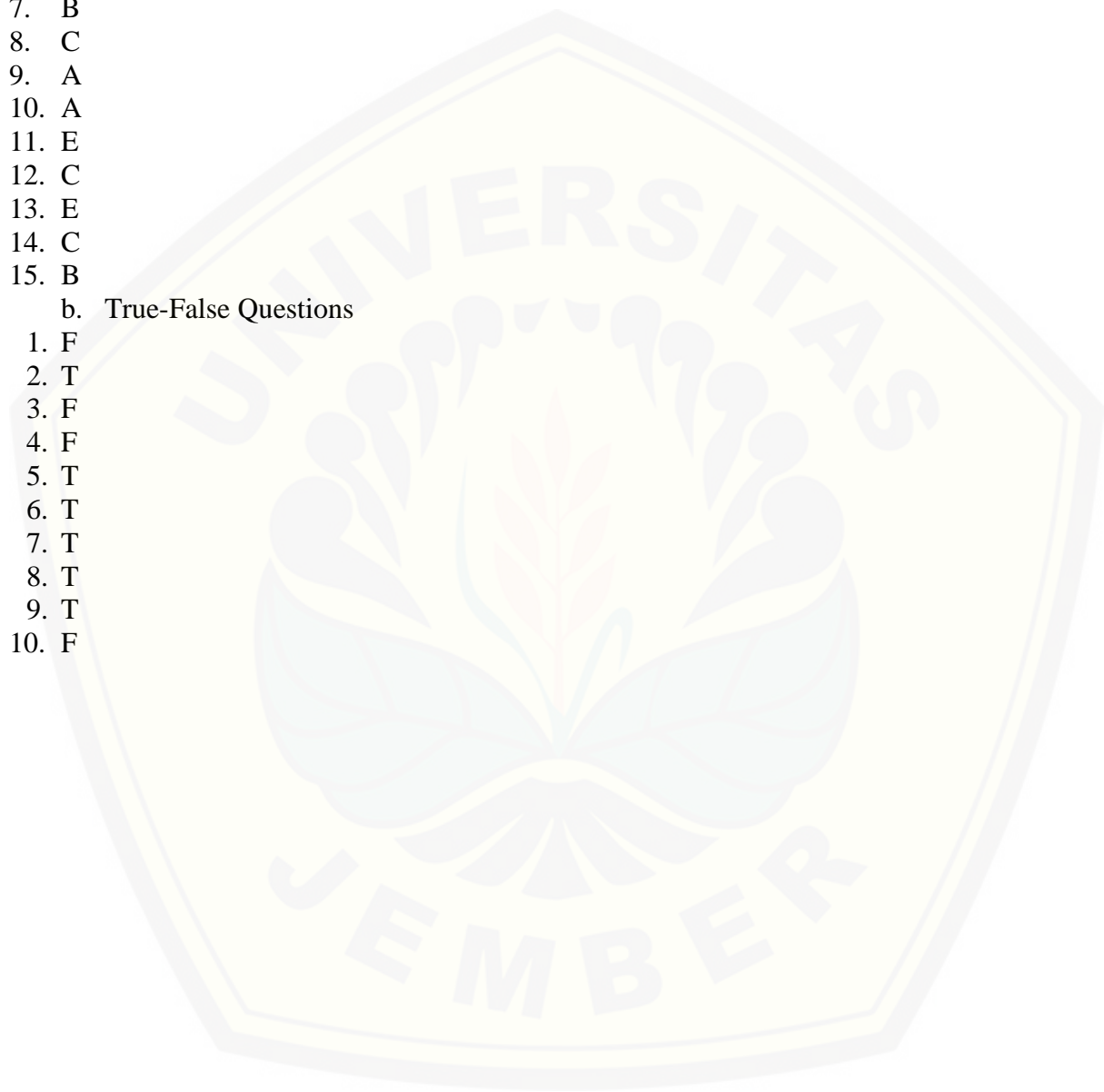
Key Answers

a. Multiple Choices

1. C
2. B
3. B
4. A
5. A
6. A
7. B
8. C
9. A
10. A
11. E
12. C
13. E
14. C
15. B

b. True-False Questions

1. F
2. T
3. F
4. F
5. T
6. T
7. T
8. T
9. T
10. F



The Transcript

PETER PAN

Once upon a time in London, there lived a lovely family, Mr. and Mrs. Darling and their three children who they loved: Wendy, John and Michael. One day, Mr. and Mrs. Darling had to attend a dinner party. "Wendy take care of your brothers. Make sure they sleep on time. We'll back soon honey. Take care!" said Mrs. Darling. "Don't worry mother, have a good time. Bye." said Wendy. Wendy and her brothers had dinner and she tucked them into their beds. She then sat down to read a book. Suddenly she noticed a shadow on the wall. It immediately disappeared into a table drawer. "What was that? A shadow? Strange..." said Wendy. She heard the rumbling of the tree leaves. She looked outside at the trees and saw a boy flying in the sky. "Wow! Is that a flying boy? How can this happen?" said Wendy. Wendy decide the only way to know was to talk to the boy, so she called him. "Hello, who are you?" said Wendy. "Me? I'm Peter Pan. Who're you?" said Peter Pan. "I'm Wendy. How can you fly like that? And what are you doing here so late?" said Wendy curious. "Well, I can fly thanks to pixie dust of fairy called Tinkerbell." said Peter. "Pixie dust? A fairy? Are fairies real?" said Wendy. "Of course, they are. I've looking for my shadow. Have you seen it anywhere?" said Peter. "Oh! So that shadow belongs to you! Yes, I've seen it. It's in my room." said her. "Well it's not sticking back on me. So, I'm wondering what to do." said him. "I've an idea. Come on in!" said her.

Peter Pan flew into the room and Wendy opened the drawer. Out came the shadow. Wendy ran to get a needle and thread, Peter held the shadow to his shoe while Wendy sewed it to the shoe. "Phew! Thank you, Wendy, now my shadow isn't going." Wendy was curious about Peter Pan. As they spoke, Peter told her all about where he came from, the magical place called Neverland filled with fairies, pirates and lost children. When Wendy heard this, she knew she wanted to go to Neverland. "Can you take me to Neverland?" asked her. "Uh.... Yes, why not?" Peter said. "Can John and Michael come along?" asked her. "The more the merrier" he said. Before Peter could say a word, Wendy ran to wake up John and Michael. So, she told them were going on a magical trip and brought them to Peter.

Peter sprinkled pixie dust on everyone and they flew in the sky to Neverland. "Follow me, we should hide in the hollow trees before the pirates see us. They followed Peter with their face filled the wonder. "Time to meet the lost children of Neverland!" Peter said. "Hello everyone, I'm Wendy and they're my brothers, John and Michael." she said. "Are you lost too?" one of the lost children said. "No, Peter brought us here. We live in London." she said. The kids were so excited to see them that they all asked Wendy plenty of questions and she answered them. "Okay enough, time to dinner and what's after dinner?" Peter asked. "Bedtime stories!!!" the children yelled. "They loved my bedtime stories." Peter said. Everyone finished their dinner and it was time for the stories. All the kids tucked themselves in a cozy corner. Peter told the how he fought the pirates and saved the Indian the Indian princess lily. "I pushed him into the sea, a crocodile bit his hand off. Now he has a hook instead a hand. That's why he called Captain Hook." Peter told. All the kids fell asleep after the story, but Wendy and Peter Pan went out to walk in the forest. "Peter was that a real story?" Wendy asked. "Of course, you'll see for yourself but before that I want you to meet someone." He said. Peter led Wendy to the place where the fairies lived. Wendy was very amazed. "Well Wendy this is Fairyland, and here is Tinker Bell." he said. Tinker Bell seemed angry with Wendy and refused to talk with her. So, Peter threw some pixie dust and helped Wendy fly again so they could go to rocky mountain. "Sssshh, Wendy not so loud. If Captain Hook hears us, we'll be dead." Peter whispered to Wendy. From distance, Wendy looked at the Captain and saw that he had one hand and the other arm had a hook. She now knew Peter's story was true. "Let's go back before

the know we're here." he said. As the days went by, the kids became fond of Wendy. She cooked for them, taught new games and told them bedtime stories that Peter Pan didn't know. Peter like Wendy, but he was jealous that she was a better storyteller and was getting all the attention.

Meanwhile, Captain Hook was waiting for an opportunity to take his revenge. One of his men heard Peter Pan talking about Wendy and told the Captain about it. "Hahaha... very well, then let's see who this Wendy is. Bring her to me." Hook said. Peter Pan wanted to speak with Wendy about that. "Everything was fine until you came along. I was everyone's favorite, the best storyteller in Neverland. And now they just want to hear Wendy's stories." Peter said. Wendy was hurt by Peter's words. Wendy was very sad, and she ran in the forest where Captain's Hook men were waiting for her. They kidnapped her and took her to their captain. The kids in Neverland looked everywhere for Wendy but they couldn't find her. They ran to Peter Pan for help. "I don't know where she and I don't care. Last I saw, she ran into the forest saying she's going away. I hate her." Peter said. The kids went into the forest in search of Wendy but few of them fell into traps set up by the pirates. They became captives while the others escaped. "Peter, Peter! The pirates have captured John, Michael, and Snow." the child said. "We must go now!" Peter said. Peter came up with a plan on how to rescue the kids. Meanwhile, the Captain came onto the deck. "Peter Pan, welcome aboard! Isn't a beautiful day for revenge?" Hook said. "Hook, this is between you and me. Let Wendy and the kids go, or I will feed you to the crocodiles.", Peter said. The pirates started to cheer for the fight. Tinker Bell knew this was the right moment. She slowly released all the captured kids. Once they were free, she sprinkled pixie dust on Peter and Wendy. Peter flew away from Captain Hook. Captain Hook ran to catch hold of Peter. Peter flew to the edge of the ship and pushed Hook into the sea where crocodiles was waiting for a feast. Finally, they were saved. "Peter, thank you for saving me, I was so scared. I miss my parents, I must go now. Please come with me, let's grow old together." Wendy asked. "No, no you go now. I came to Neverland, so I can never grow old. I belong here." Peter said. Peter took Wendy, Michael and John back to London. Mr. and Mrs. Darling were happy to see their children back home. Peter flew back to Neverland, he visited Wendy's house whenever he missed her bedtime stories.

APPENDIX K

Students' Test Worksheet

School : SMKN 1 Banyuwangi
 Subject : English
 Theme : Folktales
 Time Allocation : 60 minutes
 Name : Nur Rizki Hafifah
 ID Number : 8
 Class : XI APK 2

LISTENING TEST

A. Answer the following questions below by crossing (x) a,b,c or d.

- What were the name of Wendy's parents?
 - Mr. and Mrs. Dally
 - Mr. and Mrs. Darin
 - Mr. and Mrs. Darling
 - Mr. and Mrs. Daring
 - Mr. and Mrs. Danoy
- Where did Wendy's parents go?
 - Attended the birthday party
 - Attended the dinner party
 - Attended the masked party
 - Attended the Independence Day
 - Attended the Barbecue party
- What did Peter Pan do outside of Wendy's house?
 - Looking for Tinker Bell
 - Looking for his shadow
 - Looking for any lost children
 - Looking for Wendy's parents
 - Looking for his shoes
- Where was Peter Pan's home?
 - Neverland
 - Netherland

- Neverland
- Peter's land
- Fairyland

5. How did Peter Pan fly?

- By sprinkling the pixie dust
- By the mystic spell
- By Tinker Bell's wings
- By drinking the magic drink
- By plane

6. What was the Pixie Dust?

- The Tinker Bell's magical dust
- The Peter's magical spell
- The fly tools
- The Fairy's wings
- The Magic Fairy Secret

7. What were the children's favorite before going to bed?

- They liked chocolates
- They liked a bedtime story
- They liked cookies
- They liked to see Peter Pan's smile
- They liked bedtime song

8. Why was the pirate's captain called Captain Hook?

- Because he liked fishing
- Because he was a sea king
- Because crocodile bit his hand off and he had a hook instead a hand
- Because he tried to change his hand
- Because he liked that name

9. Where was the Captain Hook's ship?

- Near the Rocky Mountain
- On the middle of the ocean
- Near the coast
- Far from the coast
- Near of London

- Why did Peter ask Wendy to look at the Captain Hook's ship?
 - Because Wendy did not believe Peter's story
 - Because Wendy was curious with Captain Hook
 - Because Wendy wanted to defeat Captain Hook
 - Because Peter wanted to show off that he had defeated Captain Hook
 - Because Wendy asked the Peter
- Why did Peter say rude words to Wendy?
 - Because Peter hated her from the beginning
 - Because Peter wanted to chase Wendy away
 - Because Peter was asked by Tinker Bell
 - Because Peter wanted to save her from Hook
 - Because Peter was jealous to Wendy
- When did Tinker Bell save Wendy and the children?
 - When Hook was defeated by Peter
 - When the children screamed
 - When the Hook's men were careless with the children
 - When the Hook's men helped their captain
 - When Peter helped her
- How did Peter defeat Captain Hook?
 - By killing him using a sword
 - By using a magic spell
 - By Tinker Bell's help
 - By throwing him to the sea
 - By pushing him to the sea
- When did Peter visit Wendy's house?
 - When he looked for any children in London
 - When he wanted to see her face
 - When he missed her bedtime story
 - When he was lost his shadow
 - When he missed the Wendy's brothers
- What is the moral value of the story?
 - Don't look back in anger for any bad experiences
 - Don't be jealous with someone
 - Don't let your friend go away

- Don't say any rude words
- Don't play with any fairy

B. Answer the following statements below by circling T if the statement is true and F if the statement is false.

- Michael and Snow were Wendy's brothers. (T) F
- Wendy sewed Peter's shadow to Peter's shoes. (T) F
- The children in Neverland knew that Wendy was a lost child. (T) F
- The lost children ignored Wendy. (T) F
- Tinker Bell was jealous with Wendy. (T) F
- Captain Hook wanted to revenge because Peter had defeated him. (T) F
- The children were preferred Wendy rather than Peter. (T) F
- Captain Hook kidnapped Wendy as a trap for Peter Pan. (T) F
- Wendy felt in love with Peter Pan. (T) F
- Peter and Wendy couldn't meet again. (T) F

School : SMKH 1 Banyuwangi
 Subject : English
 Theme : Folktales
 Time Allocation : 60 minutes
 Name : Nick Agatha
 ID Number : 10
 Class : XI IPA 2

LISTENING TEST

A. Answer the following questions below by crossing (x) a,b,c or d.

- What were the name of Wendy's parents?
 - Mr. and Mrs. Dally
 - Mr. and Mrs. Darren
 - Mr. and Mrs. Darling
 - Mr. and Mrs. Daring
 - Mr. and Mrs. Danny
- Where did Wendy's parents go?
 - Attended the birthday party
 - Attended the dinner party
 - Attended the masked party
 - Attended the Independence Day
 - Attended the Barbeque party
- What did Peter Pan do outside of Wendy's house?
 - Looking for Tinker Bell
 - Looking for his shadow
 - Looking for any lost children
 - Looking for Wendy's parents
 - Looking for his shoes
- Where was Peter Pan's home?
 - Neverland
 - Netherland

- Necroland
 - Peter's land
 - Fairyland
- How did Peter Pan fly?
 - By sprinkling the pixie dust
 - By the mystic spell
 - By Tinker Bell's wings
 - By drinking the magic drink
 - By plane
- What was the Pixie Dust?
 - The Tinker Bell's magical dust
 - The Peter's magical spell
 - The fly tools
 - The Fairy's wings
 - The Magic Fairy Secret
- What were the children's favorite before going to bed?
 - They liked chocolates
 - They liked a bedtime story
 - They liked cookies
 - They liked to see Peter Pan's smite
 - They liked bedtime song
- Why was the pirate's captain called Captain Hook?
 - Because he liked fishing
 - Because he was a sea king
 - Because crocodile bit his hand off and he had a hook instead a hand
 - Because he tried to change his hand
 - Because he liked that name
- Where was the Captain Hook's ship?
 - Near the Rocky Mountain
 - On the middle of the ocean
 - Near the coast
 - Far from the coast
 - Near of London

- Why did Peter ask Wendy to look at the Captain Hook's ship?
 - Because Wendy did not believe Peter's story
 - Because Wendy was curious with Captain Hook
 - Because Wendy wanted to defeat Captain Hook
 - Because Peter wanted to show off that he had defeated Captain Hook
 - Because Wendy asked the Peter
- Why did Peter say rude words to Wendy?
 - Because Peter hated her from the beginning
 - Because Peter wanted to chase Wendy away
 - Because Peter was asked by Tinker Bell
 - Because Peter wanted to save her from Hook
 - Because Peter was jealous with Wendy
- When did Tinker Bell save Wendy and the children?
 - When Hook was defeated by Peter
 - When the children screamed
 - When the Hook's men were careless with the children
 - When the Hook's men helped their captain
 - When Peter helped her
- How did Peter defeat Captain Hook?
 - By killing him using a sword
 - By using a magic spell
 - By Tinker Bell's help
 - By throwing him to the sea
 - By pushing him to the sea
- When did Peter visit Wendy's house?
 - When he looked for any children in London
 - When he wanted to see her face
 - When he missed her bedtime story
 - When he was lost his shadow
 - When he missed the Wendy's brothers
- What is the moral value of the story?
 - Don't look back in anger for any bad experiences
 - Don't be jealous with someone
 - Don't let your friend go away

- Don't say any rude words
- Don't play with any fairy

B. Answer the following statements below by circling T if the statement is true and F if the statement is false.

- Michael and Snow were Wendy's brothers. T (F)
- Wendy sewed Peter's shadow to Peter's shoes. (T) F
- The children in Neverland knew that Wendy was a lost child. T (F)
- The lost children ignored Wendy. T (F)
- Tinker Bell was jealous with Wendy. (T) F
- Captain Hook wanted to revenge because Peter had defeated him. (T) F
- The children were preferred Wendy rather than Peter. (T) F
- Captain Hook kidnapped Wendy as a trap for Peter Pan. (T) F
- Wendy felt in love with Peter Pan. (T) F
- Peter and Wendy couldn't meet again. T (E)

APPENDIX L Any Supporting Documents



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor **5441/UN25.1.5/LT/2018**
Lampiran : -
Perihal : Permohonan Izin Penelitian

01 AUG 2018

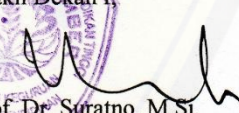
Yth. Kepala SMKN 1
Banyuwangi

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Muhamad Iqbal Cahyadi
NIM : 140210401082
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Enhancing Vocational High School Students' Listening Comprehension Achievement through Youtube Animation Video". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I

Prof. Dr. Suratno, M.Si.
NIP. 1967062519992031003



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN

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BANYUWANGI

Kode Pos : 68425



SURAT KETERANGAN

Nomor : 421.5/662 /101.6.7.18/2018

Yang bertanda tangan di bawah ini :

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NIP : 19680407 199103 1 007
Pangkat/ Golongan Ruang : Pembina Tk.I, IV/b
Jabatan : Plt.Kepala SMK Negeri 1 Banyuwangi Kab. Banyuwangi
Instansi : SMK Negeri 1 Banyuwangi

Dengan ini menerangkan bahwa:

Nama : Muhamad Iqbal Cahyadi
NIM : 140210401082
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Benar-benar yang bersangkutan telah melaksanakan penelitian di SMK Negeri 1 Banyuwangi pada tanggal 9 s.d. 19 Oktober 2018 dengan Judul **"Enhancing Vocational High School Students' Listening Comprehension Achievement Through Youtube Animation Video"**.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Banyuwangi, 22 Oktober 2018

Plt. Kepala SMK Negeri 1 Banyuwangi,



Magiyono, M.Pd

NIP. 19680407 199103 1 007

