



**IMPROVING THE JUNIOR HIGH SCHOOL STUDENTS' LISTENING
ACHIEVEMENT BY USING FABLE ANIMATION VIDEO**

THESIS

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JEMBER UNIVERSITY**

2019



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, the Department of Language and Arts, the Faculty
of Teacher Training and Education, Jember University

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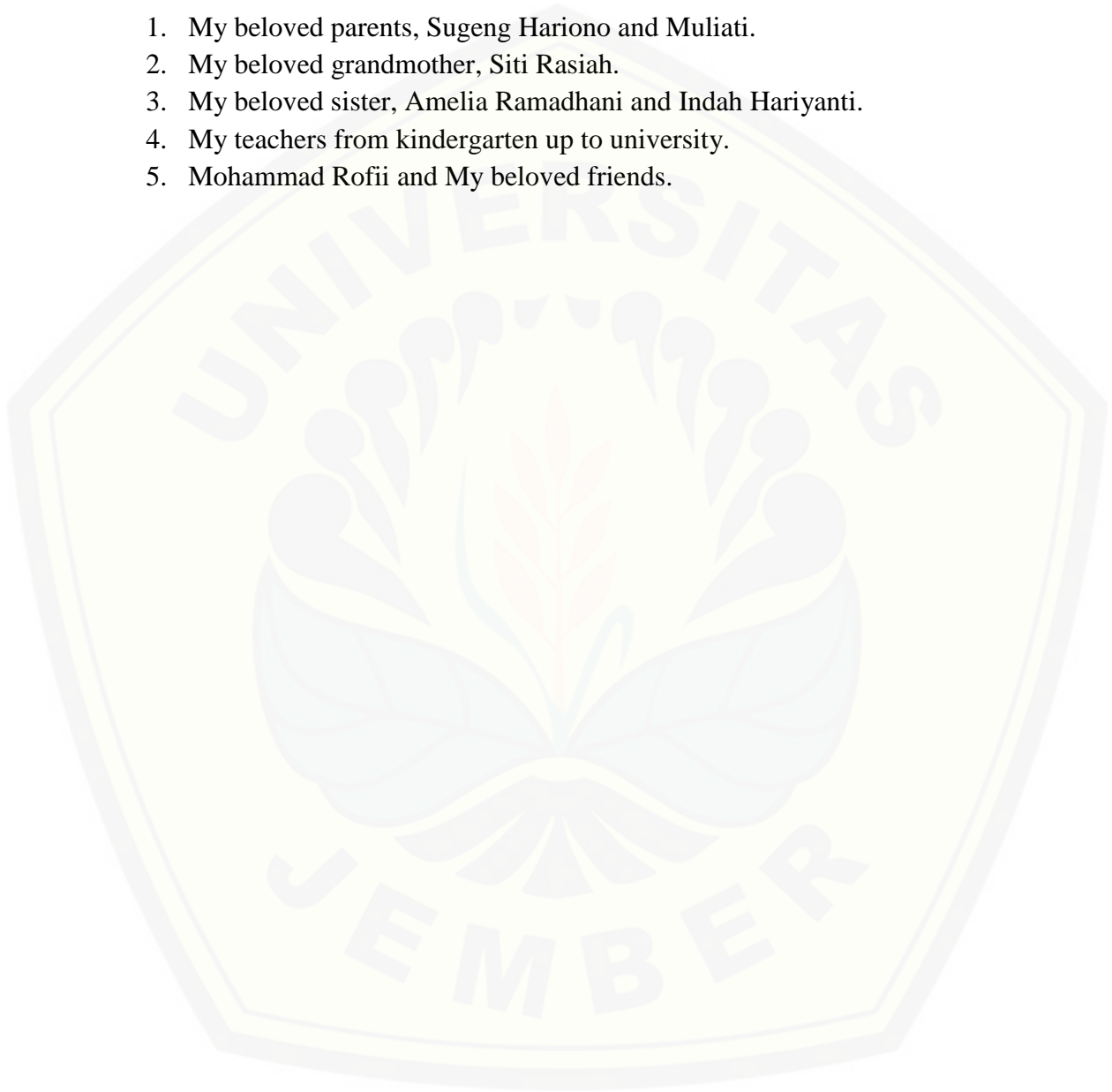
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2019

DEDICATION

This thesis is honorably dedicated to:

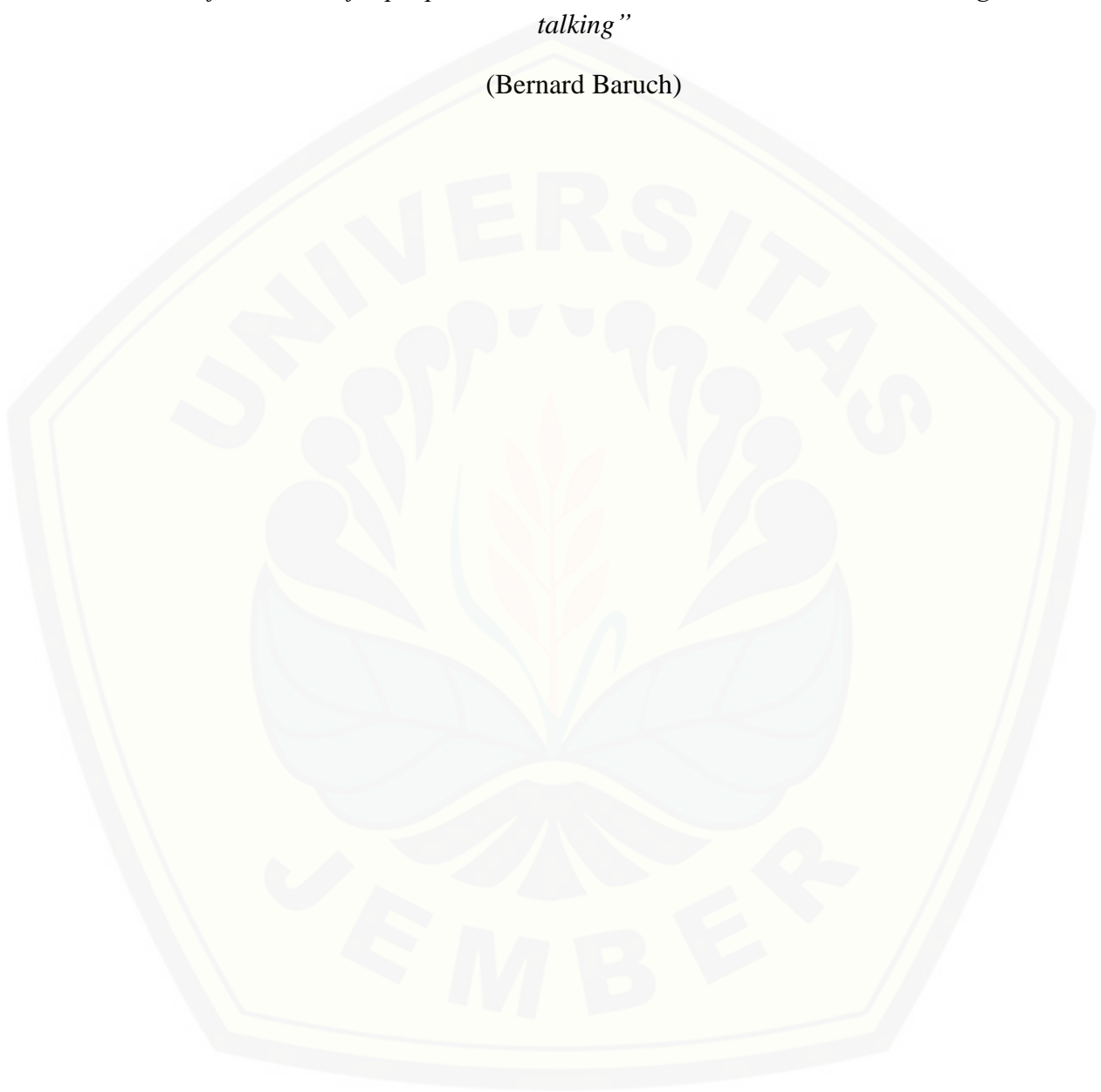
1. My beloved parents, Sugeng Hariono and Muliati.
2. My beloved grandmother, Siti Rasiah.
3. My beloved sister, Amelia Ramadhani and Indah Hariyanti.
4. My teachers from kindergarten up to university.
5. Mohammad Rofii and My beloved friends.



MOTTO

“Most of the successful people I’ve known are the ones who do more listening than talking”

(Bernard Baruch)



(Source: <http://awakenthegreatnesswithin.com>)

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CONSULTANT'S APPROVAL

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THESIS

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at the English Education Program, Language and Arts Department,
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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions and criticism would be appreciated and respectfully welcomed to make this thesis better.

Jember, 22 April 2019
The Writer

Yesy Widia Astuti

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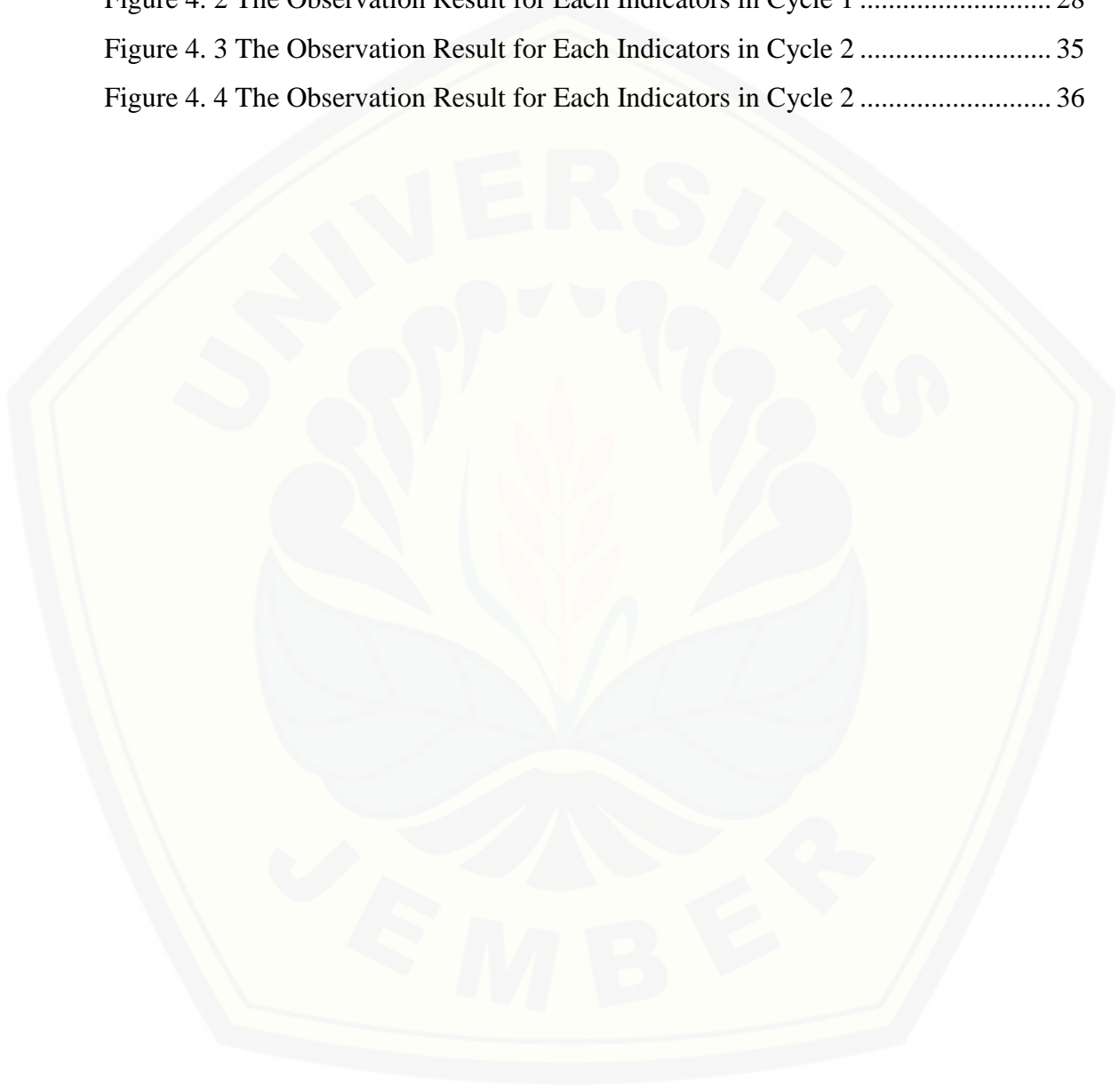
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SUMMARY

Improving the Junior High School Students' Listening Achievement by Using Fable Animation Video: Yesy Widia Astuti, 140210401028; 43 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to improve the VIII-G grade students' listening achievement by using Fable Animation Video at SMP Negeri 1 Jember. Based on the preliminary study, it was found that the students in VIII-G had the most problem in listening as indicated by the lowest mean score of 59.5 among the existing classes. The students in VIII-G had difficulties in understanding narrative text. They had difficulties in comprehending language features, finding out the factual or detail information and drawing the moral values from a given story. Therefore, the researcher found out that the students had low motivation in learning listening skill, so that it might affect their difficulty in understanding the lesson. The researcher knew that the teacher rarely gave the students listening exercises. It was because of the limited media such as audio, speaker, and projector in the school.

The data collection methods used were listening test and observation in the form of checklist. The study was done in two cycles to check the consistency of the research result. Each cycle covered two meetings of the action implementation and one meeting for administering the test. Besides, the observational checklist consisted of 4 indicators, namely 1) Listening and watching video, 2) Asking questions in relation to the video, 3) Answering teacher's questions in relation to the video, 4) Doing the exercises based on the video. The students were categorized active students if they fulfilled at least three or four indicators and the students were categorized passive students if they only fulfilled two or one indicator.

The result of observation in Cycle 1 and Cycle 2 showed that the percentage of the students' participation improved in the teaching and learning process of listening comprehension from 77.9% in Cycle 1 into 91.15% in Cycle 2. Therefore,

the result of listening test in Cycle 1 showed that the percentage of the students who got scores at least 75 was 76.47% (26 out of 34 students). Then, the result of listening test in Cycle 2 showed that the percentage of the students who got scores at least 75 was 85.29% (29 out of 34 students). It means that there was improvement in the Cycle 1 to the Cycle 2 in the term the percentage of the students who got scores ≥ 75 .

Based on the result above, it can be concluded that the action in Cycle 1 and Cycle 2 had achieved the criteria of success of the research. The result of Cycle 1 to Cycle 2 showed an improvement as well as achieved the criteria of success. Finally, it can be summarized that the implementation of Fable Animation Video could improve the VIII-G grade the students' active participation and students' listening achievement.

CHAPTER 1. INTRODUCTION

This chapter presents three topics related to the topic of the research. It covers research background, research problems, and research contributions.

1.1 Research Background

In English subject listening is a skill that students felt difficult because it needs more concentration to comprehend the listening text. In listening comprehension listeners tried to construct meaning when they got the information from the listening source (Goss, 1982). It means that without good listening skill usually people cannot speak fluently with others, they need listening skill to help their idea in understanding what someone says.

Based on the result of the interview that has been conducted with the English teacher, it was known that the eighth grade students at SMP Negeri 1 Jember were divided into ten classes. They were VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H, VIII I, VIII J. The students in VIII G had the most problem in listening as indicated by the lowest mean score of 59.5 among the existing classes. The students in VIII G had difficulties in understanding narrative text. They had difficulties in comprehending language features, finding out the factual or detail information and drawing the moral values from a given story. Besides conducting an interview, the writer also did an observation and interview in class VIII G which as the participant of this research. Based on the observation and the interview with the students in VIII G, the writer found out that the students had low motivation in learning listening skill, so that it might affect their difficulty in understanding the lesson. Based on the interview with the students, they said that the problems in learning listening were that it was boring to join listening class because the teacher usually used textbook and tape recorder and it was difficult for them to understand what the speaker said. In addition, the researcher knew that the teacher rarely gave the students listening exercise. It was because of the limited media such as audio, speaker, and projector in the school. Based on these problems, the researcher tried to

find interesting medium to build the students' motivation and develop their listening comprehension.

Based on the problems identified at SMP Negeri 1 Jember, the researcher intended to improve the students' listening skill through Fable Animation Video which is medium that combines audio and visual and plays a very important role in the learning process. Fable animation video could facilitate understanding and strengthen memory because it allows the students both to listen and see language. It also increases students' level of interest when they have a chance to see the language in use as well as hear it. The gestures in fable animation video using the animal characters is body movement intended to suggest a certain meaning and context that come before or after a word, a phrase, a sentence, etc. Furthermore, the students will understand such a particular material taught to them easily. The use of fable animation video in teaching listening can help students understand what the speaker says. By watching fable animation video students are introduced to the real of English and a wide range of vocabulary that they cannot get in learning in the classroom. In addition they will listen to the correct pronunciation, stress and intonation, and also useful expressions.

Some findings from previous researchers are important to support the action of this research. The previous research was conducted by Irdawati et al (2015) which was an experimental research on the tenth grade students of SMA Mujahidin Pontianak. It showed that the effectiveness of using Animated Fable Video in teaching narrative text writing was categorized "High". Another study was done by Subur (2014) who conducted descriptive qualitative research on the eighth grade students of Mts Annamirah, Bangkalan, Madura. He reported that the application of Animated Fable Videos could help the students to find ideas to speak in narrative as well as help them to remember the English vocabulary better. Ramadhika (2013) conducted a classroom action research on the eighth grade of SMPN 6 Magelang. It showed that the use of animation videos in the English teaching and learning process was effective to improve the students' listening skills. There were some good

improvements in some aspects such as their familiarity in listening to English words and their vocabulary.

Another study done by Rismawati (2015) employed experimental research on the second grade students of State Senior high School 4 Banda Aceh and she found that using authentic video as an audio visual aids was a successful medium for improving teaching of listening. Kim (2015) also employed experimental research on the students of Korean University. He examined that using videos would ultimately be an effective teaching device to expand the EFL learners' listening skills and to stimulate their learning process. Martinez (2010) who conducted an experimental research on the university students of El Savador University, examined the effectiveness of teaching EFL listening through video. A standardized test (TOEFL) was used for assessing the students' listening ability and a questionnaire was used for assessing the students' attitudes.

From the researchs above, it can be concluded that teaching listening by using Fable Animation Video can help the students in learning English and it is useful to improve the students' participation and their listening achievement. However, there was a gap between what the previous researchers did and what the present study. The differences between those previous researches and this research are on the research design, the research area, the research participant, and the kind of language skill.

Most of the previous researches focused on the experimental research and some of the previous researches were descriptive qualitative and classroom action research to fill the gap. This research employed classroom action research design on junior high school students to improve the students' listening achievement by using Fable Animation Video.

1.2 Research Problems

Based on the research background above, the problems of the research are formulated as follows:

1. Can the use of Fable Animation Video improve the junior high school students' participation in teaching listening?
2. Can the use of Fable Animation Video improve the junior high school students' listening achievement?

1.3 Research Contributions

The results of this research are expected to give advantages to the following people.

1.4.1 Empirical Contribution

The result of this research is expected to help the future researchers who wanted to conduct a research in teaching listening by using fable animation videos.

1.4.2 Practical Contribution

The result of this research hopefully can provide the information to the teachers about the implementation of fable animation video as the media in teaching listening, because fable animation video can facilitate the students to understand and strengthen memory, increases students' level of interest, can help them understand what the speaker says, and improve listening achievement.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents theoretical framework, conceptual review and previous research review. Each point is presented below.

2.1 Theoretical Framework

2.1.1 The Use of Audio Visual Aids in ELT

In this modern era of language teaching, a new dimension has been added in the existing methods and techniques. Nowadays, a good Language teacher always tried to found new innovations in their teaching to make their language teaching effective. Teaching language is not an easy task and it needs to be interesting enough to remove the boredom and anxiety of the learners. For this reason, language teachers tend to adapt different media to teach language more effectively and more interestingly. Based on Hemei (1997), students like audio-visual materials because they are interesting, challenging, and motivating to watch and listen. It has been found that the use of audio-visual aids assists both the teacher and the learners in teaching and learning language skills.

The use of audio-visual aids in language teaching has become a common trend of the ELT. Audiovisual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting (Rather, 2004). According to Mckean and Roberts, “Audio-visual aids are supplementary device by which the teacher, through utilization or more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciation.” (quoted in rather 52). Furthermore, Gordon, Tatiana (2006) has discussed the benefits of technological teaching aids. She has pointed out that these media build learner’s motivation and construct their interest in learning. Additionally, she has argued that they play a vital role in developing an excited communicative context.

2.2 Conceptual Review

2.2.1 The Concept of Listening Comprehension

Listening is one of the four language skills which learners usually find the most difficult. It is part of communication because through listening we can share our ideas with other people. Rost (2002) expressed that listening is the most important skill in language learning because it is the most widely used language skill in normal daily life. According to Rivers (1986), we have to spend much of our time through listening activities. He estimated that the time adult spends in communication activities is 45% for listening, 30% for speaking, 16% for reading, and only 9% for writing skills. In other words, before someone understands and starts to speak, they have to hear sound, words, and speech patterns first. The importance of listening was acknowledged by Brown (2001:247) who stated that “Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking.” It means that listening was the important thing in daily activities; through listening we can interpret the meaning. Therefore, in learning a language, the first step to be acquired will be listening.

As cited in Al-Alwan et al. (2013:31) Zhang (2001) said that there are two steps which are involved in listening comprehension process. The first step is the process of receiving, memorizing, and repeating the sounds. The second step is the listeners’ ability to explain the content of the message being said or delivered by the speaker. It can be said that people comprehend what they have listened to if they can imitate the words that they heard, analyze the meaning and explain the content of the message.

Listening is not categorized as passive activity. Most people thought that listening comprehension is a passive activity because it seems that the listener is doing nothing and just keeps silent. Actually, listening is an active activity because it involves the listeners’ attention, comprehension and interpretation to get the information. Thompson & Rubin (1996:331) defined listening process as an active process through which the listeners select and interpret information that comes from

auditory and visual clues in order to define what is going on and what the speakers are trying to express. Thus, it can be concluded that listening is not a passive skill. It requires an active involvement of the listeners on how to listen and what to listen.

2.2.2 The Process of Listening

There are two distinct processes involved in listening comprehension which are top down process and bottom up process. Vandergrift (2007) stated that listeners use those two processes for different purposes. Bottom-up process is used when they relied on their linguistic knowledge to recognize linguistic elements—phonemes, syllables, words, phrases, sentences to construct meaning. On the other hand, top-down process works when listeners used context and prior knowledge (topic, genre, culture and other schema knowledge stored in long-term memory) to build meaning.

According to Vandergrift (2007), listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other depended on their knowledge of the language, familiarity with the topic or the purpose for listening.

In an English class teachers should use both processes providing listening activities in which the learners can practice both of them: bottom-up and top-down. Brown (2001) suggested that learners should be exposed to both bottom-up and top-down processes in order to understand the spoken language.

2.2.3 Listening Ability

Every day, people listen to different kinds of information in some different ways. Before they speak or give some information to other people, firstly they try to get the information. Chastain (1971) defined listening as the ability to understand native speech at normal speed. According to (Morley, 1972 as cited in Pourhosein Gilakjani & Sabouri, 2016), listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. Listening is a process of receiving what

the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy. According to Purdy (1997), listening is the process of receiving, making meaning from, and answering to spoken or nonverbal messages. It means that students cannot get the information or the knowledge if they cannot listen to the material explained by the teacher.

2.3 Fable Animation Video and Its Contribution in Listening Skill

The use of media in teaching and learning process gives contributions to the learners. Video especially Fable Animation is one of the most appreciated media applied to language learning and teaching. Fable animation video as media have some advantages that help the students to learn listening more effectively. It adds a special extra dimension in learning listening. Christine (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997:45).

In this case, the researcher used fable animation video as medium and material in teaching and learning process. The fable animation videos were taken from YouTube because it was more efficient and easier for the researcher to find the media for teaching. Although the video had subtitle the researcher had already removed the subtitles in the teaching learning process. Fable animation video was chosen in this teaching learning process because it was created for young learners and was considered as a fun way to understand the information given.

2.3.1 Advantages and Disadvantages of Using Fable Animation Video in Teaching Listening

Reyes (2004:1) stated that there are some advantages in using video in teaching learning process as follows:

- a. Video can do what the teacher cannot do. It means that video can help the teacher to bring the real world into the classroom. Through video students can also improve their listening skill and pronunciation by listening to different varieties of accents in the video. Although video is a powerful media but the position of the teacher cannot be fully replace. Video is just the aids that can help teacher to show further dimension about sound and sight.
- b. Video can add visual aural work for the learners. Through video students was felt interested in teaching and learning process because it does not only provide audio but also visual. By using video the students can observe the setting, actions, emotions, and also the body language of the speaker or the characters in the video.
- c. Video provides prominence for all nonverbal features of face-to-face communication. It means that by using video for teaching and learning process, students learnt about nonverbal communication such as gestures, eye contact, facial expression, etc.
- d. Video presents the culture behind language. Through video teaching and learning process become very useful, especially for students who have little or no contact with English speaking country. The students can see and also hear what is being said since the video is much closer to the real world.

On the other hand, there are several disadvantages to be recognized when using animation video in language teaching process. The teacher should be aware of its disadvantages. According to Gareis in Burt, (1999), the disadvantages of using video are as follows.

- a. It take time, though, and careful planning on the part of the teacher to find the most suitable video which is appropriate with the students' need. Besides, it also takes time to prepare learners to watch and discuss the video in the classroom.
- b. Sometimes, the content and language are not interested or irrelevant with the learners' age.

To overcome the disadvantages of using video in language teaching and learning process, the researcher was more selective in choosing the video that was used. The teacher had to be active to make the students more enthusiasm in listening. Besides, the researcher tried to find an interesting theme of fable animation video and the video was appropriate with the student's level.

2.3.2 Procedure of Teaching Listening Using Fable Animation Video (Pre-viewing, while-viewing, post viewing)

In order to use fable animation video successfully, the researcher was conducted pre-viewing, while viewing, and post viewing. The activities were as follows:

- a) Pre – viewing activities
 - 1) The teacher explained the definition, social function, generic structure, and language features of the narrative text.
 - 2) The teacher gave some difficult words related to the topic of the video given.
- b) While viewing activities
 - 1) The teacher distributed worksheets to the students.
 - 2) The teacher asked to read and understanding the questions first before the teacher plays the video.
 - 3) The teacher asked the students to fill the template of narrative text based on the video.

- 4) The teacher played the fable animation video to the whole class; the video was played twice.
 - 5) The teacher replayed the video and asked the students to check their answers.
- c) Post – viewing activities
- 1) The teacher asked the students to swap their answer sheet with their friends.
 - 2) The teacher played the fable animation video while discussing the students' answer together.
 - 3) The teacher asked the moral value of the fable animation video.

2.4 Previous Studies on the Use of Fable Animation Video

Some findings from previous researchers are important to support the action of this research and give more attention to the use of fable animation video in students' learning. One of them is Irdawati et al. (2015), who used *t*-table to measure the significance of teaching by using animated fable video in teaching narrative text writing and the result of *t*-value 9.28 was higher than *t*-table 2.000 on the level of significance 5%. The finding showed that applying of Animated Fable Video in teaching narrative text writing was effective. Moreover, the effectiveness of the use of Animated Fable Video in teaching narrative text writing was categorized "High".

Kim (2015) conducted an experimental research related to the use of Authentic Videos on students' Listening Comprehension. According to the results of the paired sample *t*-tests, using authentic video resources, the participants stated that using videos would ultimately be an effective teaching device to expand the EFL learners' listening skills and to stimulate their learning process. In summary, it could be concluded that using video materials was beneficial in boosting the students' interests in practicing L2 listening and in helping them to expose the real English.

Another study of experimental research was conducted by Rismawati (2015), to investigate the impact of using authentic videos as audio-visual aids for

teaching listening for ESL. The post-test results and the independent t-test from the EG (experimental group) was significantly higher than that from the CG (control group) which meant that the implementation of authentic video positively influenced the students' listening skills. As a result, using authentic video as audio visual aids was a successful medium for improving teaching of listening.

Martinez (2010) did an experimental research; to examine the effectiveness of teaching EFL listening through video. The participants voted for videos which they liked the most. In summary, teaching listening through videos was effective to increase listening abilities significantly. This may imply that the videos as a teaching tool was good for helping students enhance listening abilities.

The other findings was conducted by Subur (2014) entitled "Teaching Speaking Narrative through Animated Fable Videos to the Eighth Graders of Mts-Annairah, Bangkalan, Madura". This study was descriptive qualitative study; the study was done in three meetings which took twenty seven students of the eighth grader of junior high school as the participants of the study. He reported that the application of Animated Fable Videos was effective to help the students in speaking narrative and also could help the students found ideas to speak in narrative as well as helped them to remember the English vocabulary better.

Ramadhika (2013) used classroom action research in two cycles with two meetings for each cycle. The data obtained were qualitative and quantitative. Meanwhile, the quantitative data were gained from the listening tests that were conducted before the implementation and after the implementation in Cycle I and Cycle II. There was an increase in the means score from 7.2 in the pre-test to 8.2 in the post-test. There were some good improvements in some aspects such as their familiarity in listening to English words and their vocabulary. Also, they became actively participate in discussion during the teaching and learning process.

From those previous researchers, it can be concluded that teaching listening by using Fable Animation Video could helped the students in learning listening and it was useful to improve the students' participation and their listening achievement. The

differences between those previous researches and this research are on the research design, the research area, the research participant, and the kind of language skill. The previous studies implemented descriptive study, classroom action research and experimental research with pre-test and post-test design. Besides, the research participants of two researches were senior high school students, the other research participants of two researchers were university students and the other one was junior high school students. On the other hand, this present study employed classroom action research to improve the students' participants in teaching listening and to improve the junior high school students' achievement in listening by using fable animation video.

CHAPTER 3. RESEARCH METHOD

This chapter discusses about the method of the study that was used in this research. It covers of research design, research context, and research participants.

3.1 Research Design

This research used the principles of classroom action research to carry out actions to improve the students' listening achievement of SMP Negeri 1 Jember. This action research study focused on improving the real condition of the English teaching and learning process to reach the improvement of the students' listening achievement.

According to Nunan (1992:17), action research has three major characteristics. Those characteristics are carried out by practitioners, collaborative, and aimed at changing things. Burns (1999) also supports that there are four characteristics of action research. First action research is contextual, small scale, and localized. Second, it is evaluative and reflective. Third, it is participatory. Fourth, action research has changes in practice which are based on the collection of information.

There are some models of action research. The researcher applied Kemmis and McTaggart (1988) model. They stated that action research involves a self-reflective spirals of planning a change, acting and observing the process, reflecting, acting and observing, reflecting, and so on. The first is that the researcher, collaborator, and the English teacher collect input of the weaknesses in English teaching-learning process related to students' listening skills. In the implementation of the actions, the English teacher observed the teaching and learning process. After getting the data, the researcher carried out the actions. Then the collaborator and the teacher evaluated and reflect the researcher on the actions implement in the study.

Finally the researcher planned some other actions to improve the English teaching and learning process based on the result of the evaluation and the reflection. The process in action research can be shown in the schema below.

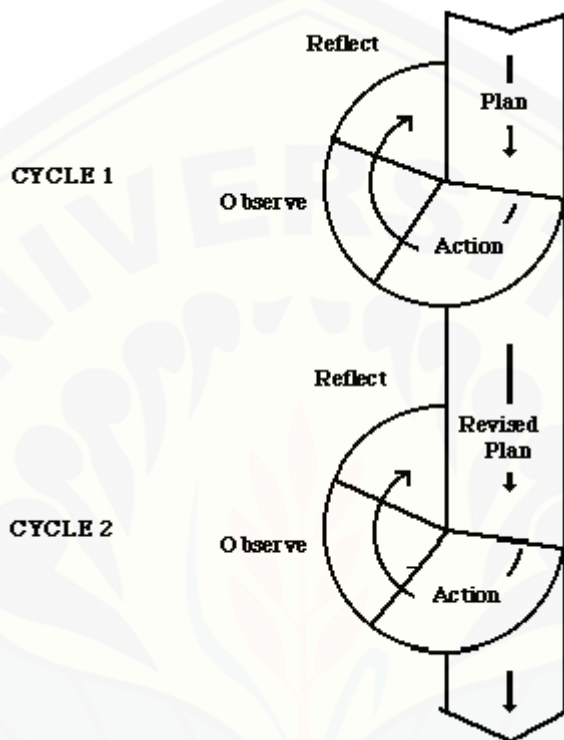


Table 3.1: Cyclical Action Research model based on Kemmis and McTaggart (1988, as cited in Burns, 2010)

The numbers of the cycles applied are based on the students' improvement. There were two Cycles to check the consistency of the improvement result in the teaching learning processed.

3.2 Research Context

The research was conducted at SMP Negeri 1 Jember, one of Junior High Schools in Jember, East Java. It was chosen purposively as the research area because the English teacher agreed to conduct a classroom action research to improve the

students' listening comprehension achievement by using fable animation video, the English teacher never applied fable animation video for teaching listening, the headmaster has given permission to conduct the research, and according to the English teacher, the VIII-G students had problems in listening skill. The English teacher mentioned that English was taught twice a week with approximately 2 x 40 minutes for each meeting. The curriculum that was used for the eighth grade students was the latest version of curriculum 2013.

3.3 Research Participants

In determining the participants, purposive sampling method was used. Fraenkel and Wallen (2006:100) stated that a purposive method is a method in choosing a research based on a certain purpose or reason. The use of purposive sampling method was because VIII-G class had problems in listening.

3.4 Data Collection Methods

Data collection method referred to the methods used to collect the data in this research. They were listening test, observation, interview and documentation.

3.4.1 Listening Test

Test is the process or method used to measure the learners' level of achievement. It also refers to the administration, scoring, and interpretation of the data from the test results Saculo (2014). In addition, according to Arikunto (2006) a test is a set of questions or exercises or other instruments used to measure skill, knowledge, intelligence, and aptitude of an individual or a group. The listening test was conducted to measure the students' understanding and the students' achievement of the lesson. Listening test were given in every cycle. There are four types of test; each test has specific purpose and a particular criterion to be measured. According to Hughes (2003:11), those tests are proficiency tests, achievement tests, diagnostic tests, and placement tests. In this research, the researcher used an achievement test to

determine whether course objectives have been met with skills acquired by the end of a period of instruction.

In addition, the characteristics of a good test those are validity and reliability. According to Messick (1989), validity was seen as evaluative judgments that are made on the inferences of assessment results or test scores, that was whether correct interpretations are made and actions are taken based on the inferences. In addition Hughes (1995:22) explained that a test is said to be valid if it measures accurately what is intended to measure. In this research, the researcher used content validity. The listening test was conducted to assess students` achievement in finding the content of the story provided through the video. The content for the listening test material was constructed based on the indicators to be measured by considering the materials based on the newest version of curriculum 2013 for junior high school, especially for the eighth grade students. Meanwhile, reliability test means that it has consistency of the score obtained and it refers to the result of the consistency. Hughes (2003:26), stated that the test which is considered to be valid is commonly reliable when it was tested in different time. According to Fraenkel and Wallen (1996:160), reliability referred to the consistency of the scores obtained, how consistent they are for each individual from one set items to another. So, every test given to the participants on different chance, the result of the test did not have a very significant difference. The indicators of the test and the forms of instruments are presented in the following table.

Table 3.2 Test Instrument

Basic Competence	Indicators	Form of Instrument
8.2 Responding the meaning of short simple monologue accurately, properly and acceptable	a. Finding the general information	a. Multiple choice questions
	b. Finding the specific	b. T / F questions

to interact with the surrounding environment in the form of <i>narrative</i> and recounttext.	information	
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In this research, the researcher used one video for listening test. The duration of the video was 5-6 minutes. The video was played twice; because it made the students more understand about the story of the fable animation video. The researcher held the listening test in the classroom because SMP Negeri 1 Jember did not have any language laboratory.

Hughes (2003:22) divides test into two kinds, they are subjective test and objective test. In this research, the researcher used objective test in the form of multiple choice and true false statements. There were ten items for multiple choice items and ten items for true and false statements. The test items distribution were presented in the following table.

Table 3.3 Test Items Distribution

Type of Test	General Information	Specific Information	Total
Multiple Choice	1, 2, 3, 4, 5	6, 7, 8, 9, 10	10
True or False	1, 2, 3, 4, 5	6, 7, 8, 9, 10	10
Total Items			20

According to Madsen (1983:144-145) listening test can be conducted in the form of multiple choice questions and true or false questions. Madsen (1983), stated that we can construct multiple-choice questions by paraphrasing options based on the video script. In addition, writing true or false statements should be appropriate with

the students' language level by making some questions false (illogical) and some true (consistent with reality). Based on the statements above, we could conclude that the used of those two types of tests in this research was appropriated for listening test comprehension achievement.

In this research, the researcher used two types of the test format namely multiple choice and true or false statements. To measure the listening comprehension achievement the researcher used multiple choices to find the general information. Meanwhile, in finding the specific information, the students should understand the whole story that has been given in the form of true false statements. The test was conducted at the end of each cycle. The researcher gave 20 test items based on the story and 2 types of format test. There were 10 items in the form of true or false and 10 test items in the form multiple choices. Then, for each correct answer for multiple choice items got score of 5 point and each correct answer for true false statements items got score of 5 point. Therefore, the total score of listening comprehension test was 100 points.

Table 3.4 Listening Test Score

Type of Test	Total Number of Test Items	Score of Each Right Items	Total Score
Multiple choice items	10	5	50
True or False Items	10	5	50
Total Score			100

3.4.2 Observation

Observation was used to show the students' activities and their responses during the action in this classroom action research. McMillan (1992:128) claimed that observation in classroom action research was used to describe the activities, responses, and involvement of the students. Students' active participation was observed by using an observation instrument that is checklist. According to Arikunto

(2006:229), the most effective way in doing observation is by using a checklist as the instrument. The researcher used checklist to do the observation.

In this research, the checklist observation was used to observe the students' active participation based on four indicators. They were listening and watching video, asking questions in relation to the video, answering teacher's questions in relation to the video, and doing the exercises based on the video. The students were categorized as active participants if they fulfilled at least three indicators and the students were categorized as passive participants if they fulfilled only one or two indicators. The observation checklist was as followed.

Table 3.5 Observation Checklist of the Students' Active Participation

No	Name	Indicators				Participation	
		1	2	3	4	Active	Passive

Indicators:

1. Listening and watching video.
2. Asking questions in relation to the video.
3. Answering teacher's questions in relation to the video.
4. Doing the exercises based on the video.

3.4.3 Interview

According Arikunto (2010:198), interview is a dialogue for getting information. In addition, McMillan (1992:132) stated that interview is a form of data collection in which questions are asked orally and the subjects' responded are recorded. In this research, the researcher did the interview by using an interview guide in the form of question list. The aim of question list was to gain some information about the curriculum used in teaching listening at SMP Negeri 1 Jember, how many times the

teacher teaches English in a week, the students' problem in listening, the teaching media, and the materials.

3.4.4 Documentation

Arikunto (2010:201) stated that documentation is one of the techniques used to get the data from the documents and written materials. Documentation can be in the form of records, transcripts, books, newspapers, and magazines. In this research, the documentation was used to collect the data about the names of the students of VIII-G and the previous listening scores of class VIII-G students of SMP Negeri 1 Jember. The data was obtained from the English teacher.

3.5 Research Procedure

In the classroom action research, there are four stages in each cycles, they are planning of the action, implementation of the action, observation and evaluation, and data analysis and reflection.

1. The planning of the action

Planning the action was a preparation before doing the action. The activities were as follows. 1) The researcher conducted preliminary study to collect the information about students' problem in listening. 2) Preparing the topic for listening based on the syllabus and curriculum used at SMP Negeri 1 Jember. 3) Constructing the lesson plans for the first and the second cycle. 4) Preparing the listening material and worksheet for the students' tasks. 5) Constructing the observation checklist based on the indicators being observed in the process of teaching listening. 6) Constructing the listening comprehension achievement test.

2. The implementation of the action

The researcher implemented the action of teaching listening comprehension by using fable animation video based on the schedule from the school. The allocation time was about 2×40 minutes. There were two meetings

in cycle 1. The English teacher became the observer and the researcher became the English teacher.

3. Observation and evaluation

a. Observation

The observation was used to observe the students' active participation in the classroom. The observation was done by both the English teacher and the researcher. The English teacher was the only observer, while the researcher as the teacher. Observation checklist was used based on the indicators in the teaching listening by using fable animation video.

b. Evaluation

The evaluation was important to evaluate the improvement of the students' active participation and the listening comprehension achievement. In this research, the criteria of success were 75% of the students could achieve 75 as the minimum standard score of SMP Negeri 1 Jember. Therefore, the action was categorized as successful as at least 75% of the students in VIII G actively participated during the teaching learning process of listening by using fable animation video.

4. Data Analysis and Reflection

a. Data Analysis

Data analysis method is the method to analyze the obtained data on the results of observation and the results of listening comprehension achievement test. The data of the students' active participation in each cycle was analyzed by using simple statistics with percentage formula as followed:

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

Notes:

E = The percentage of the students who are active.

n = The total number of the students who are active.

N = The total number of the students.

To analyze the results of the students' listening comprehension test, the formula used was presented below.

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

Notes:

E = The percentage of the students who achieved 75 as the standard score.

n = The total number of the students who achieved 75 as the standard score.

N = The total number of the students.

To find the average score of the class, the following formula was used.

$$\frac{\sum fn}{\sum n}$$

Notes:

F_n = The total score of the students

N = The total number of the students

(Adapted from Ali, 1993:186)

b. Reflection

It was done to reflect the result of observation in each cycle, to know the improvement of listening comprehension achievement test and to know whether or not there was any improvement of students' active participation after teaching by using fable animation video. It reviewed the strengths and weakness of the implementation of the action. Furthermore, Lesson Plan in Cycle 2 was needed to re-implement the action whenever in Cycle 1 did not achieve the criteria of success. However, if the criteria of success achieved in Cycle 1, in Cycle 2 was still conducted to reinforce the result of success.

CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter deals with the research conclusion and the suggestions. The suggestions are proposed to the English teacher, the students and as well as the future researchers.

5.1. Conclusion

Based on the results of the data analysis and discussion, it could be concluded as follows:

1. The use of Fable Animation Video could enhance the VIII-G students' participation at SMP Negeri 1 Jember. The result of the observation showed that the students' participation by using Fable Animation Video improved from 77.9% in Cycle 1 and 91.15% in Cycle 2.
2. The use of Fable Animation could enhance the VIII-G students' listening comprehension achievement at SMP Negeri 1 Jember. The result of the students' listening comprehension achievement showed that the percentage of the students who got the minimum standard score (≥ 75) improved 8.82%. It can be seen by looking at the average of the result in Cycle 1 was 76.47 % and Cycle 2 was 85.29 %.

5.2. Suggestions

Based on the results of the action research, some suggestions are proposed to the future researchers, the students, and the English teacher.

5.2.1 The English Teacher

It is important for the English teacher to enhance her knowledge on technology and to maximize the facility. She has to give the students more listening exercises. The use of various media must be improved so that the English teaching and learning process will be interesting. Rewards will be an alternative and effective way in motivating the students.

5.2.2 The Students

It is suggested to students to use Fable Animation to help them learn English. It is because the characters, body language can be easily learned through the video instead of what they are listening to only. The students are suggested to watch the other videos that they can find on the internet, CD, television or other media to improve their listening comprehension achievement.

5.2.3 The Future Researchers

The future researchers are recommended to conduct a similar research design dealing with Fable Animation Video. The result of this research can be used as a reference for future researchers who wanted to conduct the research by using Fable Animation Video, either in different skill such as reading or different research design such as an experimental research on the effect of the use of Fable Animation Video on the students' listening comprehension achievement.

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APPENDIX A

Research Matrix

TITLE	RESEARCH PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	RESEARCH HYPHOTESSES
Improving the Junior High School Students' Listening Achievement by Using Fable Animation Video	<ol style="list-style-type: none"> 1. Can the use of Fable Animation Videos improve the junior high school students' participation in teaching listening? 2. Can the use of Fable Animation Videos improve the junior high school students' listening achievement? 	<ol style="list-style-type: none"> 1. <u>Independent Variable</u> The use of Fable Animation Video in teaching listening 2. <u>Dependent Variable</u> <ol style="list-style-type: none"> 1. Students' active participation in teaching learning process 2. Students' listening achievement 	<ol style="list-style-type: none"> 1. The use of Fable Animation Video <ul style="list-style-type: none"> - Pre listening (previewing activities) - While listening (listening activities) - Post listening (discussing activities) 2. The students' listening achievement: <ul style="list-style-type: none"> - Finding general information - Finding Specific information 	<ol style="list-style-type: none"> 1. Research Subjects : The eighth grade students of SMP Negeri 1 Jember 2. Research Informant Information : The English teacher of the eighth grade students of SMP Negeri 1 Jember. 3. School documents: <ol style="list-style-type: none"> a. The names of the research participants b. The eighth grade students' previous listening scores 	<ol style="list-style-type: none"> 1. Research Design: Classroom Action Research The stages of each cycle are : <ol style="list-style-type: none"> 1. The planning of the action 2. The implementation of the action. 3. Classroom observation and evaluation 4. Analysis and the reflection of the action 2. Research Context : The purposive method 3. Research Participants: The purposive method 4. Data Collection Methods: <ol style="list-style-type: none"> a. Main data: listening tests & observation b. Supporting data: interview and documentation 5. Data analysis methods: <ul style="list-style-type: none"> ➤ The collected data will be analyzed statistically by using the following formula: $E = \frac{n}{N} \times 100 \%$ <p>Notes : E = The percentage of the students who will active.</p>	<ol style="list-style-type: none"> 1. The use of Fable Animation Video can improve the junior high school students' participation in the listening teaching and learning process. 2. The use of Fable Animation Video can improve the junior high school students' listening achievement

					<p>n = The total number of the students who will active. N = The total number of the students.</p> <p>(Adapted from Ali1993:186)</p> <ul style="list-style-type: none"> ➤ To analyze the results of the students' listening comprehension test, the formula used is presented below. $E = \frac{n}{N} \times 100 \%$ <p>Notes : E = The percentage of the students who achieved 75 as the standard score. n = The total number of the students who achieved 75 as the standard score. N = The total number of the students. (Adapted from Ali1993:186)</p> <ul style="list-style-type: none"> ➤ To find the average score of the class, the following formula will be used. $\frac{\sum fn}{\sum n}$ <p>Notes: Fn = The total score of the students n = The total number of the students (Adapted from Ali1993:186)</p>	
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APPENDIX B**The Mean Listening Test Score of the Eighth Grade Students at
SMP Negeri 1 Jember**

NO	Class	Mean Score
1	VIII A	70.25
2	VIII B	61.4
3	VIII C	67
4	VIII D	66.3
5	VIII E	64.8
6	VIII F	64.5
7	VIII G	59.5
8	VIII H	65.3
9	VIII I	62.6
10	VIII J	63.4

APPENDIX C

The Eighth Grade Students' Initial Names and Pre-listening Score

NO	VIII A		VIII B		VIII C		VIII D		VIII E	
	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE
1	ASH	75	AM	75	AMT	65	AP	50	AFA	60
2	AQA	60	ARF	50	ARD	75	ARD	65	ARI	75
3	AAH	70	AQDS	55	AD	50	AAF	74	ANF	75
4	ASP	80	AP	63	AS	70	ADRP	65	AND	55
5	AEW	65	ARNA	70	ASAS	65	AQS	78	ANSW	50
6	ANPJ	75	ADA	56	AFN	75	ATA	75	AFR	73
7	BSP	75	ARCR	70	AGAP	80	BASD	80	DWPS	70
8	BAC	55	ADH	65	BDAN	70	BK	70	EAFA	60
9	BIN	69	ANL	75	BRF	55	BMS	78	FDG	65
10	DA	70	ADT	70	DPZ	75	CMAM	75	FMZ	70
11	DRN	75	BP	75	DAWS	70	DMP	65	FP	63
12	DSM	80	BAM	70	DRK	75	DPA	55	GP	64
13	EARAG	58	DFM	65	EFD	74	FKI	60	HQPM	58
14	EPS	60	DSH	60	FS	72	GN	70	HMF	76
15	EJFM	69	DAAT	75	FNT	75	HDZ	55	INF	45
16	FMI	72	EK	70	FRT	50	JFA	50	IFS	50
17	GK	50	ESS	55	GMWP	60	MATE	69	IJK	55
18	IFA	75	FGA	65	GAM	50	MAD	55	JDFA	55
19	JSS	83	FAW	75	GAF	65	MAJ	75	JDPNA	75
20	KKSW	65	FRR	73	HPP	60	MDNB	55	JWA	65
21	LAR	76	FFH	65	IAI	75	MEN	70	LHE	75
22	LZP	70	IND	65	MTR	60	NPFC	50	MTG	78

23	LIA	75	IRW	55	MRBZ	85	NMOP	70	MN	70
24	LD	55	IAA	75	NAJ	70	NA	70	MFNAI	75
25	MRPP	80	IPK	80	NADP	65	NNW	75	MR	70
26	NSI	75	KWP	73	NDS	55	ODFS	50	MRNL	65
27	NPD	78	MFF	75	NSAA	70	PAW	55	NZA	60
28	PRR	75	MA	65	NDA	78	PNA	65	RNH	65
29	RJFB	79	MZB	65	RMH	71	RAW	75	RAS	75
30	RALA	70	NNA	58	RDS	55	RKP	73	SYR	70
31	RCP	60	NV	75	RDA	60	RDA	70	SCCW	73
32	RFW	75	NAP	70	RPHMR	65	SPY	65	TAT	65
33	SVR	65	PSN	60	SEWL	70	SAP	75	VPH	55
34	TLL	60	RKF	55	SMS	70	VNM	75	ZMHD	50
35	YLPDA	75	SDBA	65	WFS	65				
36	YSM	80	SNF	78						
MEAN SCORE		70.25		61.4		67		66.3		64.8

NO	VIII F		VIII G		VIII H		VIII I		VIII J	
	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE	STUDENTS' INITIALS	SCORE
1	AK	65	ARF	65	AKPB	70	ARR	65	AZQ	75
2	ASD	75	AN	60	ASF	60	AH	55	AK	60
3	ANI	60	ASECR	65	ANKI	75	AAC	60	APM	50
4	ADPM	74	ARN	58	AFW	60	ANP	55	ADA	55
5	ALN	65	AZA	45	AFPS	65	CAS	62	ADSD	60
6	AA	70	ARV	60	ASI	80	DBN	70	AW	75
7	AFSP	55	BP	70	BDW	70	DMF	56	BAA	60
8	ADS	65	DIF	55	CPP	60	EDPB	65	BPW	70
9	DR	55	DFP	65	CNA	55	FCS	65	CPM	65
10	DCES	65	DSM	45	ETTLG	50	GAA	65	CLS	55
11	DAK	60	DAW	65	FKM	55	GDPZ	58	CP	60
12	DOV	78	DNZ	75	FAR	70	JPH	75	DUL	50
13	FRD	75	FSA	60	FOH	54	KNI	75	DAW	45
14	HN	65	FPP	58	JNP	50	KAQ	58	EPW	65
15	HFS	75	HPP	60	MA	55	KRB	60	ENSB	75
16	IAP	70	LNA	55	MAP	60	MAS	70	HDH	50
17	JEP	80	LTM	65	MBA	75	MAH	65	IS	65
18	KDK	65	MBRH	52	MSS	65	MDDH	52	JCARA	55
19	MAPS	75	MFIS	68	MAAAA	72	MFMF	70	LTWN	72
20	MDF	65	MMA	65	NMNI	60	MISP	70	LTW	52
21	MA	75	MNPA	60	NNF	85	NMR	58	MRPR	70
22	NCA	80	MIS	70	NNP	70	NPH	56	MRSP	55
23	NPA	70	NTO	55	PBS	65	NME	65	MPD	70
24	NANR	70	NRP	60	RCW	70	NM	52	NMA	65

25	RMM	75	NDK	65	RBA	70	NADS	65	NAPS	45
26	RRZ	70	NA	55	RAWA	75	NNF	60	NWH	58
27	RNA	75	PIN	50	RA	60	NA	68	NAP	60
28	RD	65	RA	60	SNDK	65	RBMN	60	NAAM	50
29	TACM	70	RFS	70	SARP	70	RSK	65	NRP	65
30	VPN	60	RWFH	65	TA	75	RB	70	RSA	52
31	MADY	66	RRKAS	55	VTPF	70	RTW	58	RFAR	50
32	VA	55	SR	50	VYP	60	SHL	60	SSA	45
33	VFZ	50	SRY	45	VNP	75	VOR	75	TDS	68
34	YIM	75	ZL	55	YM	50	VSP	60	TVR	55
35							VHA	50		
MEAN SCORE		64.5		59.5		65.3		62.6		63.4

APPENDIX D**EVALUATION SHEET**

The process of evaluation was conducted during the teaching and learning process.

Observational notes of the students' participation were as follows:

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

Indicators:

1. Listening and watching video.
2. Asking questions in relation to the video.
3. Answering teacher's questions in relation to the video.
4. Doing the exercises based on the video.

Notes:

A = The students will be considered as active participants if at least 3 indicators are fulfilled.

P = The students will be considered as passive participants if less than 3 indicators are fulfilled.

APPENDIX E**The Guide of Supporting Data Instruments****1. The Interview Guide**

NO.	Questions	Respondent (the English teacher)
1.	What curriculum is used in this school?	The curriculum 2013
2.	What is the minimum score for English at this school?	The minimum score for English is 75
	How many times do you teach English in a week?	Twice a week
3.	How often do you teach listening skill in the classroom?	Once per-semester
	How do you teach listening skill in the classroom?	I usually teach listening orally and sometimes used tape recorder
4.	Which class has the lowest listening score?	The <i>VIII G</i> class
5.	How many students who have the lower score in listening?	20 students
6.	What difficulties do the students have in listening?	Most of the students still get difficulties in understanding the lesson and difficult for them to understand what the speaker said.
7.	What do you usually do to overcome the students' difficulties in listening?	Sometimes I used tape recording to make them feel motivated but it does not work.
8.	What do you think about the students' participation during the teaching and learning process of listening?	the students were less motivated in learning listening and the students always feel bored to join in listening class because I just used textbook and tape recorder.
9.	Have you ever applied fable animation video in teaching listening?	No, I have not. I have no idea to teach listening using this media during the teaching and learning process of listening.
10.	What English book do you use in teaching English?	I used the English textbook curriculum 2013 of Ministry of Education and Culture of Republic Indonesia, the revision edition of 2017 Grade VIII.

2. The Documentation Guide

No.	The Supporting Data Required	Resources
1.	The names of the research participants	The School Document
2.	The scores of the students' listening test from the teacher	The School Document

APPENDIX F**LESSON PLAN CYCLE 1****(First Meeting)**

School	: SMP Negeri 1 Jember
Subject	: English
Class/Semester	: VIII/G
Language Skill	: Listening
Language Focus	: Narrative text
Theme	: Fable
Sub-theme	: The Donkey in the Lion's Skin
Time Allocation	: 2 x 40 minutes

I. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence		Indicators	
3.6	Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.	3.6.1	Mention the meaning of narrative text
		3.6.2	Mention the social function of the narrative text.
		3.6.3	Mention the generic structure of the narrative text.
		3.6.4	Mention the language features of the narrative text.
		3.6.5	Mention the main characters stated in the fable video.
		3.6.6	Mention the moral value based on the fable video given.
4.10	Menangkap makna teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.	4.10.1	Answer the multiple questions about the general information based on the fable video given.
		4.10.2	Answer True False questions about the specific information based on the fable video given.

III. Learning Objectives

At the end of this learning activity; the students are able to:

- 3.6.1 Students are able to mention the meaning of narrative text correctly.
- 3.6.2 Students are able to mention the social function of the narrative text correctly.
- 3.6.3 Students are able to mention the generic structure of the narrative text correctly.
- 3.6.4 Students are able to mention the language features of the narrative text correctly.

- 3.6.5 Students are able to mention the main characters stated in the fable video correctly.
- 3.6.6 Students are able to mention the moral value based on the fable video given correctly.
- 4.10.1 Students are able to answer the multiple questions about the general information based on the fable video given correctly.
- 4.10.2 Students are able to answer true false questions about the specific information based on the fable video given correctly.

IV. Materials (enclosed)

V. Teaching Learning Method

Method : Individual work, discussion, and questions & answers

VI. Media/Learning Source

Media : Laptop, LCD viewer, Speaker, Whiteboard, Board marker, Power Point Presentation, Fable animation video, Students’ answers sheets.

VII. Teaching Learning Activities

No.	The Teacher’s Activities	The Students’ Activities	Time
1	Set Induction Activities		5’
	1.1 The teacher greets the students	Students greets to the teacher	0,5’
	1.2 The teacher asks the students to pray together	Students pray together	0,5’
	1.3 The teacher checks the attendance list	Students respond to the teacher	1’
	1.4 The teacher asks some leading questions (enclosed)	Students answers the questions	2’
	1.5 The teacher states the learning objectives	Students pay attention	1’
2	Main Activities		70’
	Pre – listening activities		
	2.1 The teacher gives the example of narrative text and asks the students to read slowly	Students receive the example of a narrative text and read slowly	5’
2.2 The teacher gives some difficult words that are related to the topic of the video.	Students write and understand some difficult words given by the teacher.	5’	

	<p>While listening activities</p> <p>2.3 The teacher distributes worksheets to the students.</p> <p>2.4 The teacher asks the students to read and understand the questions first before the teacher plays the video.</p> <p>2.5 The teacher asks the students to fill the template of narrative text based on the video.</p> <p>2.6 The teacher plays the fable animation video to the whole class and asks the students to answer the exercise. (The video will be played twice.)</p> <p>2.7 The teacher replay the video and asks the students to check the answers.</p> <p>Post – listening activities</p> <p>2.8 The teacher asks the students to swap their answer sheets with their friends.</p> <p>2.9 The teacher plays the fable animation video while discusses the students’ answers together.</p> <p>2.10 The teacher asks the moral values of The fable animation video.</p>	<p>Students read and understand all the questions in the worksheets.</p> <p>Students read and understand the questions.</p> <p>Students prepare to take a note</p> <p>Students listen and observe the fable animation video while doing the listening exercise.</p> <p>Students check their answers while observes the video</p> <p>Students swap their answers sheets with their friends.</p> <p>Students check their answers together with the teacher.</p> <p>Students mention the moral values of what they have learned.</p>	<p>2’</p> <p>4’</p> <p>2’</p> <p>15’</p> <p>7’</p> <p>5’</p> <p>18’</p> <p>7’</p>
<p>3</p>	<p>Closing Activities</p> <p>3.1 The teacher guides the students to make a conclusion about the material they have learn.</p> <p>3.2 The teacher gives feedback to the students orally</p> <p>3.3 Parting</p>	<p>Students makes conclusion about the material that they have learned.</p> <p>Students pay attention</p> <p>Students respond teacher’s parting</p>	<p>5’</p> <p>2’</p> <p>2’</p> <p>1’</p>

ENCLOSURES

TEACHING MATERIALS

First Meeting

Pre-instructional Activities

Set induction

Leading questions

1. Today I have some riddles for you, are you ready students?
2. The first riddle is: I'm an animal, I have four legs, I look like a horse but I'm not a horse, I'm shorter than horse but my ears are much longer than a horse, my names end with "key" but I'm not a monkey. Who am I?
3. Continue to the second riddle: What is the animal that is known as king of the jungle?
4. The last riddle is: You'll find me all around your body. I'm not clothes but I cover your body. I stuck in your body. I have different colors; they are black, white, brown, and fair. Who am I?
5. Now can you relate those answers into a sentence?
6. Can you guess what we are going to learn today?

Main Activities

Learning Materials

1. Definition of Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

2. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

3. Generic Structure of Narrative

TEXT ELEMENTS	CONTENT
Orientation	Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
Complication	Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
Resolution	The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
Reorientation	Is optional; may be added, and could not. It's contains the conclusion of the end story.

4. Video

The Donkey in the Lion's Skin



(Adopted from https://www.youtube.com/watch?v=Fg_Q0Hp9XKI)

5. Language Features of Narrative

- a. Using adverb of time and place
 - Time (when the story happens) : two years ago
 - Place (where the story happens): in the forest
- b. Using action verb (a verb that expresses action), such as visited, arrived, and etc.
- c. Using direct speech (a report of the exact words used by a speaker or writer.),
Example: He greeted the ants “Hi ant, I haven’t seen you around for the last two weeks, why didn’t you come to my house for playing?”
- d. Using temporal conjunction (time – when), such as after, as soon as, as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then (this can be overused), until, when, whenever, while.
- e. Using Simple Past Tense:

Function: simple past tense is used to describe a completed activity that happened in the past. In other words, it started in the past and ended in the past.

Form:

a) Verbal sentence has the following patterns:

(+) Subject + Verb 2 ...
(-) Subject + did not +Verb 1 ...
(?) Did + Subject + Verb 1 ...? (for yes no question)

Examples:

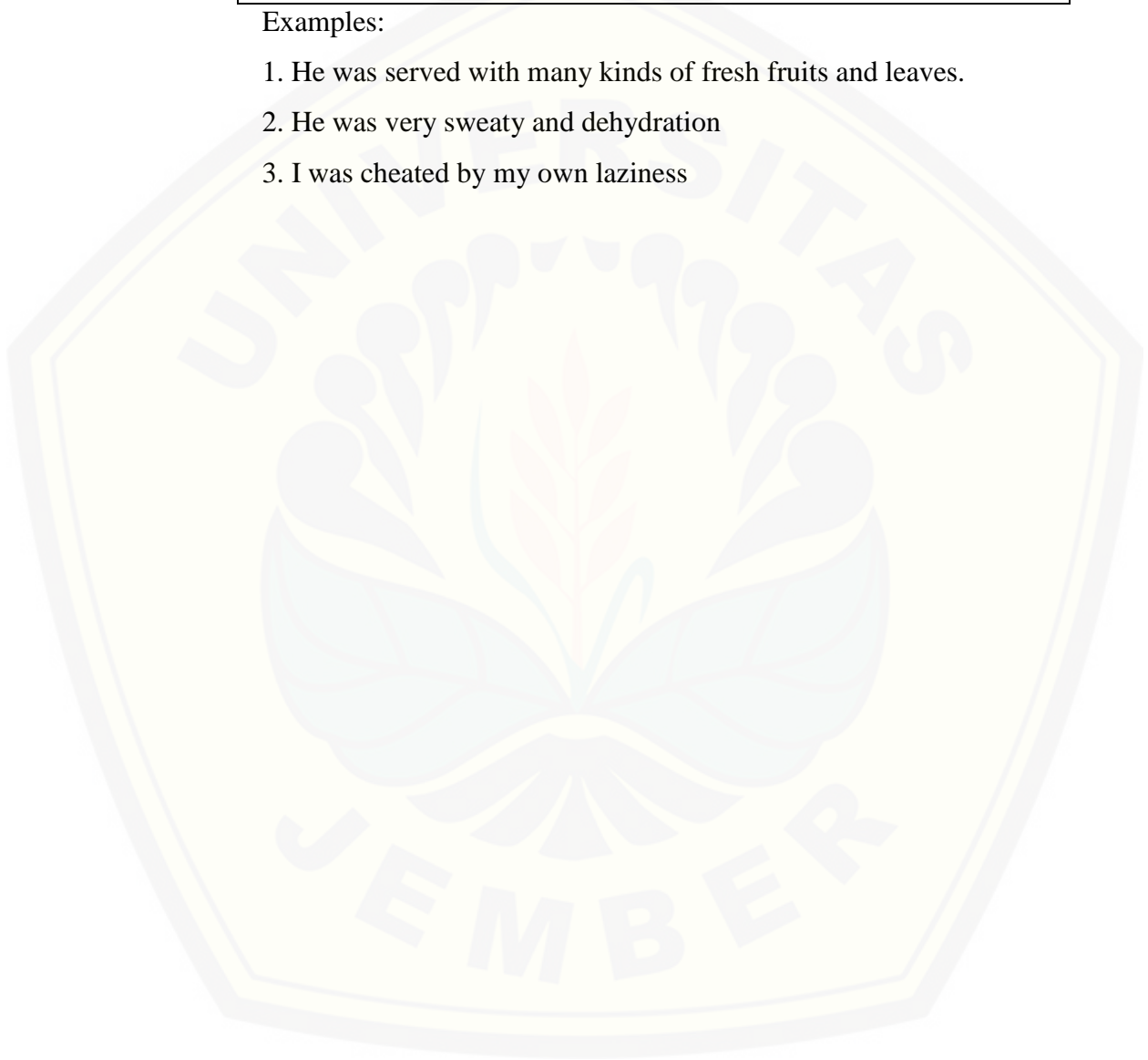
1. They lived together and became a good friend
2. He spent most of his time for playing and singing a song
3. He thanked to the ants that have saved his life.

b) Non-verbal sentence has the following patterns:

(+) Subject + was/were + ...
(-) Subject + was/were + not + ...
(?) Was/were + Subject + ...? (for yes no question)

Examples:

1. He was served with many kinds of fresh fruits and leaves.
2. He was very sweaty and dehydration
3. I was cheated by my own laziness



Listening Exercise**(Meeting 1)**

School	: SMP Negeri 1 Jember
Subject	: English
Class / Semester	: VIII G / 2
Language Skill	: Listening Comprehension
Theme	: Fable
Time Allocation	: 40 minutes

In this part of exercise you will hear and watch a fable animation video. It will not be printed in your exercise book so you must listen and watch carefully to understand what the video tells us about.

I. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. What does the video tell us about?
 - A. The donkey which wanted to be a lion
 - B. The donkey which liked complaining
 - C. The donkey which wanted to make some friends
 - D. The donkey which became the king of the jungle
2. What is the purpose of the story you have watched to?
 - A. To inform what happened in the past
 - B. To give a description about donkey
 - C. To entertain readers with an interesting story
 - D. To retell about the speaker's experience
3. Why did the donkey like to complain?
 - A. Because the donkey wanted to become a lion
 - B. Because everyone made fun of him all the time
 - C. Because the donkey was too weak
 - D. Because nobody liked him

4. Why did the donkey want to become a lion?
 - A. because he wanted to make everyone proud of him
 - B. because he did not want to look weak
 - C. because he wanted his dream came true
 - D. because he wanted to make everyone afraid of him

5. What did the donkey find when he was walking through the forest?
 - A. He found a real lion
 - B. He found the skin of the lion
 - C. He found the body of a lion
 - D. He found the doll of the lion

6. Where did the donkey do after trying on the lion's skin?
 - A. He came by the pond
 - B. He apologized to his friend
 - C. He run away and screamed
 - D. He wandered around the forest

7. What was the animals' reaction when they saw the donkey?
 - A. All of the animals derided the donkey
 - B. All of the animals bullied the donkey
 - C. All of the animals looked up to the donkey
 - D. All of the animals ran away and screaming

8. What did the donkey feel when he saw all of the animals ran away?
 - A. He felt fun
 - B. He felt sad
 - C. He felt so blue
 - D. He felt so sorry

9. How did the animals know that the donkey fooled them?
 - A. When a strong wind blew the lion's skin away
 - B. When the donkey fell down and the lion's skin released
 - C. When the donkey felt sorry to all the animals
 - D. When the donkey tried to growl like a real lion

10. What is the moral value of the story?
- A. You should compliment your friends
 - B. You should behave well to your friends
 - C. You should be a kind person
 - D. You should be proud of yourself

II. Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. All of the animals sometimes made fun of the donkey. (.....)
2. The donkey looked so weak. (.....)
3. The donkey wanted to eat his friends. (.....)
4. The donkey wanted to become a lion. (.....)
5. The donkey found the lion's skin with its pointy teeth and sharp claws. (.....)
6. The donkey did not come to the pond to look what he looked like. (.....)
7. The donkey tricked all the animals because he looked like a real lion. (.....)
8. All of the animals were happy to see the donkey looked like a lion. (.....)
9. The animals felt strange when the donkey tried to imitate the lion's voice. (.....)
10. The donkey did not want to apologize to all of the animals. (.....)

THE ANSWER KEY

I. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

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

II. Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. False
2. True
3. False
4. True
5. True
6. False
7. True
8. False
9. True
10. False

➤ **Video Script**

The Donkey in the Lion's Skin

There was once a donkey, always full of complaints. "Why does everyone make fun of me all the time? If only I was a lion, everyone would be afraid and look up to me. I guess I look too weak." "Ouch, what's this? Oh my, it's a lion! Please, please don't eat me. I will never forget your kindness! That's weird. Why isn't he moving? Mr. Lion? Mr. Lion? MR.LION!!! What? It's the skin of a lion with its pointy teeth and sharp claws. It looks scary just like a real one! Trying it on won't do harm, will it? I look like a real lion!"

Just then, a rabbit came by the pond. "Yikes! It...it's a lion!". "Oh, I do look like a real lion! I can't wait to trick other animals!" The donkey in the lion's skin wandered around the forest. Everyone who saw him ran away screaming. "Oh my, it's a lion! Run for your lives". "Not me, not me! Run...run". "This is so fun! I bet I'll even sound like a lion right now! Out of the way, the king of the forest is here!". "Wait a minute, that doesn't sound like a lion!". "Yeah, it sounds strange."

Just then, a strong wind blew. "No, no! Not now!". "Well...well...well, look who's here!". "I knew it!" he didn't sound like a lion at all! Everyone listen! The donkey fooled us!". "Hey, come here you!". "I'm so sorry. Please forgive me."

(Adopted from https://www.youtube.com/watch?v=Fg_Q0Hp9XKI)

APPENDIX G

The Sample Result of The Students' Worksheet in C1M1

80

Name: Dio Nurfiloh Zain

Class: 8G

Listening Exercise

(Meeting 1)

School : SMP Negeri 1 Jember
 Subject : English
 Class / Semester : VIII G / 2
 Language Skill : Listening Comprehension
 Theme : Fable
 Time Allocation : 40 minutes

In this part of exercise you will hear and watch a fable animation video. It will not be printed in your exercise book so you must listen and watch carefully to understand what the video tells us about.

I. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. What does the video tell us about?
 - A. The donkey which wanted to be a lion
 - B. The donkey which liked complaining
 - C. The donkey which wanted to make some friends
 - D. The donkey which became the king of the jungle
2. What is the purpose of the story you have watched to?
 - A. To inform what happened in the past
 - B. To give a description about donkey
 - C. To entertain readers with an interesting story
 - D. To retell about the speaker's experience
3. Why did the donkey like to complain?
 - A. Because the donkey wanted to become a lion
 - B. Because everyone made fun of him all the time
 - C. Because the donkey was too weak
 - D. Because nobody liked him

B ⇒ 1 = 8
 D ⇒ 8

4. Why did the donkey want to become a lion?
 - A. because he wanted to make everyone proud of him
 - B. because he did not want to look weak
 - C. because he wanted his dream came true
 - D. because he wanted to make everyone afraid of him

5. What did the donkey find when he was walking through the forest?
 - A. He found a real lion
 - B. He found the skin of the lion
 - C. He found the body of a lion
 - D. He found the doll of the lion

6. Where did the donkey do after trying on the lion's skin?
 - A. He came by the pond
 - B. He apologized to his friend
 - C. He run away and screamed
 - D. He wandered around the forest

7. What was the animals' reaction when they saw the donkey?
 - A. All of the animals derided the donkey
 - B. All of the animals bullied the donkey
 - C. All of the animals looked up to the donkey
 - D. All of the animals ran away and screaming

8. What did the donkey feel when he saw all of the animals ran away?
 - A. He felt fun
 - B. He felt sad
 - C. He felt so blue
 - D. He felt so sorry

9. How did the animals know that the donkey fooled them?
 - A. When a strong wind blew the lion's skin away
 - B. When the donkey fell down and the lion's skin released
 - C. When the donkey felt sorry to all the animals
 - D. When the donkey tried to growl like a real lion

10. What is the moral value of the story?
- A. You should compliment your friends
 - B. You should behave well to your friends
 - C. You should be a kind person
 - ~~D.~~ You should be proud of yourself

II. Listen and watch the video and then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket in each item!

- ~~1.~~ All of the animals sometimes made fun of the donkey. (T...)
- 2. The donkey looked so weak. (T...)
- 3. The donkey wanted to eat his friends. (F...)
- 4. The donkey wanted to become a lion. (T...)
- 5. The donkey found the lion's skin with its pointy teeth and sharp claws. (T...)
- 6. The donkey did not come to the pond to look what he looked like. (F...)
- 7. The donkey tricked all the animals because he looked like a real lion. (T...)
- 8. All of the animals were happy to see the donkey looked like a lion. (F...)
- 9. The animals felt strange when the donkey tried to imitate the lion's voice. (T...)
- ~~10.~~ The donkey did not want to apologize to all of the animals. (T...)

Name: Dio Naafilah Zain

Class: 8G

Narrative Text

Title: The Donkey in the Lion's skin

Orientation:

one day there was a donkey walking in the forest talking, "why do all animals consider me weak? I know that I am animals consider me weak?". suddenly on the way the donkey tripped over the lion's skin.

Complication: The donkey was shocked and thought the lion's skin was the lion of the king of the forest. after the donkey found out that the donkey found it was a lion's skin, the donkey wore the lion's skin, suddenly a rabbit arrived, rabbit run. the donkey will scare away all the inhabitants of the forest, all the inhabitants of the forest run scared to see the lion-skinned donkey.

Resolution:

Suddenly the wind blew hard, and the lion skin worn by the donkey was released by a gust of wind, the forest dwellers finally became angry and chased the donkey.

Reorientation:

one day there was a donkey walking, a donkey tripped over a lion's skin, a donkey wearing a lion's skin, a donkey intending to scare away all forest dwellers, all forest dwellers frightened in fear. angry and chasing a donkey.

Name: Firmansyah Putra P.

Class: 8G

Narrative Text

Title: The donkey in the lion skin's

Orientation: one day was a donkey in the jungle. He wanted to look like a lion's king of the jungle by all of animals in the jungle

Complication: another day, a donkey found a lion's skin that he supposed the lion but, when he saw carefully, it was only a lion skin then

Resolution:

Reorientation:

APPENDIX H**LESSON PLAN CYCLE 1****(Second Meeting)**

School	: SMP Negeri 1 Jember
Subject	: English
Class/Semester	: VIII/G
Language Skill	: Listening
Language Focus	: Narrative text
Theme	: Fable
Sub-theme	: The Ugly Duckling
Time Allocation	: 2 x 40 minutes

I. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence		Indicators	
3.6	Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.	3.6.1	Mention the meaning of narrative text
		3.6.2	Mention the social function of the narrative text.
		3.6.3	Mention the generic structure of the narrative text.
		3.6.4	Mention the language features of the narrative text.
		3.6.5	Mention the main characters stated in the fable video.
		3.6.6	Mention the moral value based on the fable video given.
4.10	Menangkap makna teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.	4.10.1	Answering the multiple questions about the general information based on the fable video given.
		4.10.2	Answering True False questions about the specific information based on the fable video given.

III. Learning Objectives

At the end of this learning activity; the students are able to:

- 3.6.1 Students are able to mention the meaning of narrative text correctly.
- 3.6.2 Students are able to mention the social function of the narrative text correctly.
- 3.6.3 Students are able to mention the generic structure of the narrative text correctly.
- 3.6.4 Students are able to mention the language features of the narrative text correctly.

- 3.6.5 Students are able to mention the main characters stated in the fable video correctly.
- 3.6.6 Students are able to mention the moral value based on the fable video given correctly.
- 4.10.1 Students are able to answer the multiple questions about the general information based on the fable video given correctly.
- 4.10.2 Students are able to answer true false questions about the specific information based on the fable video given correctly.

IV. Materials (enclosed)

V. Teaching Learning Method

Method : Individual work, discussion, and questions & answers

VI. Media/Learning Source

Media : Laptop, LCD viewer, Speaker, Whiteboard, Board marker, Power Point Presentation, Fable animation video, Students' answers sheets.

VII. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	Set Induction Activities		5'
	1.1 The teacher greets the students	Students greets to the teacher	0,5'
	1.2 The teacher asks the students to pray together	Students pray together	0,5'
	1.3 The teacher checks the attendance list	Students respond to the teacher	1'
	1.4 The teacher asks some leading questions (enclosed)	Students answers the questions	2'
	1.5 The teacher states the learning objectives	Students pay attention	1'
2	Main Activities		70'
	Pre – listening activities		
	2.1 The teacher gives another example of narrative text and asks the students to read slowly.	Students receive to another example of narrative text and read slowly.	5'
2.2 The teacher gives some difficult words that are related to the topic of the video.	Students write and understand some difficult words given by the teacher.	5'	

	<p>While listening activities</p> <p>2.3 The teacher distributes worksheets to the students.</p> <p>2.4 The teacher asks the students to read and understand the questions first before the teacher plays the video.</p> <p>2.5 The teacher asks the students to fill the template of narrative text based on the video.</p> <p>2.6 The teacher plays the fable animation video to the whole class and asks the students to answer the exercise. (The video will be played twice.)</p> <p>2.7 The teacher replays the video and asks the students to check the answers.</p> <p>Post – listening activities</p> <p>2.8 The teacher asks the students to swap their answer sheets with their friends.</p> <p>2.9 The teacher plays the fable animation video while discuss the students' answers together.</p> <p>2.10 The teacher asks the moral values of The fable animation video.</p>	<p>Students read and understand all the questions in the worksheets.</p> <p>Students read and understand the questions.</p> <p>Students prepare to take a note.</p> <p>Students listen and observe the fable animation video while doing the listening task.</p> <p>Students check their answers while observes the video.</p> <p>Students swap their answer sheets with their friends.</p> <p>Students check the answers together with the teacher.</p> <p>Students mention the moral values of what they have learned.</p>	<p>2'</p> <p>4'</p> <p>2'</p> <p>15'</p> <p>7'</p> <p>5'</p> <p>18'</p> <p>7'</p>
3	<p>Closing Activities</p> <p>3.1 The teacher guides the students to make a conclusion about the material they have learn.</p> <p>3.2 The teacher gives feedback to the students orally</p> <p>3.3 Parting</p>	<p>Students makes conclusion about the material they have learned.</p> <p>Students pay attention</p> <p>Students respond the teacher's parting</p>	<p>5'</p> <p>2'</p> <p>2'</p> <p>1'</p>

ENCLOSURES

TEACHING MATERIALS

Second Meeting

Pre-instructional Activities

Set induction

Leading questions

1. Today I have some riddles for you, are you ready students?
2. What is the antonym of handsome?
3. This is an animal, this animal has a yellow fur when he was a child, he lives in the land but he loves to play in the water and this animal has long mouth.
What animal is it?
4. Can you relate those answers into a sentence?

Main Activities

Learning Materials

1. Definition of Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

2. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

3. Generic Structure of Narrative

TEXT ELEMENTS	CONTENT
Orientation	Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
Complication	Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

Resolution	The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
Reorientation	Is optional; may be added, and could not. It's contains the conclusion of the end story.

4. Video

The ugly duckling



(Adopted from <https://www.youtube.com/watch?v=IEje6W9aZqk>)

5. Language Features of Narrative

- a. Using adverb of time and place
 - Time (when the story happens) : three years ago
 - Place (where the story happens): in the pond
- b. Using action verb (a verb that expresses action), such as visited, arrived, and etc.

- c. Using direct speech (a report of the exact words used by a speaker or writer.),
Example: He greeted the ants “Hi ant, I haven’t seen you around for the last two weeks, why didn’t you come to my house for playing?”
- d. Using temporal conjunction (time – when), such as after, as soon as, as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then (this can be overused), until, when, whenever, while.
- e. Using Simple Past Tense:

Function: simple past tense is used to describe a completed activity that happened in the past. In other words, it started in the past and ended in the past.

Form:

a) Verbal sentence has the following patterns:

(+) Subject + Verb 2 ...
(-) Subject + did not + Verb 1 ...
(?) Did + Subject + Verb 1 ...? (for yes no question)

Examples:

1. She waited for them to hatch.
2. He saw a beautiful swan swimming.
3. He married the beautiful swan.

b) Non-verbal sentence has the following patterns:

(+) Subject + was/were + ...
(-) Subject + was/were + not + ...
(?) Was/were + Subject + ...? (for yes no question)

Examples:

1. He was so happy to see the water again.
2. He was troubled by the cat that lived there he was troubled by the cat that lived there.
3. The mother duck was surprised to see her and was very sad.

Listening Exercise**(Meeting 2)**

School	: SMP Negeri 1 Jember
Subject	: English
Class / Semester	: VIII G / 2
Language Skill	: Listening Comprehension
Theme	: Fable
Time Allocation	: 40 minutes

In this part of exercise you will hear and watch a fable animation video. It will not be printed in your exercise book so you must listen and watch carefully to understand what the video tells us about.

I. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. What does the story mainly talk about?
 - A. The ugly duckling which turned into a beautiful swan
 - B. The ugly duckling which was always happy
 - C. The ugly duckling which was big and ugly
 - D. The ugly duckling which loved itself
2. Who was the main character of the story?
 - A. The beautiful swan
 - B. The mother duck
 - C. The ugly duckling
 - D. The peasant
3. Where did the mother duck lay her eggs?
 - A. Under a tree by the pond
 - B. Nearby the tree
 - C. Nearby the pond
 - D. Inside the pond
4. How many eggs did the mother duck lay?
 - A. Three eggs
 - B. Four eggs

- C. Five eggs
 - D. Six eggs
5. What was the color of the last duck after the egg cracked?
- A. Yellow
 - B. White
 - C. Brown
 - D. Grey
6. How did the last egg look like?
- A. It was like an ordinary duck
 - B. It was small and rather cute
 - C. It was very big and rather ugly
 - D. It was small and ugly
7. How did the mother duck feel after she saw the last egg?
- A. The mother duck was surprised
 - B. The mother duck was very happy
 - C. The mother duck was very surprised and happy
 - D. The mother duck was surprised and very sad
8. Where did the ugly duckling see his reflection after being bullied her family?
- A. The ugly duckling came to the pond
 - B. The ugly duckling came to the woods
 - C. The ugly duckling came to the deep forest
 - D. The ugly duckling came to the river
9. What did the dog do when he saw the ugly duckling?
- A. The dog went away
 - B. The dog ate the duck
 - C. The dog bullied the duck
 - D. The dog hit the duck
10. How did the story end?
- A. The ugly duckling turned into a beautiful swan
 - B. The ugly duckling died peacefully
 - C. The ugly duckling was still ugly
 - D. The ugly duckling lived with the peasant

II. Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. The whole eggs cracked. (.....)
2. The last egg did not take such a long time to crack. (.....)
3. Mother duck hoped that the ugly duckling became just like his siblings.(.....)
4. All his brothers and sisters made fun of him and would not play with him.(.....)
5. The duckling decided not to leave his family. (.....)
6. He went to stay in the hen's house but the hens pecked him with her beak. (.....)
7. The ugly duckling left the peasant because he was troubled with the cat. (.....)
8. The little poor duckling was very happy. (.....)
9. The ugly duckling became uglier than before. (.....)
10. He married the beautiful swan that he had fallen in love with. (.....)

THE ANSWER KEY

I. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

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

II. Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. False
2. False
3. True
4. True
5. False
6. True
7. True
8. False
9. False
10. True

➤ **Video Script**

The ugly duckling

It was a bright summer afternoon. Mother duck found a lovely spot under a tree by the pond to lay her eggs. She laid five eggs. Suddenly she noticed that one of the eggs was different from the other eggs. She got a little worried. She waited for them to hatch. One fine morning, at last, one after another, the eggs began to crack. “Peep, peep” they said. All the eggs had come alive and the ducklings were poking their heads out into the big world. All broke except one. “Oh what sweet babies I have. What a lucky mother am! But what happened to the fifth one?” the duck was worried. This last egg is taking such a long time. She sat on the egg and gave it all the warmth that it could give.” This would be the most beautiful duckling of all since this is taking so much time to hatch” said mother duckling.

One fine morning, when the egg broke, there came out an ugly grey colored duckling. “Peep, peep” the ugly said. This duckling was different from its other siblings. It was very big and rather ugly. None of my other ducklings look like that. This one is perhaps ugly. The mother duck was surprised to see the ugly duckling and was very sad. Mother hoped that one the ugly duckling would become just like his siblings. But days went by and the duckling remained ugly. All the ugly duckling brothers and sisters made fun of the duckling and they would not play with him. The duckling was very sad. “You are ugly” “look at that ugly little thing on the earth.” “Yaw, go away. You are so ugly.” “We will not play with you, you ugly monster.” They all laughed at him.

The ugly duckling was really sad. The ugly duckling went to the pond and looked at his reflection in the pond. “Nobody likes me, I am so ugly!” the duckling decided to leave the family and go somewhere deep into the woods. The duckling wandered all alone in the deep forest. Soon when winters came by, there was snow all around. The duckling was sad and he shivered with cold but couldn’t find any food to eat or a warm place to be in. He went to a family of ducks. They rejected him. “You are an ugly chap” “who is this ugly fellow?” he went to stay in the hen’s house. There the hens pecked him with their beaks so he ran away. He met a dog on the way. The dog saw him and went away. The ugly duckling thought to himself. “I’m so ugly that even the dog doesn’t want to eat me.” The ugly duckling sadly started wandering in the woods again. There he met a peasant he took him home to his wife and children but even there he was troubled by the cat that lived there. So, he left the peasant’s house.

Soon it was spring, everything was fresh and green once again. Walking and walking, he saw a river. He was so happy to see the water again. He went close to the river where he saw a beautiful swan swimming. The

duckling was ashamed of himself and bowed his head low. When he bent his head, he saw his own reflection in the water and was astonished. He wasn't ugly anymore; he had turned into a handsome young swan. Now he realized why he looked different from his siblings because he was a swan and they were ducks. He married the beautiful swan that he had fallen in love with and lived happily ever after.

(Adopted from <https://www.youtube.com/watch?v=IEje6W9aZqk>)



APPENDIX I

The Sample Result of The Students' Worksheet in C1M2

90

Name: Dio Nofidh

Class: 8A

Listening Exercise

(Meeting 2)

School : SMP Negeri 1 Jember
 Subject : English
 Class / Semester : VIII G / 2
 Language Skill : Listening Comprehension
 Theme : Fable
 Time Allocation : 40 minutes

In this part of exercise you will hear and watch a fable animation video. It will not be printed in your exercise book so you must listen and watch carefully to understand what the video tells us about.

I. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. What does the story mainly talk about?
 - A. The ugly duckling which turned into a beautiful swan
 - B. The ugly duckling which was always happy
 - C. The ugly duckling which was big and ugly
 - D. The ugly duckling which loved itself
2. Who was the main character of the story?
 - A. The beautiful swan
 - B. The mother duck
 - C. The ugly duckling
 - D. The peasant
3. Where did the mother duck lay her eggs?
 - A. Under a tree by the pond
 - B. Nearby the tree
 - C. Nearby the pond
 - D. Inside the pond

$$B \Rightarrow \begin{array}{r} I = 10 \\ \bar{I} = 8 \\ \hline 18 \end{array}$$

4. How many eggs did the mother duck lay?
 - A. Three eggs
 - B. Four eggs
 - C. Five eggs
 - D. Six eggs
5. What was the color of the last duck after the egg cracked?
 - A. Yellow
 - B. White
 - C. Brown
 - D. Grey
6. How did the last egg look like?
 - A. It was like an ordinary duck
 - B. It was small and rather cute
 - C. It was very big and rather ugly
 - D. It was small and ugly
7. How did the mother duck feel after she saw the last egg?
 - A. The mother duck was surprised
 - B. The mother duck was very happy
 - C. The mother duck was very surprised and happy
 - D. The mother duck was surprised and very sad
8. Where did the ugly duckling see his reflection after being bullied her family?
 - A. The ugly duckling came to the pond
 - B. The ugly duckling came to the woods
 - C. The ugly duckling came to the deep forest
 - D. The ugly duckling came to the river
9. What did the dog do when he saw the ugly duckling?
 - A. The dog went away
 - B. The dog ate the duck
 - C. The dog bullied the duck
 - D. The dog hit the duck
10. How did the story end?
 - A. The ugly duckling turned into a beautiful swan
 - B. The ugly duckling died peacefully
 - C. The ugly duckling was still ugly
 - D. The ugly duckling lived with the peasant

II. Listen and watch the video and then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket in each item!

1. The whole eggs cracked. (.F.)
2. The last egg did not take such a long time to crack. (.F.)
3. Mother duck hoped that the ugly duckling became just like his siblings. (T...)
4. All his brothers and sisters made fun of him and would not play with him. (F.)
5. The duckling decided not to leave his family. (.F.)
6. He went to stay in the hen's house but the hens pecked him with her beak. (T...)
7. The ugly duckling left the peasant because he was troubled with the cat. (T...)
8. The little poor duckling was very happy. (.F.)
9. The ugly duckling became uglier than before. (.F.)
10. He married the beautiful swan that he had fallen in love with. (F.)

Name: Dio Naafilah Zein
 Class: 8G

Narrative Text

Title: The ugly Duckling

Orientation:

On a beautiful summer in the countryside, a mother of the duck is waiting for her five eggs to hatch. After a while, little ducklings come out of their eggs, but one egg is left. Patiently, the duckling mother incubates the egg until it finally hatches.

Complication:

The duckling that came out was very ugly. Days passed, and the ugly duckling was increasingly feeling unhappy. His brother didn't want to play with him, he was very clumsy and all the animals in the countryside laughed at him. He felt sad and lonely, while mother duck tried to comfort him.

Resolution:

The duckling decided to leave the family and go ~~some~~ where deep into the woods the duckling wandered all alone in the deep forest. Soon when the winters came by there was snow all around every house he goes to, he's always evited. He grew up and came to the river. He saw a very beautiful female swan. He fell in love.

Reorientation:

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

Name: Nilam Dwi Kinanti.....

Class: VIII 6.....

Narrative Text

Title: The ugly duckling

Orientation:

Complication: why is different from the others.

Resolution: The swan tried to find his family.

Reorientation:

APPENDIX J

Table 4. 1 The Results of the Observation in Meeting 1 in Cycle 1

NO	INITIAL NAMES	INDICATORS				TOTAL	CATEGORY	
		1	2	3	4		ACTIVE	PASSIVE
1	ARF	✓	✓		✓	3	✓	
2	AN	✓	✓		✓	3	✓	
3	ASECR	✓	✓	✓	✓	4	✓	
4	ARN	✓			✓	2		✓
5	AZA		✓		✓	2		✓
6	ARV	✓	✓	✓	✓	4	✓	
7	BP	✓	✓	✓		3	✓	
8	DIF	✓	✓	✓	✓	4	✓	
9	DFP	✓	✓	✓	✓	4	✓	
10	DSM	✓		✓		2		✓
11	DAW	✓	✓		✓	3	✓	
12	DNZ	✓	✓		✓	3	✓	
13	FSA	✓	✓			2		✓
14	FPP				✓	1		✓
15	HPP	✓		✓	✓	3	✓	
16	LNA		✓		✓	2		✓
17	LTM	✓		✓	✓	3	✓	
18	MBRH			✓	✓	2		✓
19	MFIS	✓	✓		✓	3	✓	
20	MMA	✓	✓	✓		3	✓	
21	MNPA		✓	✓	✓	3	✓	
22	MIS	✓	✓	✓	✓	4	✓	
23	NTO	✓	✓	✓		3	✓	
24	NRP	✓			✓	2		✓
25	NDK	✓	✓	✓	✓	4	✓	
26	NA	✓	✓	✓		3	✓	
27	PIN	✓			✓	2		✓
28	RA	✓		✓	✓	3	✓	
29	RFS	✓		✓	✓	3	✓	
30	RWFH	✓	✓	✓		4	✓	
31	RKAS	✓		✓	✓	3	✓	
32	SR	✓	✓	✓		3	✓	
33	SRY	✓	✓	✓	✓	4	✓	
34	ZL	✓	✓		✓	3	✓	
TOTAL		29	23	20	26		25	9
AVERAGE		85.2%	67.6%	58.8%	76.5%		73,5%	26,5%

Table 4. 2 The Results of the Observation in Meeting 2 in Cycle 1

NO	INITIAL NAMES	INDICATORS				TOTAL	CATEGORY	
		1	2	3	4		ACTIVE	PASSIVE
1	ARF	✓	✓	✓	✓	4	✓	
2	AN	✓	✓	✓	✓	4	✓	
3	ASECR	✓		✓	✓	3	✓	
4	ARN	✓			✓	2		✓
5	AZA	✓	✓	✓	✓	4	✓	
6	ARV	✓	✓		✓	3	✓	
7	BP	✓	✓	✓	✓	4	✓	
8	DIF	✓	✓	✓	✓	4	✓	
9	DFP	✓			✓	2		✓
10	DSM	✓	✓	✓	✓	4	✓	
11	DAW	✓	✓	✓	✓	4	✓	
12	DNZ	✓	✓	✓	✓	4	✓	
13	FSA	✓			✓	2		✓
14	FPP	✓			✓	2		✓
15	HPP	✓	✓	✓	✓	4	✓	
16	LNA	✓	✓	✓	✓	4	✓	
17	LTM	✓	✓	✓	✓	4	✓	
18	MBRH	✓	✓	✓	✓	4	✓	
19	MFIS	✓	✓	✓		3	✓	
20	MMA	✓	✓	✓	✓	4	✓	
21	MNPA	✓	✓	✓	✓	4	✓	
22	MIS	✓	✓	✓	✓	4	✓	
23	NTO	✓	✓	✓		3	✓	
24	NRP	✓	✓		✓	3	✓	
25	NDK	✓	✓	✓	✓	4	✓	
26	NA	✓	✓	✓	✓	4	✓	
27	PIN	✓			✓	2		✓
28	RA	✓	✓	✓	✓	4	✓	
29	RFS	✓	✓			2		✓
30	RWFH	✓		✓	✓	3	✓	
31	RKAS	✓	✓	✓	✓	4	✓	
32	SR	✓	✓	✓	✓	4	✓	
33	SRY	✓	✓	✓	✓	4	✓	
34	ZL	✓	✓	✓	✓	4	✓	
TOTAL		34	27	26	31		28	6
AVERAGE		100%	79.4%	76.4%	91.1%		82,3%	17,6%

APPENDIX K

Listening Test of Cycle 1

(Meeting 3)

School	: SMP Negeri 1 Jember
Subject	: English
Class / Semester	: VIII G / 2
Language Skill	: Listening Comprehension
Theme	: Fable
Time Allocation	: 40 minutes

In this part of test you will hear and watch a fable animation video. It will not be printed in your test book so you must listen and watch carefully to understand what the video tells us about.

I. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. What does the story tell us about?
 - A. The little red hen and her two friends
 - B. The little red hen story
 - C. The cow and the little red hen
 - D. A pig, a cow, and a dog
2. What is the purpose of the story?
 - A. To inform what happened in the past
 - B. To give a description about the little red hen
 - C. To entertain readers with an actual, or vicarious experience
 - D. To retell about the little red hen's experience
3. What is the suitable title for the story?
 - A. The little Red Hen and her three lazy friends
 - B. The lazy cow and the little red hen
 - C. A cow, a pig, and a dog the lazy man
 - D. The patience of little red hen

4. Where did the little red hen and her friends live?
 - A. In the forest
 - B. In the garden
 - C. In the farm
 - D. In the city
5. Why did the little red hen and her friends decide to cook?
 - A. They wanted to make a party
 - B. They would go far away
 - C. They felt hungry
 - D. They got a new recipe
6. What did the little red hen find?
 - A. A fruit seed
 - B. A sunflower seed
 - C. A wheat seed
 - D. A corn seed
7. Why did the dog not help the little red hen thresh the seed?
 - A. Because the weather was very pleasant to do any work
 - B. Because it was too sunny to do any work at that day
 - C. Because the dog wanted to find his bone in the dog house
 - D. Because the dog felt so sleepy to help the little red hen
8. Who would help the little red hen weed the seed?
 - A. A cow
 - B. A pig
 - C. A dog
 - D. None
9. Why did the pig not help the little red hen to weed the seed?
 - A. Because the pig wanted to rest in the barn
 - B. Because it was too sunny to do it
 - C. Because the pig felt so sleepy
 - D. Because the weather was very pleasant to do any work

10. How did the story end?

- A. The little red hen enjoyed her homemade bread from her hard work.
- B. The little red hen and her three friends enjoyed the bread together.
- C. The little red hen gave the bread to her friends
- D. The little red hen sold the bread to her friends

II. Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. The little red hen found a corn seed and rushed to tell her friends. (.....)
2. The dog would help the little red hen plant the seed. (.....)
3. The little red hen weeded and tended the garden all by herself. (.....)
4. The little red hen decided not to ask her friends to help her thresh the wheat. (.....)
5. The dog, the cow and the pig did not want to help her grind the wheat. (.....)
6. All of the little red hen friends would help her bake the flour into bread. (.....)
7. The cow, the pig and the dog knew how to bake. (.....)
8. The cow and the pig helped the little red hen eat the bread. (.....)
9. The little red hen got a reward of her hard work. (.....)
10. The little red hen did all the work without help from anyone. (.....)

THE ANSWER KEY

I. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

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

II. Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. False
2. False
3. True
4. False
5. True
6. False
7. False
8. False
9. True
10. True

➤ **Video**



➤ **Video Script**

The Little Red Hen

Once upon a time in a farm, the animals had nothing to eat. They were very hungry. So they decided to cook. The little red hen found a wheat seed and rushed to tell her friends. Perhaps they would help her plant the seed. “Who will help me plant this wheat? Cow, will you help me to plant this seed?” “Not I, not I, its too sunny to do it.” “Pig, will you help me to plant this seed?” “Not I, not I, it’s too sunny to do it” “dog, will you help me to plant this seed?” “Not I, not I. it’s too sunny to do it.” “Okay, then I shall do it all alone!” So the little red hen planted the seed all by herself.

Several days went by there was a bright sunshine and it rained. The little red hen decided to weed the seed. “Who will help me weed this seed?” “Cow, will you help me weed the garden?” “Not I, not I. the weather is very pleasant to do any work.” “Pig, will you help me weed the garden?” “Not I, not I. the weather is very pleasant to do any work” “dog, will you help me weed the garden?” “Not I, not I. the weather is very pleasant to do any work” “Okay then I will do it” so the little red hen weeded and tended the garden all by herself.

As the weeks went by, the sun ripened the wheat until it was ready to harvest. The wheat had grown all tall and strong. So the little red hen decided to ask her friends to help her thresh the wheat. “Cow, will you help me thresh the

wheat?” “Not I, not I, I want to rest in my barn today.” “Pig, will you help me thresh the wheat?” “Not I, not I. I want to play in the mud today” “dog, will you help me thresh the wheat?” “Not I, not I. I want to find my bone in the dog house today.” “Okay, then I will do it all alone” no one helped little red hen, so once again she had to do all the work by herself. So she threshed the wheat. After she finished, she asked her friends to help her grind the wheat into flour. “Who will help me grind the wheat into flour?” “Cow, will you help me grind the wheat into flour?” “Not I, not I. it is too close to milking time.” “Pig, will you help me grind the wheat into flour?” “Not I, not I. it is too close to supper time.” “Dog, will you help me grind the wheat into flour?” “Not I, not I. it is too close to supper time.” “Okay, then I will do it.” so the little red hen ground the wheat into flour all by herself.

The little red hen decided to bake her flour into bread. She decided to give her friends another chance to help her. “Who will help me bake this flour into bread?” “Cow, will you help me bake this flour into bread?” “Not I, not I. I don’t know how to bake.” “Pig, will you help me bake this flour into bread?” “Not I, not I. I don’t know how to bake.” “Dog, will you help me bake this flour into bread?” “Not, I, not I. I don’t know how to bake.” “Okay, then I will do it” the little red hen baked the bread all by herself. When it was done, she let it cool for a while. Before she knew it, the time came to cut and eat the bread. Looking around, she didn’t see anyone. “Hm, I wonder who will help me eat this bread?” “I will” “I will” “I will” “no, you won’t. I did all the work. I get the rewards of that work, this bread.”

(Adopted from <https://www.youtube.com/watch?v=Od6R3a33bro>)

APPENDIX L

Table 4.8 The Students' Listening Comprehension Achievement Test in C1

NO	THE STUDENTS' INITIALS	SCORE	ACHIEVED	NOT ACHIEVED
1	ARF	75	✓	
2	AN	75	✓	
3	ASECR	80	✓	
4	ARN	75	✓	
5	AZA	80	✓	
6	ARV	70		✓
7	BP	80	✓	
8	DIF	85	✓	
9	DFP	75	✓	
10	DSM	70		✓
11	DAW	80	✓	
12	DNZ	90	✓	
13	FSA	70		✓
14	FPP	60		✓
15	HPP	85	✓	
16	LNA	75	✓	
17	LTM	65		✓
18	MBRH	75	✓	
19	MFIS	80	✓	
20	MMA	85	✓	
21	MNPA	75	✓	
22	MIS	70		✓
23	NTO	75	✓	
24	NRP	75	✓	
25	NDK	75	✓	
26	NA	75	✓	
27	PIN	75	✓	
28	RA	85	✓	
29	RFS	70		✓
30	RWFH	70		✓
31	RKAS	75	✓	
32	SR	80	✓	
33	SRY	80	✓	
34	ZL	85	✓	
Total		2595	26 students	8 students
Mean Score		$\frac{2595}{34} = 76.32$		

4. Where did the little red hen and her friends live?
- A. In the forest
 - B. In the garden
 - C. In the farm
 - D. In the city
5. Why did the little red hen and her friends decide to cook?
- A. They wanted to make a party
 - B. They would go far away
 - C. They felt hungry
 - D. They got a new recipe
6. What did the little red hen find?
- A. A fruit seed
 - B. A sunflower seed
 - C. A wheat seed
 - D. A corn seed
7. Why did the dog not help the little red hen thresh the seed?
- A. Because the weather was very pleasant to do any work
 - B. Because it was too sunny to do any work at that day
 - C. Because the dog wanted to find his bone in the dog house
 - D. Because the dog felt so sleepy to help the little red hen
8. Who would help the little red hen weed the seed?
- A. A cow
 - B. A pig
 - C. A dog
 - D. None
9. Why did the pig not help the little red hen to weed the seed?
- A. Because the pig wanted to rest in the barn
 - B. Because it was too sunny to do it
 - C. Because the pig felt so sleepy
 - D. Because the weather was very pleasant to do any work

10. How did the story end?

- A. The little red hen enjoyed her homemade bread from her hard work.
- B. The little red hen and her three friends enjoyed the bread together.
- C. The little red hen gave the bread to her friends
- D. The little red hen sold the bread to her friends

II. Listen and watch the video and then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket in each item!

- 1. The little red hen found a corn seed and rushed to tell her friends. (F..)
- 2. The dog would help the little red hen plant the seed. (F..)
- 3. The little red hen weeded and tended the garden all by herself. (F..)
- 4. The little red hen decided not to ask her friends to help her thresh the Wheat. (F..)
- 5. The dog, the cow and the pig did not want to help her grind the wheat. (T..)
- 6. All of the little red hen friends would help her bake the flour into bread. (F..)
- 7. The cow, the pig and the dog knew how to bake. (F..)
- 8. The cow and the pig helped the little red hen eat the bread. (F..)
- 9. The little red hen got a reward of her hard work. (T..)
- 10. The little red hen did all the work without help from anyone. (T..)

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Name: Firmansyah Putra P

Class: 8G.

Listening Test of Cycle I

School : SMP Negeri 1 Jember
 Subject : English
 Class / Semester : VIII G / 2
 Language Skill : Listening Comprehension
 Theme : Fable
 Time Allocation : 40 minutes

In this part of test you will hear and watch a fable animation video. It will not be printed in your test book so you must listen and watch carefully to understand what the video tells us about.

I. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. What does the story tell us about?
 - A. The little red hen and her two friends
 - B. The little red hen story
 - C. The cow and the little red hen
 - D. A pig, a cow, and a dog
2. What is the purpose of the story?
 - A. To inform what happened in the past
 - B. To give a description about the little red hen
 - C. To entertain readers with an actual, or vicarious experience
 - D. To retell about the little red hen's experience
3. What is the suitable title for the story?
 - A. The little Red Hen and her three lazy friends
 - B. The lazy cow and the little red hen
 - C. A cow, a pig, and a dog the lazy man
 - D. The patience of little red hen

B => I = 6
 II = 8

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4. Where did the little red hen and her friends live?
- A. In the forest
 - ~~B. In the garden~~
 - ~~C. In the farm~~
 - D. In the city
5. Why did the little red hen and her friends decide to cook?
- A. They wanted to make a party
 - B. They would go far away
 - ~~C. They felt hungry~~
 - D. They got a new recipe
6. What did the little red hen find?
- A. A fruit seed
 - B. A sunflower seed
 - ~~C. A wheat seed~~
 - ~~D. A corn seed~~
7. Why did the dog not help the little red hen thresh the seed?
- ~~A. Because the weather was very pleasant to do any work~~
 - B. Because it was too sunny to do any work at that day
 - C. Because the dog wanted to find his bone in the dog house
 - D. Because the dog felt so sleepy to help the little red hen
8. Who would help the little red hen weed the seed?
- A. A cow
 - B. A pig
 - C. A dog
 - ~~D. Nene~~
9. Why did the pig not help the little red hen to weed the seed?
- ~~A. Because the pig wanted to rest in the barn~~
 - B. Because it was too sunny to do it
 - C. Because the pig felt so sleepy
 - ~~D. Because the weather was very pleasant to do any work~~

10. How did the story end?

- A. The little red hen enjoyed her homemade bread from her hard work.
- B. The little red hen and her three friends enjoyed the bread together.
- C. The little red hen gave the bread to her friends
- D. The little red hen sold the bread to her friends

II. Listen and watch the video and then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket in each item!

- ~~1.~~ The little red hen found a corn seed and rushed to tell her friends. (~~T~~)
- 2. The dog would help the little red hen plant the seed. (F)
- ~~3.~~ The little red hen weeded and tended the garden all by herself. (F)
- 4. The little red hen decided not to ask her friends to help her thresh the Wheat. (F)
- 5. The dog, the cow and the pig did not want to help her grind the wheat. (F)
- 6. All of the little red hen friends would help her bake the flour into bread. (F)
- ~~7.~~ The cow, the pig and the dog knew how to bake. (F)
- 8. The cow and the pig helped the little red hen eat the bread. (F)
- 9. The little red hen got a reward of her hard work. (T)
- ~~10.~~ The little red hen did all the work without help from anyone. (F)

APPENDIX N**LESSON PLAN CYCLE 2****(First Meeting)**

School	: SMP Negeri 1 Jember
Subject	: English
Class/Semester	: VIII/G
Language Skill	: Listening
Language Focus	: Narrative text
Theme	: Fable
Sub-theme	: The peacock and the crane
Time Allocation	: 2 x 40 minutes

I. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence		Indicators	
3.6	Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.	3.6.1	Mention the meaning of narrative text
		3.6.2	Mention the social function of the narrative text.
		3.6.3	Mention the generic structure of the narrative text.
		3.6.4	Mention the language features of the narrative text.
		3.6.5	Mention the main characters stated in the fable video.
		3.6.6	Mention the moral value based on the fable video given.
4.10	Menangkap makna teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.	4.10.1	Answering the multiple questions about the general information based on the fable video given.
		4.10.2	Answering True False questions about the specific information based on the fable video given.

III. Learning Objectives

At the end of this learning activity; the students are able to:

- 3.6.1 Students are able to mention the meaning of narrative text correctly.
- 3.6.2 Students are able to mention the social function of the narrative text correctly.
- 3.6.3 Students are able to mention the generic structure of the narrative text correctly.
- 3.6.4 Students are able to mention the language features of the narrative text correctly.

- 3.6.5 Students are able to mention the main characters stated in the fable video correctly.
- 3.6.6 Students are able to mention the moral value based on the fable video given correctly.
- 4.10.1 Students are able to answer the multiple questions about the general information based on the fable video given correctly.
- 4.10.2 Students are able to answer true false questions about the specific information based on the fable video given correctly.

IV. Materials (enclosed)

V. Teaching Learning Method

Method : Individual work, discussion, and questions & answers

VI. Media/Learning Source

Media : Laptop, LCD viewer, Speaker, Whiteboard, Board marker, Power Point Presentation, Fable animation video, Template of narrative text, Students' answers sheets.

VII. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	Set Induction Activities		5'
	1.1 The teacher greets the students	Students greets to the teacher	0,5'
	1.2 The teacher asks the students to pray together	Students pray together	0,5'
	1.3 The teacher checks the attendance list	Students respond to the teacher	1'
	1.4 The teacher asks some leading questions (enclosed)	Students answers the questions	2'
	1.5 The teacher states the learning objectives	Students pay attention	1'
2	Main Activities		70'
	Pre – listening activities		
	2.1 The teacher gives the model of narrative text.	Students read the model of narrative text that is given by the teacher.	5'
2.2 The teacher gives some difficult words that are related to the topic of the video.	Students write and understand some difficult words given by the teacher.	5'	

	While listening activities		
	2.3 The teacher distributes worksheets to the students.	Students read and understand all the questions in the worksheets.	2'
	2.4 The teacher asks the students to read and understand the questions first before the teacher plays the video.	Students read and understand the questions.	4'
	2.5 The teacher asks the students to fill the template of narrative text based on the video.	Students prepare to take a note	2'
	2.6 The teacher plays the fable animation video to the whole class and asks the students to answer the exercise. (The video will be played twice.)	Students listen and observe the fable animation video while doing the listening exercise.	15'
	2.7 The teacher replays the video and asks the students to check the answers.	Students check their answers while observes the video	7'
	Post – listening activities		
	2.8 The teacher asks the students to swap their answer sheets with their friends.	Students swap their answer sheets with their friends.	5'
	2.9 The teacher plays the fable animation video while discusses the students' answers together.	Students check their answers together with the teacher.	18'
	2.10 The teacher asks the moral values of The fable animation video.	Students mention the moral values of what they have learned.	7'
3	Closing Activities		5'
	3.1 The teacher guide the students to make a conclusion about the material they have learn.	Students make a conclusion about the material that they have learned.	2'
	3.2 The teacher give feedback to the students orally	Students pay attention	2'
	3.3 Parting	Students respond teacher's parting	1'

ENCLOSURES

TEACHING MATERIALS

First Meeting

Pre-instructional Activities

Set induction

Leading questions

1. Today we are going to learn about a new topic. But you have to guess my riddles first to know the topic for today. Are you ready?
2. It is kind of bird. This bird cannot fly but it has a beautiful feathers. All people mostly stunned with it feathers. What it is?
3. My neck is elongated and sometimes bends down to the water or up to the sky. I also have long slender legs and I am very graceful. Who am I?
4. Now can you relate those answers into a sentence?
5. Can you guess what we are going to learn today?

Main Activities

Learning Materials

1. Definition of Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

2. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

3. Generic Structure of Narrative

TEXT ELEMENTS	CONTENT
Orientation	Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

Complication	Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
Resolution	The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
Reorientation	Is optional; may be added, and could not. It's contains the conclusion of the end story.

4. Video

The Peacock and The Crane



(Adopted from: <https://www.youtube.com/watch?v=4ZFZaJurU6c&t=9s>)

5. Language Features of Narrative

- a. Using adverb of time and place
 - Time (when the story happens) : two years ago
 - Place (where the story happens): in the forest
- b. Using action verb (a verb that expresses action), such as visited, arrived, and etc.

- c. Using direct speech (a report of the exact words used by a speaker or writer.),

Example: He greeted the ants “Hi ant, I haven’t seen you around for the last two weeks, why didn’t you come to my house for playing?”

- d. Using temporal conjunction (time – when), such as after, as soon as, as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then (this can be overused), until, when, whenever, while.

- e. Using Simple Past Tense:

Function: simple past tense is used to describe a completed activity that happened in the past. In other words, it started in the past and ended in the past.

Form:

- a) Verbal sentence has the following patterns:

(+) Subject + Verb 2 ...
(-) Subject + did not +Verb 1 ...
(?) Did + Subject + Verb 1 ...? (for yes no question)

Examples:

1. They lived together and became a good friend
2. He spent most of his time for playing and singing a song
3. He thanked to the ants that have saved his life.

- b) Non-verbal sentence has the following patterns:

(+) Subject + was/were + ...
(-) Subject + was/were + not + ...
(?) Was/were + Subject + ...? (for yes no question)

Examples:

1. He was served with many kinds of fresh fruits and leaves.
2. He was very sweaty and dehydration
3. I was cheated by my own laziness

Listening Exercise**(Meeting 1)**

School	: SMP Negeri 1 Jember
Subject	: English
Class / Semester	: VIII G / 2
Language Skill	: Listening Comprehension
Theme	: Fable
Time Allocation	: 40 minutes

In this part of test you will hear and watch a fable animation video. It will not be printed in your test book so you must listen and watch carefully to understand what the video tells us about.

I. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. Who was the main character of the video?
 - A. The peacock
 - B. The crane
 - C. The peacock and the crane
 - D. The crane and the bird
2. What was the genre of the story?
 - A. A descriptive text
 - B. A narrative text
 - C. A recount text
 - D. A procedure text
3. Where did the story take place?
 - A. In the river
 - B. In the pond
 - C. In the woods
 - D. In the park

4. How was the peacock's feather?
 - A. It was beautiful, colorful and shiny
 - B. It was beautiful, black and shiny
 - C. It was beautiful, white and elegant
 - D. It was beautiful, black and elegant

5. Who was seen by the peacock on the river?
 - A. The bird
 - B. The parrot
 - C. The crane
 - D. None

6. Where did the peacock meet the crane?
 - A. In the riverside
 - B. In the sea
 - C. In the ocean
 - D. In the pond

7. Why did the peacock have bad attitude?
 - A. Because the peacock was selfish
 - B. Because the peacock envy with the crane
 - C. Because the peacock wanted to look
 - D. Because the peacock has beautiful feathers

8. How did the crane look like?
 - A. It has beautiful feathers
 - B. It has colorful feathers
 - C. It has a long neck and cool legs
 - D. It has short neck

9. Why did the crane not envy with the peacock?
 - A. Because the crane could fly up into the sky with her wings.
 - B. Because the crane have beautiful feathers
 - C. Because the crane have a long neck
 - D. Because the crane have cool legs

10. What is the moral value of the video?
- A. Do not too show off and arrogant
 - B. Do not demeaned other people
 - C. Respect to other people
 - D. We should be grateful of what we have

II. Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. There was an ordinary peacock in the woods. (.....)
2. The peacock went to the riverside to meet the crane. (.....)
3. The peacock has seen the crane in the riverside. (.....)
4. The crane has colorful feathers and cool legs. (.....)
5. The peacock has grey and dusty feathers. (.....)
6. All birds in the woods were very envy with the peacock. (.....)
7. The crane could travel around the world with her wings. (.....)
8. The peacock looked so elegant with her long neck and cool legs. (.....)
9. The crane made the peacock felt ashamed. (.....)
10. The peacock seems you look good on the inside but not outside. (.....)

THE ANSWER KEY

I. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

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

II. Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. False
2. False
3. True
4. False
5. False
6. True
7. True
8. False
9. True
10. False

➤ **Video Script**

The peacock and the crane

Once, there was a beautiful peacock in the woods. “wow, peacock! Your feathers are so beautiful!” “colorful and shiny. Aren’t they gorgeous?” “yes, they are. I wish I could have colorful feathers just like you.” “only I, the peacock, can have these beautiful feathers. Don’t even dream about it.” “what a show off!” The peacock went to the riverside for some water. “who is that? A long neck and cool legs. Looks quite elegant, but I don’t like the feathers though. Hi. Who are you? I have never seen you around.” “I am a crane.” “A crane, huh? I am a peacock. I have feathers that are shiny and gorgeous.” “Oh, right. They look good.” The crane walk around the river. “she was not even surprised! Look at all these colors of the rainbow on my feathers. What’s wrong with yours? They look grey and dusty!” “yes, you are very beautiful. But I don’t envy you at all.” “what? Don’t lie! How could you not envy these beautiful feathers?” “I can fly up into the sky with my wings. I travel around the world and go wherever I want.” “Oh, I see.” “what can you do with those feathers? Grooming and showing off, what else can you do? It seems you look good on the outside but not inside.” The peacock felt so ashamed, he folded his feathers. “Oh, gee.”

(Adopted from: <https://www.youtube.com/watch?v=4ZFZaJurU6c&t=9s>)

APPENDIX O

The Sample Result of the Students' Worksheet of C2M1

Name: Dito Naafilah

Listening Exercise

(Meeting 1)

School : SMP Negeri 1 Jember
 Subject : English
 Class / Semester : VIII G / 2
 Language Skill : Listening Comprehension
 Theme : Fable
 Time Allocation : 2 x 40 minutes

In this part of test you will hear and watch a fable animation video. It will not be printed in your test book so you must listen and watch carefully to understand what the video tells us about.

1. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. Who was the main character of the video?

- A. The peacock
 B. The crane
~~C. The peacock and the crane~~
 D. The crane and the bird

B ⇒ I = 9
 II = 9
~~# 8~~

2. What was the genre of the story?

- A. A descriptive text
~~B. A narrative text~~
 C. A recount text
 D. A procedure text

3. Where did the story take place?

- ~~A. In the river~~
 B. In the pond

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- C. In the woods
D. In the park
4. How was the peacock's feather?
 A. It was beautiful, colorful and shiny
B. It was beautiful, black and shiny
C. It was beautiful, white and elegant
D. It was beautiful, black and elegant
5. Who was seen by the peacock on the river?
A. The bird
B. The parrot
 C. The crane
D. None
6. Where did the peacock meet the crane?
 A. In the riverside
B. In the sea
C. In the ocean
D. In the pond
7. Why did the peacock have bad attitude?
A. Because the peacock was selfish
B. Because the peacock envy with the crane
C. Because the peacock wanted to look
 D. Because the peacock has beautiful feathers
8. How did the crane look like?
A. It has beautiful feathers
B. It has colorful feathers
 C. It has a long neck and cool legs
D. It has short neck
9. Why did the crane not envy with the peacock?
 A. Because the crane could fly up into the sky with her wings.
B. Because the crane have beautiful feathers
C. Because the crane have a long neck
D. Because the crane have cool legs

10. What is the moral value of the video?

- A. Do not too show off and arrogant
- B. Do not demeaned other people
- C. Respect to other people
- D. We should be grateful of what we have

II. *Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!*

1. There was an ordinary peacock in the woods. (.F.)
2. The peacock went to the riverside to meet the crane. (.F.)
3. The peacock has seen the crane in the riverside. (.T.)
4. The crane has colorful feathers and cool legs. (.F.)
5. The peacock has grey and dusty feathers. (.F.)
6. All birds in the woods were very envy with the peacock. (.T.)
7. The crane could travel around the world with her wings. (.T.)
8. The peacock looked so elegant with her long neck and cool legs. (.T.)
9. The crane made the peacock felt ashamed. (.T.)
10. The peacock seems you look good on the inside but not outside. (.F.)

Name: Anastasya Sabian E.C.R
Class: VIII G

Narrative Text

Title: The Peacock and the crane

Orientation: One day, there was a beautiful peacock. The Peacock have beautiful feathers there are shiny and colorful. All birds wanted to have beautiful feather like the Peacock.

Complication: The Peacock went to the riverside to find some water. Then the peacock met a Crane, she has long neck and cool legs, but the Peacock doesn't like the feathers. The peacock introduce himself to the Crane but the crane was not even surprised with the Peacock.

Resolution: The Peacock shock that the crane not surprised with his feathers. Then the peacock said that she can fly up into the sky with her wings and also can travel around the world and go wherever she want.

Reorientation: The Peacock felt so ashamed because he can't do that with his feather. So, do not grooming and showing off.

Name: Abdu Rachman Fauzi

Class: VIII 5

Narrative Text

Title: The Peacock and the crane

Orientation: there was a beautiful peacock in the woods. the peacock have beautiful feathers.

Complication: the peacock met a crane.

Resolution: the crane was not surprised with the peacock.

Reorientation:

APPENDIX P**LESSON PLAN CYCLE 2****(Second Meeting)**

School	: SMP Negeri 1 Jember
Subject	: English
Class/Semester	: VIII/G
Language Skill	: Listening
Language Focus	: Narrative text
Theme	: Fable
Sub-theme	: The Tiger and The Buffaloes
Time Allocation	: 2 x 40 minutes

I. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence		Indicators	
3.6	Memahami tujuan, struktur, dan unsur kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.	3.6.1	Mention the meaning of narrative text
		3.6.2	Mention the social function of the narrative text.
		3.6.3	Mention the generic structure of the narrative text.
		3.6.4	Mention the language features of the narrative text.
		3.6.5	Mention the main characters stated in the fable video.
		3.6.6	Mention the moral value based on the fable video given.
4.10	Menangkap makna teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.	4.10.1	Answering the multiple questions about the general information based on the fable video given.
		4.10.2	Answering True False questions about the specific information based on the fable video given.

III. Learning Objectives

At the end of this learning activity; the students are able to:

- 3.6.1 Students are able to mention the meaning of narrative text correctly.
- 3.6.2 Students are able to mention the social function of the narrative text correctly.
- 3.6.3 Students are able to mention the generic structure of the narrative text correctly.
- 3.6.4 Students are able to mention the language features of the narrative text correctly.

- 3.6.5 Students are able to mention the main characters stated in the fable video correctly.
- 3.6.6 Students are able to mention the moral value based on the fable video given correctly.
- 4.10.1 Students are able to answer the multiple questions about the general information based on the fable video given correctly.
- 4.10.2 Students are able to answer true false questions about the specific information based on the fable video given correctly.

IV. Materials (enclosed)

V. Teaching Learning Method

Method : Individual work, discussion, and questions & answers

VI. Media/Learning Source

Media : Laptop, LCD viewer, Speaker, Whiteboard, Board marker, Power Point Presentation, Fable animation video, Students' answers sheets.

VII. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	Set Induction Activities		5'
	1.1 The teacher greets the students	Students answers greeting	0,5'
	1.2 The teacher asks the students to pray together	Students pray together	0,5'
	1.3 The teacher checks the attendance list	Students respond to the teacher	1'
	1.4 The teacher asks some leading questions (enclosed)	Students answer the questions	2'
	1.5 The teacher states the learning objectives	Students pay attention	1'
2	Main Activities		70'
	Pre – listening activities		
	2.1 The teacher gives another example of narrative text and asks the students to read slowly.	Students receive to another example of narrative text and read slowly.	5'
2.2 The teacher gives some difficult words that are related to the topic of the video.	Students write and understand some difficult words given by the teacher.	5'	

	<p>While listening activities</p> <p>2.3 The teacher distributes worksheets to the students.</p> <p>2.4 The teacher asks the students to read and understand the questions first before the teacher plays the video.</p> <p>2.5 The teacher asks the students to fill the template of narrative text based on the video.</p> <p>2.6 The teacher plays the fable animation video to the whole class and asks the students to answer the exercise. (The video will be played twice.)</p> <p>2.7 The teacher replays the video and asks the students to check the answers.</p> <p>Post – listening activities</p> <p>2.8 The teacher asks the students to swap their answer sheets with their friends.</p> <p>2.9 The teacher plays the fable animation video while discuss the students' answers together.</p> <p>2.10 The teacher asks the moral values of The fable animation video.</p>	<p>Students read and understand all the questions in the worksheets.</p> <p>Students read and understand the questions.</p> <p>Students prepare to take a note.</p> <p>Students listen and observe the fable animation video while doing the listening task.</p> <p>Students check their answers while observes the video.</p> <p>Students swap their answer sheets with their friends.</p> <p>Students check the answers together with the teacher.</p> <p>Students mention the moral values of what they have learned.</p>	<p>2'</p> <p>4'</p> <p>2'</p> <p>15'</p> <p>7'</p> <p>5'</p> <p>18'</p> <p>7'</p>
3	<p>Closing Activities</p> <p>3.1 The teacher guides the students to make a conclusion about the material they have learn.</p> <p>3.2 The teacher gives feedback to the students orally</p> <p>3.3 Parting</p>	<p>Students makes conclusion about the material they have learned.</p> <p>Students pay attention</p> <p>Students respond the teacher's parting</p>	<p>5'</p> <p>2'</p> <p>2'</p> <p>1'</p>

ENCLOSURES

TEACHING MATERIALS

Second Meeting

Pre-instructional Activities

Set induction

Leading questions

1. Today I have some riddles for you, are you ready students?
2. I am an animal, I am a wild animal. I make people scared with my terrible growl. I has four legs, has brown fur, has many sharp teethes, lives in the jungle, and I am a carnivore. Who am I?
3. I also an animal but my body was bigger than a tiger and I am a vegetarian. My colors are black, brown or grey; I have two horns, four legs and a tail. I usually help a farmer in the rice fields. Who am I?
4. Can you relate those answers into a sentence?

Main Activities

Learning Materials

1. Definition of Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

2. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

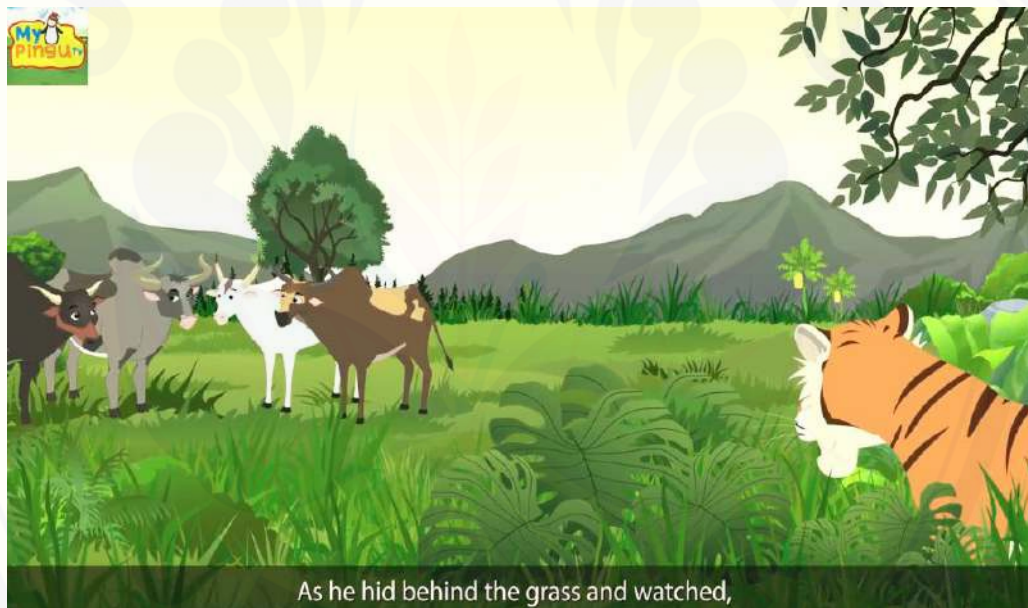
3. Generic Structure of Narrative

TEXT ELEMENTS	CONTENT
Orientation	Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

Complication	Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
Resolution	The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.
Reorientation	Is optional; may be added, and could not. It's contains the conclusion of the end story.

4. Video

The Tiger and The Buffaloes



(Adopted from: <https://www.youtube.com/watch?v=hsj8d4eDrTM>)

5. Language Features of Narrative

- a. Using adverb of time and place
 - Time (when the story happens) : three years ago
 - Place (where the story happens): in the pond
- b. Using action verb (a verb that expresses action), such as visited, arrived, and etc.

- c. Using direct speech (a report of the exact words used by a speaker or writer.),
Example: He greeted the ants “Hi ant, I haven’t seen you around for the last two weeks, why didn’t you come to my house for playing?”
- d. Using temporal conjunction (time – when), such as after, as soon as, as, at first, at once, before, finally, just, meanwhile, next, now, now that, since, then (this can be overused), until, when, whenever, while.
- e. Using Simple Past Tense:

Function: simple past tense is used to describe a completed activity that happened in the past. In other words, it started in the past and ended in the past.

Form:

a) Verbal sentence has the following patterns:

(+) Subject + Verb 2 ...
(-) Subject + did not +Verb 1 ...
(?) Did + Subject + Verb 1 ...? (for yes no question)

Examples:

1. She waited for them to hatch.
2. He saw a beautiful swan swimming.
3. He married the beautiful swan.

b) Non-verbal sentence has the following patterns:

(+) Subject + was/were + ...
(-) Subject + was/were + not + ...
(?) Was/were + Subject + ...? (for yes no question)

Examples:

1. He was so happy to see the water again.
2. He was troubled by the cat that lived there he was troubled by the cat that lived there.
3. The mother duck was surprised to see her and was very sad.

Listening Exercise**(Meeting 2)**

School	: SMP Negeri 1 Jember
Subject	: English
Class / Semester	: VIII G / 2
Language Skill	: Listening Comprehension
Theme	: Fable
Time Allocation	: 2 x 40 minutes

In this part of test you will hear and watch a fable animation video. It will not be printed in your test book so you must listen and watch carefully to understand what the video tells us about.

I. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. Who were the main characters of the video?
 - A. The the tiger and the fox
 - B. The buffalo and the tiger
 - C. The buffaloes and the fox
 - D. The buffaloes and the tiger
2. What was the genre of the story?
 - A. A descriptive text
 - B. A narrative text
 - C. A recount text
 - D. A procedure text
3. Where did the story take place?
 - A. In the river
 - B. In the pond
 - C. In the forest
 - D. In the park

4. What was the plan that the buffaloes made?
 - A. To find green grass in other forest
 - B. To have lunch and eat green grass in the forest
 - C. To go to the lawn and eat green grass together
 - D. To find their pray for lunch

5. Why was fatty feel dissappointed to his friends?
 - A. Because they asked him to eat first.
 - B. Because they told him to eat last.
 - C. Because they asked him to finish his eating faster.
 - D. Because they asked him to eat longer.

6. How was the buffaloes feeling to each other?
 - A. They got angry
 - B. They felt happy
 - C. They felt sorry
 - D. They were sad

7. What was the buffaloes decision after they fight?
 - A. They went home
 - B. They walked away from each other.
 - C. They still ate the grass
 - D. They felt sorry.

8. Who was following the four buffaloes to the lawn?
 - A. The fox
 - B. The tiger
 - C. The rabbit
 - D. The lion

9. What did the tiger do to the buffaloes after separating?
 - A. He killed and ate all of them
 - B. He joned them eating grass
 - C. He felt happy
 - D. He went back to the forest

10. What is the moral value of the video?

- A. Unity is the greatest strength.
- B. We should angry to our friends
- C. Don't eat too much
- D. We must be patient

II. Listen and watch the video and answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. There were four buffaloes in the video. (.....)
2. The tiger did not brave to attack the buffalo even they were separate. (.....)
3. There was green grass in the lawn. (.....)
4. The buffaloes ate the grass together. (.....)
5. Fatty watched over his friend and eat last. (.....)
6. The tiger followed them to the lawn. (.....)
7. The buffaloes left the lawn after they were full. (.....)
8. The buffaloes killed and ate the tiger. (.....)
9. The tiger beat the buffaloes. (.....)
10. The buffaloes died because they lose their unity. (.....)

THE ANSWER KEY

I. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

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

II. Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. True
2. False
3. True
4. False
5. False
6. True
7. False
8. False
9. True
10. True

➤ **Video Script**

The Tiger and The Buffaloes

Once upon a time, deep in the forest, there lived four buffaloes. They always stayed together. Such was their unity, that all the other animals were always afraid of them. And among all those animals, was a tiger. Every time he planned to attack, he would see them together and leave disappointed. “how will I attack them if they are always together? Never mind. I will try again tomorrow.”

One day, the four friends made a plan. “listen, I have heard that the grass on the other lawn is much tastier. Why don’t we go there for lunch today?” “oh yes! We must!” “then why we are still chatting? Let’s go!” “oh green grass! My mouth was watering already.” “look at this fatty. Will he ever stop thinking about food?” they all left together to go to the lawn. As they walked ahead, a fox saw them coming. She was so scared that she immediately ran away. But the friends didn’t notice anything.

They walked merrily. In some time, they reached the lawn. After walking all the way, they were all very hungry. As they were about to start eating, one of them said, “let’s do one thing. Let fatty stand here and watch over us till we eat.” “that’s not fair! Why should I wait back. I’m hungry too. You will take longer to eat. You can eat after us as we watch over you” “I am not your servant. I will not wait back. I will be eating with you.” “he is right. It’s not fair to make him wait here alone.” “really? Then why don’t you wait back?” “who do think you are? You cannot order us around like that!” “if I bother you so much, I will leave right away! You always order me around!” “yeah! You always order us around!” “yeah, I will leave too. I don’t need anyone here!” “I can stay on my own.” “Go away all of you!” All four of them were very angry at each other. But they didn’t know that the tiger had followed them there.

Each day he would hope that the four have a big fight. This would make them leave each other alone and he could then attack them. As he hid behind the grass and watched, “I cannot believe my luck. I can now attack and eat them one by one.” The four friends walked away from each other. The tiger followed and jumped on them one after another. He killed and ate all of them. Till the time that the four buffaloes were together, no one dared to come

near them. But as soon as they fought, they left each other alone which cost them their lives. As they say, unity is the greatest strength.

(Adopted from: <https://www.youtube.com/watch?v=hsj8d4eDrTM>)



APPENDIX Q

The Sample Result of the Students' Worksheet of C2M2

90

Name: M. MAULANA - A

Listening Exercise

(Meeting 2)

School : SMP Negeri 1 Jember
 Subject : English
 Class / Semester : VIII G / 2
 Language Skill : Listening Comprehension
 Theme : Fable
 Time Allocation : 2 x 40 minutes

In this part of test you will hear and watch a fable animation video. It will not be printed in your test book so you must listen and watch carefully to understand what the video tells us about.

I. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. Who were the main characters of the video?

- A. The the tiger and the fox
 B. The buffalo and the tiger
 C. The buffaloes and the fox
~~X~~ D. The buffaloes and the tiger

B ⇒ 1 = 9
 1 = 9
 ———
 18

2. What was the genre of the story?

- A. A descriptive text
~~X~~ B. A narrative text
 C. A recount text
 D. A procedure text

3. Where did the story take place?

- A. In the river
 B. In the pond

- In the forest
D. In the park
4. What was the plan that the buffaloes made?
A. To find green grass in other forest
B. To have lunch and eat green grass in the forest
 To go to the lawn and eat green grass together
D. To find their pray for lunch
5. Why was fatty feel dissappointed to his friends?
A. Because they asked him to eat first.
 B. Because they told him to eat last.
C. Because they asked him to finish his eating faster.
D. Because they asked him to eat longer.
6. How was the buffaloes feeling to each other?
 A. They got angry
B. They felt happy
C. They felt sorry
D. They were sad
7. What was the buffaloes decision after they fight?
A. They went home
 B. They walked away from each other.
C. They still ate the grass
D. They felt sorry.
8. Who was following the four buffaloes to the lawn?
 A. The fox
B. The tiger
C. The rabbit
D. The lion
9. What did the tiger do to the buffaloes after separating?
 A. He killed and ate all of them
B. He joned them eating grass
C. He felt happy
D. He went back to the forest

10. What is the moral value of the video?

- A. Unity is the greatest strength.
- B. We should angry to our friends
- C. Don't eat too much
- D. We must be patient

II. Listen and watch the video and answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

- 1. There were four buffaloes in the video. (.T..)
- 2. The tiger did not brave to attack the buffalo even they were separate. (.F..)
- 3. There was green grass in the lawn. (.T..)
- 4. The buffaloes ate the grass together. (.F..)
- 5. Fatty watched over his friend and eat last. (.F..)
- 6. The tiger followed them to the lawn. (.T..)
- 7. The buffaloes left the lawn after they were full. (.F..)
- 8. The buffaloes killed and ate the tiger. (.F..)
- 9. The tiger beat the buffaloes. (.T..)
- 10. The buffaloes died because they lose their unity. (.T..)

Name: Anastasya Sabian E.C.R

Class: 8 G

Narrative Text

Title: The Tiger and The Buffaloes

Orientation: Once upon a time, there were four buffaloes always stayed together. All the animals including a tiger were always afraid of them. The tiger always planned to attack them but always failed because they always together.

Complication: One day, the four buffaloes made a plan to lunch in the other lawn because in that place was more tastier. Then, they reached the lawn and felt so hungry. The four buffaloes debate who could eat first, but no one wanted to relent. Finally the four buffaloes became separated, they didn't know that the tiger had followed them.

Resolution: The four friends walked away from each other. The tiger followed and jumped on them one after another. The tiger killed and ate all of the buffaloes.

Reorientation: So, the four buffaloes killed by the tiger. As they say, unity is the greatest strength.

Name: Abdu Rachman Fauzi

Class: viii 5

Narrative Text

Title: The TIGER and the Buffaloes

Orientation: There were four buffaloes always together. The tiger wanted to eat them.

Complication: The buffaloes went to other lawn together.

Resolution: The four buffaloes separated.

Reorientation: The tiger eat all of them.

APPENDIX R

Table 4. 1 The Results of the Observation in Meeting 1 in Cycle 2

NO	INITIAL NAMES	INDICATORS				TOTAL	CATEGORY	
		1	2	3	4		ACTIVE	PASSIVE
1	ARF	✓	✓	✓	✓	4	✓	
2	AN	✓	✓	✓	✓	4	✓	
3	ASECR	✓		✓	✓	3	✓	
4	ARN	✓	✓		✓	3	✓	
5	AZA	✓	✓	✓	✓	4	✓	
6	ARV	✓	✓		✓	3	✓	
7	BP	✓		✓	✓	3	✓	
8	DIF	✓	✓	✓		3	✓	
9	DFP	✓			✓	2		✓
10	DSM	✓	✓	✓	✓	4	✓	
11	DAW	✓	✓	✓		3	✓	
12	DNZ	✓	✓	✓	✓	4	✓	
13	FSA	✓			✓	2		✓
14	FPP	✓			✓	2		✓
15	HPP	✓		✓	✓	3	✓	
16	LNA	✓	✓	✓	✓	4	✓	
17	LTM	✓		✓	✓	3	✓	
18	MBRH	✓	✓	✓	✓	4	✓	
19	MFIS	✓	✓	✓		3	✓	
20	MMA	✓	✓	✓	✓	4	✓	
21	MNPA	✓	✓		✓	3	✓	
22	MIS	✓	✓	✓	✓	4	✓	
23	NTO	✓	✓	✓		3	✓	
24	NRP	✓	✓		✓	3	✓	
25	NDK	✓	✓	✓	✓	4	✓	
26	NA	✓	✓	✓	✓	4	✓	
27	PIN	✓			✓	2		✓
28	RA	✓	✓	✓	✓	4	✓	
29	RFS	✓	✓		✓	3	✓	
30	RWFH	✓		✓	✓	3	✓	
31	RKAS	✓	✓	✓	✓	4	✓	
32	SR	✓	✓		✓	3	✓	
33	SRY	✓	✓	✓	✓	4	✓	
34	ZL	✓	✓		✓	3	✓	
TOTAL		34	25	23	30		30	4
AVERAGE		100%	73.5%	67.6%	88.2%		88,2%	11,7%

Table 4. 2 The Results of the Observation in Meeting 2 in Cycle 2

NO	INITIAL NAMES	INDICATORS				TOTAL	CATEGORY	
		1	2	3	4		ACTIVE	PASSIVE
1	ARF	✓	✓	✓	✓	4	✓	
2	AN	✓	✓	✓	✓	4	✓	
3	ASECR	✓		✓	✓	3	✓	
4	ARN	✓	✓		✓	3	✓	
5	AZA	✓	✓	✓	✓	4	✓	
6	ARV	✓	✓		✓	3	✓	
7	BP	✓	✓	✓	✓	4	✓	
8	DIF	✓	✓	✓	✓	4	✓	
9	DFP	✓			✓	2		✓
10	DSM	✓	✓	✓	✓	4	✓	
11	DAW	✓	✓	✓	✓	4	✓	
12	DNZ	✓	✓	✓	✓	4	✓	
13	FSA	✓	✓		✓	3	✓	
14	FPP	✓			✓	2		✓
15	HPP	✓	✓	✓	✓	4	✓	
16	LNA	✓	✓	✓	✓	4	✓	
17	LTM	✓	✓	✓	✓	4	✓	
18	MBRH	✓	✓	✓	✓	4	✓	
19	MFIS	✓	✓	✓	✓	3	✓	
20	MMA	✓	✓	✓	✓	4	✓	
21	MNPA	✓	✓	✓	✓	4	✓	
22	MIS	✓	✓	✓	✓	4	✓	
23	NTO	✓	✓	✓	✓	4	✓	
24	NRP	✓	✓		✓	3	✓	
25	NDK	✓	✓	✓	✓	4	✓	
26	NA	✓	✓	✓	✓	4	✓	
27	PIN	✓	✓		✓	3	✓	
28	RA	✓	✓	✓	✓	4	✓	
29	RFS	✓	✓		✓	3	✓	
30	RWFH	✓		✓	✓	3	✓	
31	RKAS	✓	✓	✓	✓	4	✓	
32	SR	✓	✓	✓	✓	4	✓	
33	SRY	✓	✓	✓	✓	4	✓	
34	ZL	✓	✓	✓	✓	4	✓	
TOTAL		34	29	26	34		32	2
AVERAGE		100%	85.3%	76.5%	100%		94.1%	5.8%

APPENDIX T

Listening Test of Cycle 2

(Meeting 3)

School	: SMP Negeri 1 Jember
Subject	: English
Class / Semester	: VIII G / 2
Language Skill	: Listening Comprehension
Theme	: Fable
Time Allocation	: 40 minutes

In this part of test you will hear and watch a fable animation video. It will not be printed in your test book so you must listen and watch carefully to understand what the video tells us about.

I. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. Who were the main characters of the story?
 - A. The elephant and the parrot
 - B. The elephant and the ant
 - C. The elephant, the parrot and the ant
 - D. The elephant and the animals in the forest
2. Where did the story take place?
 - A. In the forest
 - B. In the river
 - C. In the hill
 - D. In the tree
3. How was the elephant very proud of himself?
 - A. Because the elephant has a trunk
 - B. Because the elephant has a long trunk
 - C. Because the elephant has a good body
 - D. Because the elephant has a big size

4. What did the elephant do to the other animals in the forest?
 - A. The elephant played with the animals
 - B. The elephant made fun the animals
 - C. The elephant sprayed water to the animals
 - D. The elephant helped the animals
5. Who has bad character in that story?
 - A. The elephant
 - B. The ant
 - C. The parrot
 - D. All animals in the forest
6. What was the genre of the fable?
 - A. A descriptive text
 - B. A procedure text
 - C. A narrative text
 - D. A recount text
7. What did the ant do in the forest every day?
 - A. The ant went to the river
 - B. The ant bother the elephant
 - C. The ant stayed in home
 - D. The ant collected food
8. What did the elephant do when he saw the ant bring food?
 - A. The elephant made fun the ant
 - B. The elephant asked the ant's food
 - C. The elephant sprayed water to the ant
 - D. The elephant collected food with the ant
9. Why did the ant bite the elephant's trunk?
 - A. Because the ant made fun the elephant
 - B. Because the ant was happy at the elephant
 - C. Because the ant wanted to play with the elephant
 - D. Because the ant was very angry at the elephant
10. What is the moral value of the story?
 - A. Don't made someone angry
 - B. Don't judge a small people
 - C. We have to be a kind person
 - D. We all have our own capabilities

II. Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. The parrot was the main character in this fable video. (.....)
2. The elephant thought that he was the most powerful animal in the forest.(.....)
3. The ant lived beside the river in a big hill. (.....)
4. Every day the elephant would bother the ant. (.....)
5. The elephant accidentally crushed the ant under his feet. (.....)
6. When the elephant was sleeping, the ant slipped inside his trunk. (.....)
7. The elephant was the protagonist character in the video. (.....)
8. The ant kept biting the elephant until he start screamed because of the pain. (.....)
9. The elephant was so afraid that the ant would bite him again. (.....)
10. The story teaches us to use our skill to help others. (.....)

THE ANSWER KEY

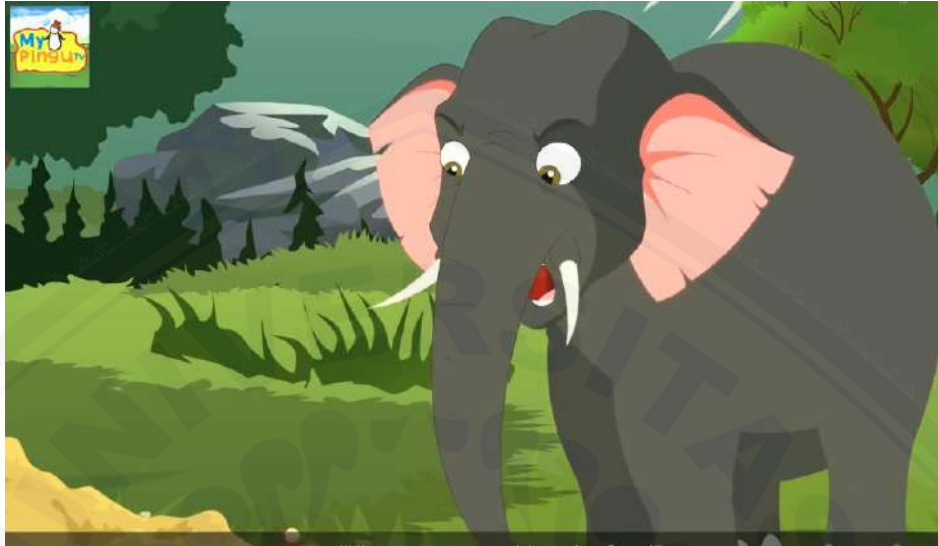
I. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

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

II. Listen and watch the video then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket of each item!

1. False
2. True
3. False
4. True
5. False
6. True
7. False
8. True
9. True
10. True

➤ **Video**



➤ **Video Script**

Elephant and Ant

Once, in a forest, there lived an elephant. He was very proud of his big size! He always troubled other animals in the forest and made fun of them. One day, as he was walking through the forest, he saw a parrot sitting on a tree. “ha..ha..ha. hey you! What are you doing there? Don’t you see me passing through! I am the most powerful animal of the forest! Come on! Bow down to me.”

“what, bow down to you?” “what?! You don’t know who you are talking to! I will teach you to respect me. Ha.. ha..ha.” the parrot didn’t bow down to the elephant. The angry elephant picked up the whole tree and began to shake it. The parrot could not sit on that tree anymore. He flew away. “ha..ha..ha. go! Go! Fly away! Now you see what I can do? You all so weak in front of me.” The proud elephant then walked away. Like always, he went to the river to drink water. Just beside the river, there lived an ant in a small ant hill. Every day the ant would collect food and every day the elephant would bother the ant. Today was no different! As the elephant was drinking water, he saw the ant. “you, tiny ant! Where are you taking the food?” “I have to take this back to my house! It will start raining soon. I have to stay prepared and collect a lot of food.” “ha..ha..ha. I see!” the elephant then drew water in his big trunk and sprayed it on the ant. The water spoiled her food and the ant was now completely wet. “ha..ha..ha” “Laugh all you want, elephant! I will teach you a lesson someday!” “Oh, I am so scared! A tiny ant wants to teach me a lesson! Go away! I might crush you under my feet! Go back to your tiny house!” the ant was very angry at the elephant and his pride. She swore, she will soon teach him a lesson. “I will have to do something about this

elephant! He can't keep troubling everyone like that!" the next day, as the ant stepped out to collect more food, she saw that the elephant was sleeping. She immediately came up with a plan. She quietly walked near him and slipped inside his trunk. Once inside, she began to bite him. She kept biting the elephant. She kept biting the elephant until he woke up and start screaming in pain. "my trunk hurt so bad! Who is inside? Get out of there! It's hurts so bad. Ahh.." the ant heard him screaming and kept biting. The elephant was now in a lot of pain. He began to cry. "Somebody please help me! Who..who is inside my trunk? Get out!" The ant heard the elephant's cries and came out of his trunk. The elephant was shocked to see the tiny ant. He was so afraid that the ant would bite him again, that he knelt down and began to apologize. "please forgive me! I will never trouble you again." Elephant understood his mistake. He left from there and he never troubled anybody after that day. "he..he..he now you see? Nobody is big or small. We all are capable in our ways. Don't be proud of your skills. Use it to help others.

(Adopted from: <https://www.youtube.com/watch?v=6jMfDI8fi9c&t=67s>)

APPENDIX T

Table 4.8 The Students' Listening Comprehension Achievement Test in C2

NO	THE STUDENTS' INITIALS	SCORE	ACHIEVED	NOT ACHIEVED
1	ARF	60	✓	
2	AN	75	✓	
3	ASECR	90	✓	
4	ARN	85	✓	
5	AZA	80	✓	
6	ARV	70		✓
7	BP	80	✓	
8	DIF	85	✓	
9	DFP	80	✓	
10	DSM	75	✓	
11	DAW	80	✓	
12	DNZ	95	✓	
13	FSA	80	✓	
14	FPP	80		✓
15	HPP	85	✓	
16	LNA	75	✓	
17	LTM	75	✓	
18	MBRH	75	✓	
19	MFIS	85	✓	
20	MMA	90	✓	
21	MNPA	75	✓	
22	MIS	70		✓
23	NTO	75	✓	
24	NRP	80	✓	
25	NDK	70		✓
26	NA	75	✓	
27	PIN	75	✓	
28	RA	85	✓	
29	RFS	80	✓	
30	RWFH	70		✓
31	RKAS	75	✓	
32	SR	80	✓	
33	SRY	85	✓	
34	ZL	80	✓	
Total		2675	29 students	5 students
Mean Score		$\frac{2675}{34} = 78.67$		

APPENDIX U

The Sample Result of the Students' Test Worksheet of Cycle 2

95

Name: DIO Naaf'lah

Class: 8G

Listening Test of Cycle 2

(Meeting 3)

School : SMP Negeri 1 Jember

Subject : English

Class / Semester : VIII G / 2

Language Skill : Listening Comprehension

Theme : Fable

Time Allocation : 40 minutes

In this part of test you will hear and watch a fable animation video. It will not be printed in your test book so you must listen and watch carefully to understand what the video tells us about.

I. Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!

1. Who were the main characters of the story?
 - A. The elephant and the parrot
 - B. The elephant and the ant
 - C. The elephant, the parrot and the ant
 - D. The elephant and the animals in the forest
2. Where did the story take place?
 - A. In the forest
 - B. In the river
 - C. In the hill
 - D. In the tree
3. How was the elephant very proud of himself?
 - A. Because the elephant has a trunk
 - B. Because the elephant has a long trunk
 - C. Because the elephant has a good body
 - D. Because the elephant has a big size

$$\begin{array}{r}
 B \Rightarrow 1 = 10 \\
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 \hline
 19
 \end{array}$$

4. What did the elephant do to the other animals in the forest?
 - A. The elephant played with the animals
 - B. The elephant made fun the animals
 - C. The elephant sprayed water to the animals
 - D. The elephant helped the animals

5. Who has bad character in that story?
 - A. The elephant
 - B. The ant
 - C. The parrot
 - D. All animals in the forest

6. What was the genre of the fable?
 - A. A descriptive text
 - B. A procedure text
 - C. A narrative text
 - D. A recount text

7. What did the ant do in the forest every day?
 - A. The ant went to the river
 - B. The ant bother the elephant
 - C. The ant stayed in home
 - D. The ant collected food

8. What did the elephant do when he saw the ant bring food?
 - A. The elephant made fun the ant
 - B. The elephant asked the ant's food
 - C. The elephant sprayed water to the ant
 - D. The elephant collected food with the ant

9. Why did the ant bite the elephant's trunk?
 - A. Because the ant made fun the elephant
 - B. Because the ant was happy at the elephant
 - C. Because the ant wanted to play with the elephant
 - D. Because the ant was very angry at the elephant

10. What is the moral value of the story?
 - A. Don't made someone angry
 - B. Don't judge a small people
 - C. We have to be a kind person
 - D. We all have our own capabilities

II. Listen and watch the video and then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket in each item!

1. The parrot was the main character in this fable video. (..F..)
2. The elephant thought that he was the most powerful animal in the forest. (..T..)
3. The ant lived beside the river in a big hill. (..F..)
4. Every day the elephant would bother the ant. (..F..)
5. The elephant accidentally crushed the ant under his feet. (..F..)
6. When the elephant was sleeping, the ant slipped inside his trunk. (..T..)
7. The elephant was the protagonist character in the video. (..F..)
8. The ant kept biting the elephant until he start screamed because of the pain. (..T..)
9. The elephant was so afraid that the ant would bite him again. (..T..)
10. The story teaches us to use our skill to help others. (..T..)

60

Name: Abdu Rachman Fauzi

Class: 8G

Listening Test of Cycle 2

(Meeting 3)

School : SMP Negeri 1 Jember
 Subject : English
 Class / Semester : VIII G / 2
 Language Skill : Listening Comprehension
 Theme : Fable
 Time Allocation : 40 minutes

In this part of test you will hear and watch a fable animation video. It will not be printed in your test book so you must listen and watch carefully to understand what the video tells us about.

I. *Read questions number 1 to 10 and the four possible answers and decide which one would be the best answer to the question. Choose the best answer by crossing (X) a, b, c or d on your answer sheet based on the video given!*

1. Who were the main characters of the story?
 - A. The elephant and the parrot
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2. Where did the story take place?
 - A. In the forest
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3. How was the elephant very proud of himself?
 - A. Because the elephant has a trunk
 - B. Because the elephant has a long trunk
 - C. Because the elephant has a good body
 - D. Because the elephant has a big size

B ⇒ I = 7
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 12

4. What did the elephant do to the other animals in the forest?
- A. The elephant played with the animals
 - B. The elephant made fun the animals
 - C. The elephant sprayed water to the animals
 - D. The elephant helped the animals
5. Who has bad character in that story?
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 - C. The elephant sprayed water to the ant
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 - D. Because the ant was very angry at the elephant
10. What is the moral value of the story?
- A. Don't made someone angry
 - B. Don't judge a small people
 - C. We have to be a kind person
 - D. We all have our own capabilities

II. Listen and watch the video and then answer the following questions. Write T if the statement is true and write F if the statement is false in the bracket in each item!

1. The parrot was the main character in this fable video. (~~F~~..)
2. The elephant thought that he was the most powerful animal in the forest.(..T..)
3. The ant lived beside the river in a big hill. (..T..)
4. Every day the elephant would bother the ant. (..F..)
5. The elephant accidentally crushed the ant under his feet. (..F..)
6. When the elephant was sleeping, the ant slipped inside his trunk. (.....)
7. The elephant was the protagonist character in the video. (..F..)
8. The ant kept biting the elephant until he start screamed because of the pain. (.....)
9. The elephant was so afraid that the ant would bite him again. (..T..)
10. The story teaches us to use our skill to help others. (.....)

APPENDIX V

A LETTER OF RESEARCH PERMISSION



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 1 JEMBER
Jl. Dewi Sartika 1 Telp. (0331) 486988 Jember



Nomor : 800/358/413.01.20523851/2019

Jember, 21 Januari 2019

Lamp : -

Perihal : **Ijin Melaksanakan Penelitian**

Kepada

Yth. : Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Jember
Jl. Kalimantan 37 jember

Menindak lanjuti surat Saudara Nomor: 0502/UN25.1.5/LT/2019 tanggal 17 Januari 2019 perihal Permohonan Izin Penelitian, maka dengan ini kami *tidak keberatan* menerima nama :

N a m a : YESY WIDIA ASTUTI
N I M : 140210401028
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan Penelitian tentang "Improving the Junior High School Students' Listening Achievement by Using Fable Animation Video" tgl. 28 Januari 2019 s.d 16 Februari 2019 di SMP 1 Negeri Jember.

Demikian atas perhatian dan kerja sama yang baik, disampaikan terima kasih.

Kepala Sekolah,



Ida Rubiyanti
IDA RUBIYANTI, S.Pd
NIP. 19590221 198101 2 001



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
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Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

7 JAN 2019

Nomor : **0502** / UN25.1.5 / LT / 2019
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 1 Jember
Jember

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

Nama : Yesy Widia Astuti
NIM : 140210401028
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: "Improving the Junior High School Students' Listening Achievement by Using Fable 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.

Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 19670625 199203 1 003



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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 Laman : www.unej.ac.id

11 FEB 2019

Nomor : **1151** / UN25.1.5 / LT / 2019
 Lampiran : -
 Perihal : Permohonan Kerjasama

Yth. Kepala SMP Negeri 1 Jember
 Jember

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

Nama : Yesy Widia Astuti
 NIM : 140210401028
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud bekerjasama untuk mengadakan penelitian dengan guru Bhs. Inggris kelas VIII SMP Negeri 1 Jember, atas nama:

No	NAMA	NIP
1	Paidi, S.Pd.	19680414 200604 1 011
2	Emmy Juliawati, S.S.	19750202 201412 2 005

dengan judul: "Improving the Junior High School Students' Listening Achievement by Using Fable 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.



an Dekan
 Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
 NIP. 19670625 199203 1 003

APPENDIX W

A LETTER OF FINISHED RESEARCH



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 1 JEMBER
Jl. Dewi Sartika 17 Telp. (0331) 486988 Jember



Nomor : 800/374/413.1/20523851/2019

Jember, 17 Februari 2019

Perihal : **Telah Melakukan Penelitian**

Kepada

Yth. : Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Negeri Jember
Jalan Kalimantan No. 37 Jember

Di

Tempat

Menindak lanjuti surat saudara No. 0502/UN25.1.5/LT/2019 tanggal 17 Januari 2019 perihal permohonan penelitian, maka dengan ini kami Menerangkan Mahasiswa tersebut yang bernama :

N a m a : **Yesy Widia Astuti**
N I M : 140210401028
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian tentang : "Improving the Junior High School Students' Listening Achievement by Using Fable Animation Video " **Mulai tanggal 28 Januari sampai 16 Februari 2019 di SMP Negeri 1 Jember.**

Demikian atas perhatian dan kerja sama yang baik, disampaikan terima kasih.

Pt. Kepala Sekolah,

IDA RUBIYANTI, S.Pd
NIP. 19590221 198101 2 001

