**THE EFFECT OF USING VIDEO SEGMENTS AS MEDIA ON STUDENTS'
ABILITY IN IDENTIFYING THEMES IN LISTENING
NARRATIVE TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirement for Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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MEDAN
2017**

ABSTRACT

Widya Murni. 1302050271.*The Effect of Using Video Segments As Media On The Students Ablity In Identifying Themes In Listening Narrative Text*. Skripsi: English Education Muhammadiyah University of Sumatera Utara.Medan.2017.

This research was carried out The Effect of using video segments as media on the students ablity in identifying themes in listening narrative text. The aim of this research was to investigate the effect of using video segmens as media on the students' ability in identifying themes in listening narrative text and describe how many percentage the effect of using video segments. This was an experimental research which used descriptive quantitative method to describe and analyze the data. This research was conducted in SMA Swasta Persiapan Stabat at 2016-2017 academic year. The population of this research was the eleven grade students, which consist five classes with 180 students. By using Cluster random sampling, two classes were chosen as the sample. Class XI IPA-1 was taken as the experimental group that taught by using video segments, and class XI IPA-2 as the control group taught by using tape recorder. The instrument of this research used was multiple choice test consist of 25 items. By using t-test analysis the findings should that t-observe which higher than t-table (16,28 > 1.99) with the significances 0,05 and the degree freedom (df) 68. It mean that the hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. As the conclusion, there were a significant effect of using video segments as media on the students' ability in identifying themes in listening narrative text.

Keyword : Media,Video Segment, Students Ability, Listening Narrative Text.

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

Alhamdulillahirabbil'alamin.

In the name of Allah SWT, the most gracious and merciful. First of all, the researcher would like to thanks to Allah who had given chance, healthy, mercy, and leisure to finishing this study from the beginning up to the end. Secondly, blessing and peace be upon our Prophet Muhammad SAW who had brought us being from the darkness into the lightness as we behold today.

In writing this study entiled "*The Effect of Using Video Segments as Media on Students' Ability in Identifying Themes in Litening Narrative Text*", with the purpose for submitting in partial fulfillment requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education Program, there were so many obtacles faced by the researcher and certainly without helps from many peoples, especially the following people, it was so difficult for the researcher to accomplish this study. Thus, the researcher would like to express thanks first to the dearest parents, my father Suanto and my mother Alm.Mujirah who have continuously giving support, advices, pray and financial to complete this study. Then, the researcher also would like to thanks:

1. **Dr. Agussani, M.AP.**, the Rector of Universitas Muhammadiyah Sumatera Utara.

2. **Dr. Elfrianto Nasution, S.Pd., M.Pd.**, the Dean of FKIP Universitas Muhammadiyah Sumatera Utara who has given recommendation his to carry out this study.

12. My lovely friends of class VII –E Morning, especially for Nila Hayati, Efridayani Hanipah Ramadhani, Desi Anisa,Who encourage her and share many thing for her and always together from beginning until finishing our study.

13. My lovely friends in PPL Tri Afriana Selvia and Nurma Yunita.

14. Lastly, the researcher offers her regards and blessing to those who supported he in any aspects during the completion of this thesis. May Allah Subhanawata'ala bless and guide you all.

Hopefully, the findings of this research are expected to be useful for those who read this study and interested to the topics. Finally, the researcher realizes that the study is still far being perfect in spite of the fact the researcher has done the best to complete this study.

Therefore, the researcher expected constructive criticism, comments, suggestions are welcomed for further improvement of this study. May Allah the most Almighty always bless all of us.

Medan, April 06th 2017

The researcher

Widya Murni

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CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, there are four skils that have to be leaned by the students. They are Listening, speaking, reading, and writing. From these four language basic skills, Listening is the most difficulties skills to be mastered by the students. In listening, one should focus, have full attention and high concentration on what someone say, so he or she can not get information and recall I when need. He should have a strong memorize to memorize what he has listen. Listening is not just a process of hearing, it is a complex process.

Listening is one of important part in learning because students spend 20 perent of all school related hour just listening. Listening is very important skill, especially in used for the teacher. Many in used media in listening. This defeats the purpose of teacher, which allow to the students to discover solutions for their learning needs without a good listening skills, a student can not reach their goal to get information as much as possible for it. For thus, their get a low achievement in this study.

Listening as one of the four skills that should be mastered by the one who learn English are also teach in SMA SWASTA PERSIAPAN STABAT at Jl. HIB. Tembeleng Tebasan, Stabat, especially XI class 2016/2017. In SMA Swasta Persiapan Stabat 2016/2017 Listening is the first of standard competence in

syllabus, and it has the goal namely understanding short functional and monologue oral text such as narrative text to intract around environment.

When the researcher's experience in teaching English field experience practice (PPL) in eleven grade students at SMA PERSIAPAN STABAT at Jl. HIB. Tembeleng Tebasan Stabat, There are a problem that researcher found in there. The reality in the field shows that the most of the students have problem in learning listening, especially in narrative text. They do not like listening because it morely listening does not use image, but only use a sigle voice so as to make quickly feel tired and lazy to hear. The students are very lazy to listen because the prefer the media in the form of image (visual) of the non-visual such as radio, tape recorder etc. Because many students do not know what the meaning of the they hear. The cn not get good score because they can not answer the question well and without understanding the section in listening.

Based on the case above, the researcher try to apply a method to solve the problem in teaching listening for narrative text. The researcher make a creative and new method to make listening is not difficult and always interesting for the students senior high school in order that they do not feel bored and they become active in the classroom . One of the method using audiovisual media especially multi sensory, sounds and sight at the same time when doing listening practice (2003). Video segments is a video that includes backgrounds sounds, objects, pictures, and gestures, to help the students in understanding the conversation on the video.

The researcher assumed that the students can their listening through this media, namely Video Segments. Video Segments is taken from internet that important to students. The researcher choose the video segments as media because with the aim to improve students' listening and to make students more interested and easy to listening learning. Therefore, the researcher interest in conducting the research entited " The Effect of Using Video Segments on Students' Ability in Identifying Themes in Listening Narrative Text. Expecially to the students of eleven grade of SMA SWASTA PERSIAPAN STABAT.

B. The Identification of the Problem

Based on the background of the study above, the problems of this research were identified as follows :

1. The students' were not interesting in learning listening, especially in narrative text.

2. The students' ability in listening were low.

3. The media used in teaching still conventional was not match with the subject matter, which makes the students easy to get bored.

4. Learning listening was not attracted, especially the media used not interesting for the students.

C. The Scope and Limitation

The scope of this research was listening. The limitation focuss on the use of video segments as media on the students ability in identifying themes

especially in listening narrative text. The research was conducted to the students of SMA SWASTA PERSIAPAN STABAT, the eleven grade at academic year 2016-2017.

D. The Formulation of the Problem

The formulation of this study are formulated as follows :

1. Is there any significant effect of using video segments on the students ability in identifying themes in listening narrative text ?

2. How many percentage the effect of using video segments on the students ability in identifying themes in listening narrative text ?

E. The Objectives of the study

The Objectives of the study are follows :

1. to find out significant effect of using video segments on the students ability in identifying themes in listening narrative text.

2. To find out percentage the effect of using video segments on the students ability in identifying themes in listening narrative text.

F. The Significances of the Study

Findings of the study are expected to the useful and relevant in some respects. The relevance of the findings are elaborated as the following :

a. Theoretically

Theoretically, the findings of the study would be expected to give easier and interesting way in listening.

b. Practically

1. For students, to get experience of using video segments in listening, it would have them to improve their listening ability in identifying themes in listening narrative text.

2. For Teachers, to contribute the English teachers in improving and enriching their teaching strategies and as a means of improving the students' listening ability by using video segments in identifying themes in narrative text.

3. For the reader, expecially at UMSU library would have a lot of information about teaching learning experience for them.

4. For other researcher, hopes this research could be useas reference to the other researchers who wants to conduct research about teaching listening skill.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Description of Listening

Listening is an important part in communication process.   Effective listening is the foundation for communication in school, at home, and in every day situations. Hamagachi (2010:11) says that listening is an active process of hearing and comprehending what is said so that in listening process, the listener skill gets a place of imformation of that communication and it is one of the purpose in listening will be effect how we listen and what we select from sounds, because the listeners must select information of the spoken language what is relevant to this purpose and reject what is relevant.

Listening is an active, purposeful process of making sense of making sense of what we hear (Nunan: 2003). Language skills are often categorize as receptive an deductive. Speaking and Writing are productive skill, that requires a person to receive and understand incoming information (input). Listening is receptive, we can listen to and understand things at higher level then we can procedure. For this reasons, people sometimes think of it as a passive skill. Nothing could be further from the truth listening is very active.

As people listen, the process not only what they hear but also connect if other information they already known. Since listeners combine what they hear with with their own minds. Listening and reading comprehension are both highly

complex processes that draw on the knowledge on the linguistic code (language form), cognitive processing skill (the skill to process in the mind), schema-based understanding (background knowledge) and contextual cues both within and outside the text. Among those sources are knowledge of language, of what has already been said of context and general background knowledge. Listening is meaning based. When we listen we are normally doing so for a purpose. The listeners may be even say that they do not listen to words, but the meaning behind the words.

Listening is often compare to reading, the other receptive while the two do share some similarities, two major differences should be note. Firstly, listening usually happens in real time. That is people listen and have to comprehend what they hear immediately.There is no time to go back and review, look up unknown words,etc. Secondly, although listening is receptive, it very often happens in the midst of a conversation, something which requires productive, spoken resposes.

1.1. Types of Listening

From this stage we can derive four commonly identified types of listening performance, each of which comprises a category within comprises a category withing which to consider assessment task and procedure.

There are some types of listening follow :

a. Intensive Listening

Intensive listening refers to listening practice sound, words, phrases, grammatical units and pragmatics units. Alhthought listening intensively whenever requires an essential component of listening profiency. As such,

Intensive Listening needs to be include in listening instruction, although to be an effective practice it needs not be more that a small part of each class session.

b. Selective Listening

Selective listening is processing stretches of discourse such as short monologues for several minutes in order to " scan " for certain information. The purposes of such perfoemance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language such as (class direction from a teacher radio news items or stories), to listen for names, numbers, a grammatical category , directions (in a map exercises), or certain facts and events.

c. Responsive Listening

Responsive Listening is to a relatively short stretch of language (a greeting, question, command, comprehend check, etc) in order to make a equally short responses.

d. Extensive Listening

Extensive listening is to develop a top-down, global understanding of spoken language. Extensive performance rangers from listening to lengthy purpose. Listening for gist, for the main idea, and making inference are all part of extensive listening.

1.2. The Difficulties of Listening

The following list of what makes listening difficult :

1. Clustering : attending to appropriate " chunks" of language phrases, clauses, constituents.

2. Redundancy : recognizing the kinds of repetitions, rephrasing, elaborations and insertions that unrehears spoken language often contains and benefit from that recognition.

3. Reduced forms : understanding the reduce forms that may not have been a part of an English learners' past learning experiences in classes where only formal "textbook" language has presented.

4. Performance Variables : being able to ' week out" hesitations, false starts, pauses and corrections in natural speech.

5. Colloquial language : comprehending idioms, slang, reduce forms, share cultural knowledge.

6. Rate of delivery : keeping up with the speed of delivery, processing automatically as the speaker continues.

7. Stress, rhythm and intonations ; correctly understanding prosodic elements spoken language, which is almost always much more difficult than understanding the smaller phonological bits and pieces.

8. Interactions : managing the interactive flow language from listening to speaking to listening, etc.

1.3. Listening Process

Listening can be derived from sources. Caffery as quote by Rosts (2002:46) defines listening in broadcast sense, as a process of receiving what the speakers actually says (receptive orientations), constructions and repaiting (constractive orientation) negotiating meaning with the speaker and responding (collaborative orientations) and creating though involment, imaginations and

emphaty (transformative orientation). Listening is assuming greater importance in many foreign language contexts, which have until relatively focuse their effort on the development of writing skill. This growing importance is reflected in the ploriferation of commercial listening course.

The importance of listening of listening in second and foreign language learning is admirably summarized in a recent publication by Rost (1994:141 - 142): (1) Listening is vital in the language classroom because it provides input for the learner. First person account of a language learning or teaching experience, document through regular and candid entries in a personal journal and then analysis for reccuring pattern or salients events without understanding input at the right level, any learning simply cannot begin. (2) Speak of language provides a means of interaction for the learner. Because learners must intract with achieve understanding, access to speaker of the language they hear is an impetus, not an obstacle, to interaction and listening. (3) listening exercise provide with a means for drawing learner's attention a new forms (vocabulary, grammar, new interaction patterns) in the language. In short, listening essential not only as a receptive skill but also to the development of spoken language profiency.

Listening is a complex skill, in the case listening run in real activity through some process, where the listener must be active and creative in order to improve their listening ability. A more clearly, Chaistain (1996: 287) says "listening ability consisting three component, namely the ability to the indentifying the sound. The ability to understand the message contain in the sentence and the gesture received into units that easy to understand." Based on the

text above explanation, it can be conclude that listening ability to identify from language sound until sentence structure in order to understand the message. In addition, Buck and Rost (2002: 120) identified the nine important listening ability, namely : the ability to (1) process faster input. (2) process lower frequency vocabulary. (3) Process text higher vocabulary density. (4) process the more complex structure. (5) process longer segments. (6) process the with higher formation density. (7) scan short segment to determine listening p urposes. (8) synthesis scattered information. (9) use redundant information.

There are two process of listening , according to Brown (2012:10) they are bottom up and top down processing.

1) Bottom-up processing

Bottom-up processing is trying to make sense of what we hear by focusing in different parts: the vocabulary, grammar, sound, etc. however it is difficult to get overall parts. And when you try to understand what the speaker say by only looking at the grammar or vocabulary that you don't understand since you are learning a new language or foreign language or foreign language then you can not focus on what you are listening to.

2) Top-down processing

Top down processing start with background of knowledge is call schema. Schema are classify into two. First, Content schema that is general knowledge based on life experience and previous learning. Second, textual schema that is the language and content are use in the particular situation;

the language you need at the office is different than what you need when socializing with friends.

1.4. Listening Situation

There are two kinds of listening situations in which we find purselves :

a. Interactive

Interactive listening situation include face to face conversation and telephone calls, in which we are alternately listening and speaking, and in which we have a change to ask for clarification, repletion, or slower speech from our conversation partner.

b. Non-Interactive

Non interactive listening situations are listening to the radio, tv, films, video,lecture, or sermons. In such situations we usually don't have the opportunity to as for clarification, slower speech or reperation.

Listening can be interesting lesson for the students, because they will be able to minds. So, it takes focuse in hearing the word or phrase that is pronounced by the speaker. And need to interest a listener . Students' ability in listening is one of way to know their development in mastering, vocabulary, pronounciation, grammar, new interaction pattern and ot's mean from the speaker.

Listening is so important that many top employer provide listening skills training for their employers. This is not surprising when you consider that good listening skills can lead to better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work.

1.5. Listening Problem

The first step the learning problems that student in contructing a successful listening is to identify the learning problems that students are experiencing as result of listening to related issues. (Richard 1983:219) there are some problems in listening :

1. Trouble with the sounds

   Most students rely mostly on context for comprehension; they are often themselves unaware sound perception.

2. Have understand every word

   Some students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the students practice in selective ignoring of heard information/something they do naturally in their mother tongue. The teacher should explain the point to the students, and set them occasional tasks that ask them to scan long task for one two limited items of information.

3. Cannot understand fast, naturally native speaker

   The students can only understand if the teacher talks slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

4. Need to hear thing, more than once

   In order to understand, students need more than once to hear the text. In this problem, the teacher can try to use tests that include " redundant" passage and within which in essential information is presented more than once and not too intensively and give the students the opportunity to request clarification are repetition during the listening.

5. Find it difficult to keep up

   The students feel overload with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow to ignore the rest.

6. Get tired

   Sometimes, students feel tired and bored to listen, if the discourse is too long. They also feel more difficult to concentrate. The solution of this problem is similar with the third problem.

2. Listening and Comprehension

Listening comprehension, in contrast to traditional belief, is now recognize as an area of major important in the field of language arts. It is due to the fact that human's first contrast with language is through listening. It is his sole contrast for approximately the first year of his life, and it remains throughout his life major factor in all of his activities. Richard Jack (2008) state of general of principles for teaching listening are "(1) It must have define goals and carefully stated. (2) It

should be conducted with carefully step by step planning from simple to more complex. (3) it structure should demand, and active over students' participation. (4) It should provide a communication urgency. (5) It should conscious memory works. (6) It should be taught not tasted.

As the research initially stated in this thesis, listening skill is ability to hear someone of what someone says or has said through video. Although listening comprehension is a not subject at the school in Indonesia, supervisors and teachers have been very much aware of the importance of listening comprehension, especially in language learning at the university level. It is due to the fact that listening comprehension is not a skill that transfers automatically from profiency in other skill areas; therefore it must be learned specially Rockey (1990;15), and as the consequences, listening skill should be developed in a general language art, context and indeed in the total living and learning setting. It should be taught separately through well-planed and systematical learning process, if it is mean to reach the target in all aspects of language achievements.

3. Text, Genre

According to sanggam and kisso (2008), based on generic structure and language feature dominantly used text are devided into several types namely :

1. Narrative Text

Narrative text is a story with complication or promatic events and it tries to find the resolution to solve the problem. Narrative text has function to amuse, entertain and deals with actual or various experience in different ways.

2. Recount Text

Recount text is text that tell about story, experience, and other. Recount text use simple past tense or past perfect tense in its phrase. Recount text use adverbs of time, for example : when, one day, once upon time, last holiday, after, before and other. Recount text has function to retell events for purposes or informing/ entertaining.

3. Descriptive Text

Descriptive text refers to describe an object by looking, imagining he characterization. Descripive ext has function to describe a particular person, place, or thing.

4. Report Text

Report text ia a text which presents information about something. Report text has function to describe the way are things are with reference to arrange of natural man made and phenomenon in environment, example : thing, animal, public place, plant, etc which will be discussed in general.

5. Procedure Text

Procedure text is a text that is designed to describe how something is achived through a sequence of action or steps. This yext uses simple present tense, often imperative sentences. It also uses the temporal conjuction such as first, second, then, next, finally, etc.

6. Explanation Text

Explanation text is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomenon. Explanation text has function

to explain the purpose involved in the information of working of natural on socio-cultural phenomenon.

7. Descussion Text

Discussion text is a text which present a problematic discourse. This problem will be discussed from different view points. Discussion text has function present information and opinion about issues in more one of an issue.

8. Anecdote

Anecdote is a text which tells funny and unsual incidents in fact or imagination. Its purpose to entertain the readers. has function to share an unsual amusing increase with share with others and account of an unusual amusing incident.

9. Spoof Text

Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Spoof text has function to tell event with a humorous twist and entertain the readers.

10. News Item

News item is a text which informs readers about events of the day. News has function give information and the events. The generic structure of new item is main event, elaboration (background, participant, time place), and resource of information.

4. Definition of Narrative Text

According to Pratyasto (2011:32), narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. Abrams in his article. that narrative text is "a description of a series of events, either real or imaginary, that is written or told in order to entertain people." This type of text structurally organizes the action, thought, and interactions of its characters into pattern of plot.

4.1 Types of Narrative Text

According to Pratyasto (2001: 32) . The types of narrative text are

a. A Fictional Narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions.

b. A Nonfictional Narrative (also factual narrative) presents a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience.

4.2 Generic Structure of Narrative Text

According to Pratyasto (2011;32) Generic Structure of Narrative text are:

a. Orientation : the introduction of the characters who involve in the story, time and the place where the story takes place.

b. Complication : a series of events in which the main character attempts to solve the problem.

c. Resolution : the ending of the story containing the problem solution.

4.3 The Freatures of Narrative Text

1. Plot : What is going to happen?

2. Setting : Where will the story take place? When will the story take place?

3. Characterization : Who are the main characters? What do they look like?

4. Structure : How will the story begin? What will be the problem? How is the problem going to be resolved?

5. Theme : What is the theme/message the writer is attempting to communicate?

5. Description of Media

"Media' comes from the latin which means "middle' "intermediately" or "introduction". According Arsyad (2003:3) media is human, material, or events that establish conditions that make students able to acquire knowledge,skill,or attitude. Media like teachers, textbooks, and school environment as media.

Azhar Arsyad 9 2002:10) says that " the acquisition of learning outcomes tand auditory senses are very through comparison of view and auditory senses are very prominent difference. Approximately 90% of one's learning results obtained through the senses of view, and only about 5% obtained through the senses of hearing and 5% again with the other senses".

So by the explanation above it is assumed that media is tools or components of learning resources to convey information to the students for

stimulate students' interest learning. The media such as program of television, books,tape recorders, videos,films, pictures and computer.

5.1 Kinds of Media

There are many kinds of media, some of them are :

1. English textbook

   For the fact that the student text book serve mainly to provide a clear contextual setting for the item being tought to illustrate meaning much clear.

2. Tape Recorder

   The music business is a growing industry. Estimates of record and tape shipment from U.S.A is at approximately 578 million unit each year (Hiebert and Bohn,2005:481). Thus, along with the production of music album, the tape recorder companies are also to turn the productions.

3. Newspaper

   Students' own material is the material that brought or presented by the students,which they can find the material from many sources, like newspaper, English magazine, textbook,etc. This is one of the way in learning English so that it in interesting for the student.

4. English Magazine

   English magazine is one of the technique that hoped can develop of the students English mastery. By using English magazine, the skill of reading comprehension of students especially and English mastery commonly can be improved and make them easier to understand English Literature.

5. Video

Video is electronic media to record, copy, playback, broadcasting, and visual display moving images. Video was an effective medium for teaching or learning in school.

6. Television

Television net-work broadcast a variety of music program, and many program are filled with American or English musical songs. The music program on television is ranged from popo music to folk music. Most of the musical song are in the from of video clips.

6. Video segments as media

Video is electronic media to record, copy, playback, broadcasting, visual display moving images. Video as a medium of audio visual displays of motion, more and more popular in our society. The messages can be presented facts (events / events, news), as well as fictional (such as a story), can be informative, educational and instructional.

6.1 Advantages and Disadvantages using Video Segments as Media

1. **Advantages**

   a) To clarify the presentation of the message in order not to verbalistic.

   b) Effective for role-modelling, demonstration and teaching psychomotor skills.

   c) Students didn't bored learning with media.

d) Give motivate to the students increase students' concentration

2. **Disadvantages**

a) difficult implemented classical learning for teachersto serve students in large numbers.

b) if this video segment implemented, to serve students in large numbers required patience and breadth of material teacher achievement.

c) video segment can not be used anywhere and anytime, because the audio visual media are likely to remain in place and need long time in teaching.

6.2 The Procedure of Using Video Segment as Media in Teaching Listening

The procedure of video segments as media in teaching listening in classroom as follows :

a. Teacher will select a video that connected the material.

b. Teacher will give sheet to the students as a test.

c. Teacher will be explain the material before play the video

d. Teacher will play the video and give instruction for the studentto look and listen the video with carefully.

e. The teacher will ask to the students to answer the question by using multiple choice part in the sheet by look and listen the video.

f. The teacher will collect the students sheets and correct them

g. The teacher will give score for the students.

B. Previous Related Study

1. In this research for dissertation, The National Foreign Language 2010 Project in Vietnam has advocated a shift from traditional Grammar Translation Method to communicative Language Teaching a foreign language focuses on meaning. This approach provides plenty of authentic input and is believed to raise leanres' movivation. The current study was conducted to investigate if a dynamic usage-based approach enganced EFL Learner' profiency. Two classes of first year English students (39 students each) at the Department of English, College of Foreign Languages, Da Nang, Viet Nam participated in this study. The experimental group learn English with repaed movie segments taken from to movie, ' Mean Girls'(2004) and ' Confession of a Shopaholic' (2009). They focused on listening and delayed speaking. The control group was taught with a regular textbook in which the four language skills were practiced with an emphasis on speaking. The data was collected by means of two standized PET tests, which are pre-test and post-test, and analyzed by One-way ANOVA and paired samples t-tests. The findings showed that the experimental group had better development than the Control group in general. The results of this study suggested that a DUB approach affected the students' language ability positively. The focus of this research was to investigate the effect of video segments on learners' listening skill.

2. In this research for dissertation, that considered the composing of video segments, Jehan (2007) suggestion a method to controlthe video time domainand synchronized the feature points both of video and music. Using the temporary data manual given. It adjusted the dance clip by time-warping for the synchronization to the background music.

The third review related to this research, the writer takes review or related literature from the others references as comparison, there are : ' The Influence of Using Audio-Tape Recording Media (Video Segment) to the students' listening skill of the second year of 2003/2004"which was conducted by Ayatus Sngadah, the students of STAIN Salatiga in the academic year 2003. In this research,She analyzed about medium of language teaching. According to her, teaching listening through audio tape-recording in class is better and more effective. Students who listened to audio tape-recording in listening class are easier in catching the information from the tape than the others students that did not use audio tape-recording as the media. They can hear and learn the best way in choosing the words, how to pronounce, or giving intonation from the native speaker directly.

C. Conceptual Framework

Listening is one of skill in language learning. In listening we need comprehension to interpret the message of the speak language. The listener decides to hear something because they have special purpose that is to get a piece of information. To understand a foreign language, it is more than just perception

of sounds. It also requires comprehension of meaning in message. In listening process, successful listeners are good predicators. They predict what they listen by using the knowledge they already have. Teacher as a guider in the class should prepare appropriate media to make the students more interest in teaching listening. The media which the teacher to do motivate the students to interest in teaching listening.

The research focuses to determine wheater the applicaton of Video segments as media in teaching to influenced by media that used in teaching improve students' achievement in listening skill, because the media helps students to explore their idea or their knowledge expecially on students' ability in identifying Themes in Listening Narrative Text.

D. Hypothesis

The hypothesis of the study is :

Ha = There is the effect of using video segments as media on students' ability in Identifying Themes in Listening Narrative Text.

Ho = There is not the effect of using video segments as media on students' ability in Identifying Themes in Listening Narrative Text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMA Swasta Persiapan Stabat at Jl. HIB. Tembeleng Tebasan Stabat. The research was taken eleven grade students, start from February until March 2017. The reason for choosing this school because based on the researchers' experiment in teaching training practice, the researcher found a problem where the students had some difficulties that the students' listening ability in identifying themes in listening narrative text are still low. So, the researcher hopes to be able to solve this problem.

B. Population and Sample

1. Population

The population of this research was the eleven grade students of SMA Swasta Persiapan Stabat at JI. HIB.Tembeleng Tebasan Stabat at academic year 2016/2017. That are 180 students in five classes XI-IPA-1 – XI IPS-2, Which consist of XI IPA-1 consist of 35 students, XI IPA-2 consist of 35 students, XI IPA-3 consist of 40 students, XI IPS-1 consist of 40 students, XI IPS-2 consist of 35 students.

Table 3.1
The Population of the Research

No	Class	Population
1	XI IPA-1	35
2	XI IPA-2	35
3	XIIPA-3	40
4	XI IPS-1	40
5	XI IPS-2	35
Total		**180**

2. **Sampel**

The sample of this research was taken eleven grade, which consist of only one class, 35 students as control group and experimental group. This research used Cluster Random Sampling Technique (Sugiono, 2013: 121). Cluster Random Sampling is the method of responden determining to be sample based on the certain class which was choosen by random class. By using Cluster Random Sampling, so the choosen the class is XI IPA-1 and XI IPA-2.

Table 3.2
Population and Sample

No	Class	Population	Sampel
1	XI-IPA-1	35	35
2	XI-IPA-2	35	35
Total		**70**	**70**

C. **The Design of Research**

This research is design as an experimental research, which applied descriptive quantitative method. The researcher was conducted treatment by using different media to measure the students listening ability. One of the classes is assign as the experimental group and the other as the control group. Experimental

group is the group that receive treatment by video Segments as media in listening, Where as in the control group use tape recorder as media. The details is show in the tables as follows :

Tabel 3.3
Research Design

Class	Pre-Test	Treatment	Post Test
Experimental Group (X)	√	Using Video Segments	√
Control Group (Y)	√	Using Tape Recorder	√

Where :

X = the experimental group, teaching by using Video segments as media

Y= The control group, teaching by using Tape Recorder as media.

1. **Pre-test**

Both groups, the experimental and control group was given pre test before treatment. The pre-test are 25 items of multiple choice test. The function of pre-test is to known the mean scores of experimental and control group.

2. **Teaching Presenting (Treatment)**

The experimental and control group was taught by using same skill, that is listening skill but different treatment. It means that the experimental group was taught by using Video Segments media, while in the control group was taught by using Tape Recorder media.

Table 3.4
Treatments in Experimental and Control Group

No	Experimental group	Control group
1	The teacher gave greeting to the students to open the class.	The teacher gave greeting to the students to open the class.
2	The teacher motivates to the students by explaining that listening comprehension is a key to understand spoken the language.	The teacher gave motivated to the students by explaining that listening comprehension is a key to understand spoken the language.
3	The teacher gives a brainstorming.	The teacher give a brainstorming.
4	The teacher to select a video was related to the material.	The teacher spreads the paper sheet
5	The teacher spreads the paper sheet as a test.	The teacher plays the tape recorder for 3 times.
6	The teacher explains the material before played the video.	The teacher ask the student to submit the paper sheet in the tape recorder.
7	The teacher played the video and gave instruction to the students to look and listen the video carefully.	The teacher spreads the paper sheet to the students.
8	The teacher asked to the students to answer the test by looking and listen the video.	The teacher and the students correct the works together by listening the tape recoder again.
9	The teacher was collected the answer sheet and correct them.	The teacher ask to the students to submit the corrected work.

3. Post-test

The post-test was given to the both groups, experimental and control group after treatment had completed. It means to find out the differences of their mean score.

D. Instrument of the Research

The instrument of this research to collect the data used multiple choice test, The test in this research are Made by the Researcher , was taken from Internet in order to meet the research purpose. The test consist 25 items, each item of the test 4 option, namely a,b,c,and d. The students was asked to watch video segments related to the topic. The Students was asked to choosen the theme of each story in video segments. The students were asked to doing in 30 minutes.

In order to get students' score, this scoring system using was applied :

$$\mathbf{S} = \frac{R}{N}\ \boldsymbol{X\ 100}$$

Where :

S : the score

R : the number of correct answer

N : the number of items

E. Techniques for Collecting Data

The data collection was an important part in conducting a study, In order to get data and to know the influence of this technique to the students, The techniques were applied in some steps in collecting data as follows :

1. Making test for pre-test and post-test in experimental and control group.

2. Giving pre-test for students in experimental and control class.

3. Making treatment for experimental group using video segments and tape recorder.

4. Giving post-test for students in experimental and control class.

5. Collecting the the students' answer sheet

F. The Techniques for Analyzing Data

In this research, there were some steps that applied to analyzing the data, and the steps were :

1) Scoring the students' answer sheet test.

2) Listing the score in table score. First for experimental group as X variable , second for control group as Y variable.

3) Measuring the mean score of both group by using the following formula.

4) Providing the hypothesis of the research:

   a. Finding the correlation of the product.

   b. The calculating was conducted by using T-test.

   c. Calculating Determinasi Coefficent r.

   d. Finding the significant effect.

G. Statical Hypothesis

The following statistical hypothesis criteria are use to reject or accept the null- hypothesis .

If Ho > Ha = Hypothesis is rejected

If Ho < Ha = Hypothesis is accepted

Where :

Ha =   There is the effect of using video segments as media on students' ability in Identifying Themes in Listening Narrative Text.

Ho =   There is not the effect of using video segments as media on students' ability in Identifying Themes in Listening Narrative Text.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Description

The data of this research was taken by giving the tests that were divided into pre-test and post-test. This Study was conducted by applying an experimental research design. It deals with describtive method. Namely experimental one group pretest-postest design. The students in experimental group were taught by using video segments as media and the students in control group were taught by using Tape recorder as media. The population of this research was the eleven grade students of SMA Swasta Persiapan Stabat. There are five parallel classes from XI IPA-1 until XI IPS-2. The researcher was taken the sample by purpositive sampling and choosen two classes XI IPA-1 and XI IPA-2 as the sample. Below is the pre-test and post-test students' score is described in the table below.

Table 4.1
The Score of Pre-test and Post-test in Experimental and Control Group

Score	Frequency Experimental Group		Total		Score	Frequency Control Group		Total	
	Pre-test	Post-test	Pre-test	Post-test		Pre-test	Post-test	Pre-test	Post-test
52	ᛌᚻᛁ	-	5	-	20	IIII	-	4	-
56	II	-	2	-	32	I	-	1	-
60	ᛌᚻᛁ ᛌᚻᛁ ᛌᚻᛁ IIII	-	19	-	36	ᛌᚻᛁ ᛌᚻᛁ	I	10	1
64	IIII	-	4	-	40	ᛌᚻᛁ II	IIII	7	4
68	III	-	3	-	44	ᛌᚻᛁ	I	5	1
76	I	ᛌᚻᛁ III	1	8	48	ᛌᚻᛁ I	-	6	-
80	I	ᛌᚻᛁ I	1	6	52	I	III	1	3
84	-	ᛌᚻᛁ I	-	6	56	-	ᛌᚻᛁ I	-	6
88	-	ᛌᚻᛁ II	-	7	60	I	ᛌᚻᛁ ᛌᚻᛁ	1	10
92	-	II	-	2	64	-	ᛌᚻᛁ I	-	6
96	-	ᛌᚻᛁ I	-	6	68	-	IIII	-	4
Total			35	35	Total			35	35

Completing test was given to the students to obtain the data. The data was collected by giving the students a test, consisting of 25 test items. The data showed that both groups, in Experimental and control group, the total score in experimental group of pre-test is 2.128 and post-test is 2.968. In Control group, the total score of pre-test is 1.372 and post-test is 1.988. The result of the pre-test in experimental group showed that the highest score was 80 and the lowest was 76 , in control group the total score of pre-test showed that the highest was 60, and the lowest was 20, while the highest score of experimental group in post-test was 96 and the lowest was 76, in control group the total group of post test showed that 68 and the lowest was 36 (for detail, see Appendix 6 and 7). Based on the data above, It proves that there are different score between pre-test and post-test in experimental group and control group

Table 4.2
The Students' Ability Score in Pre-test and Post-test

Statistical Calculation	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
Highest	80	96	60	68
Lowest	52	76	20	36
Sum	2.128	2.968	1.372	1.988
Mean	60,8	84,8	39,2	56,8
N	35		35	
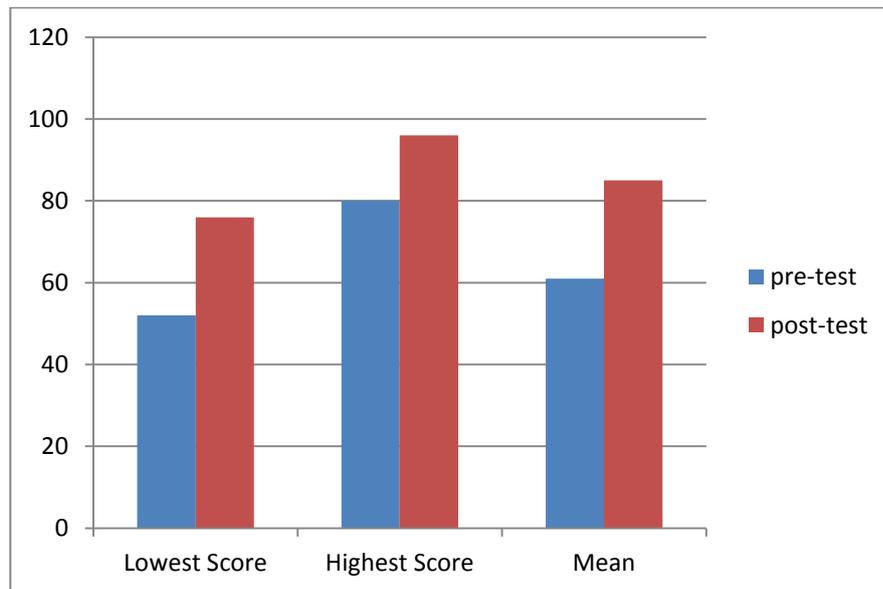
Figure 4.2 The Students' Score in Pre-test and Post-test in Experimental Group
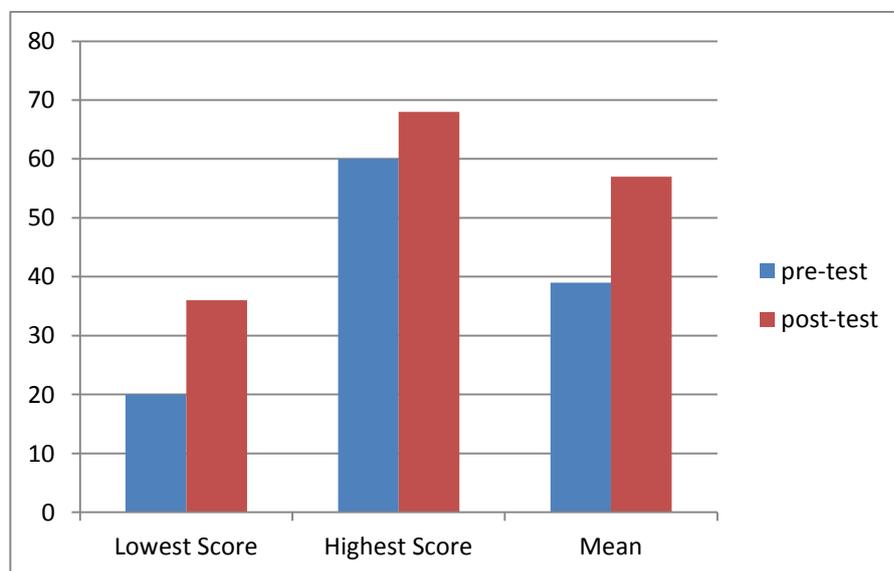
Figure 4.2 The Students' Score in Pre-test and Post-test in Control Group

Based on the data above, it proves that there are different scores between pre-test and post-test. After administering the treatment, the students' score in post-test is higher than pre-test score.

B. Data Analysis

The analysis of data were conducted to providing the hypothesis of the research. Each of these is presented as follows:

The analysis of data were conducted to providing the hypothesis of the research. Each of these is presented as follows:

Table 4.3
Providing the Hypothesis

Correlation Product Moment	T-test	Linear Regression	Significant Effect
$r_{xy} = 0.89$	$t = 16{,}28$	$a = 14{,}81$ $b = 0.48$ $Y' = 14{,}81 + 0.48\,X$	$D = 89\%$

After calculating the correlation of product moment showed that $r_{xy} = 0.89$ (see Appendix 8 for more detailed). Based on the calculating of t-observed, it was found that t-observed was 16,28 and based on the level of significant 0.05 with the degree of freedom 68 (*n*-2) = 70-2 = 68, t-table was 1,99. It shows that there was significant effect of using video segments as media in identifying themes in listening narrative text.

Which:

H_a : $t_{observed} > t_{table} = 16{,}28 > 1{,}99$

It means that there was significant effect of using video segments as media on the students ability in identifying themes in listening narrative text. And the finding the percentage ofsignificant effect showed that 89%. It means that the effect of using video segments as media on the students ability in identifying

themes in listening narrative text was 89.00% and 11.00% was influenced by other factors.

C. Testing Hypothesis

The hypothesis testing should be done in order to know whether the hypothesis is accepted or rejected. (H_a) is accepted if the $t_{observed} > t_{table}$. In this research, the calculation of the scores by using t-test showed the degree of freedom (df) 68 at the level of significance 0.05. Based on the calculating of $t_{observed}$, it was found that $t_{observed}$ 16,28 and t_{table} 1,99. Based on this, it is conducted that alternative of hypothesis (H_a) is accepted. It means that there is significant effect of using video segments as media on the students ability in identifying themes in listening narrative text.

D. Finding

When the video segments as media was used in the experimental group, most of students' feel fun, enjoyable, enthusiasm to work individual and learn, and the students more give their attention. because they can easy to answer the question by listen and look the video.

After accounting the data previously by using $t_{observed}$ formula, it shows that the critical value was 16,28, after seeking the table of df shows that df was 68 (*n*-2) = 70– 2 = 68 showed that t_{table} was 1,99. Based on the data $t_{observed} > t_{table}$. It means, null hypothesis was rejected and alternative hypothesis was accepted. It means that, there was a significant effect of of using video segments as media on

the students ability in identifying themes in listening narrative text.Total of significant effect was 89.00% and 11.00% was influenced by other factors and the test of hypothesis was found that $t_{observed} > t_{table}$ (16,28 > 1,99).

E. Discussion

There were the difference between pre-test and post-test score on the students' ability in identifying themes in listening narrative text by using video segments as media. Video segments as media is one of the method is using audiovisual media, the students will use their two multi sensory, sound and sight at the same time when doing listening practice (Harmer,2003). Video segments as media is a video that includes backgrounds sounds,objects,pictures, and gestures, to help the students in understanding the conversation on the video.This method can generate students to engage actively in the learning process. Video segments can be made for all subjects and levels of education starting from elementary through high school. One of the profits of this methodis the students can give more attention to watch the video and answer the question by look the video while learning a topic in interesting situation.

Based on the explanation above, it is supported by the result of some researches who using video segments as media to teach listening subject, expecially in listening narrative text for the eleven grade of SMA Swasta Persiapan Stabat, showed that the effect of using video segments as media gives more effectiveness to use in teaching and learning process to increase students' ability in identifying themes in listening narrative text. In this research was shown

that the students score in pre-test is higher than post-test. It was proved that there are significant effect was 89% and 11% was influeced by other factors.

Furthermore, in this research, the researcher found that using video segments as media could help students to more active and interesting in teaching and learning process in the classroom especially in learning listening in second grade of Senior High School.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the conclusion can be draw as follow :

1. There were a significant effect of using video segments as media on the students' ability in identifying themes in listening narrative text, which was proved from the result t-test. The lowest for pre-test of experimental group was 52 and the highest 80 and post-test was 76 and highest was 96. The lowest for pre-test of control group was 20 and the highest was 60 and post-test was 40 and highest 68. To was higher than t-table (16,28>1,99) at $\alpha = 0,05$ and df = 68. It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Therefore, using video segments as media in identifying themes in listening narrative text has significant effect on the students ability in identifying themes.

2. The percentage of significant effect was 89%, and 11 % was influenced by other factors.

B. Suggestion

In relation to the conclusion, suggestions are stated as the following :

1. The English teacher, expecially for the English teacher at SMASwasta Persiapan Stabat. It is better to using video as media in teaching and

learning process because it is more effective and students will be motivated to learn and find it easy to do the listening practice.

2. The students, especially at SMA Swasta Persiapan Stabat, most students stated that video segment as media helped them to guess the vocabulary and to listening pronounciation. Futher, the students could be a prediction in understanding the meanings what the speakers were talking about. Expecially, it helped them to improve their listening ability in identifying themes in listening narrative text.

3. Other researcher, suggested to analyze this study too get information for their study which has relationship to this study.

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<u>**Appendix-1**</u>

<u>**LESSON PLAN**</u>

(Experimental Class)

Name of School	**: SMA SWASTA PERSIAPAN STABAT**
Subject	**: English**
Aspect/ Skill	**: Listening (Mendengarkan)**
Class	**: XI –IPA-1**
Allocation of time	**: 2 x 45 Minutes**
Material	**: Narrative Text**

1. **Competence Standard**

   2. To understand meaning in short functional text and monologue in form of narrative text in daily life context.

2. **Basic Competence**

   2.1 To respon to meaning in short functional text formally and informally, accurately, fluently and acceptably in daily life context.

3. **Indicator**

   2.1.1 Identifying the topic of a short functional text that hearing

   2.1.2 Identifying the specific information of the text

   2.1.3 Identifying the purpose of the text

4. **The Objective of Study**

   Students are able to :

   1. Mention the meaning of Narrative Text

   2. Identify the material of Narrative Text

   3. Identifying the short functional text of a Narrative Text

   4. Identifying the specific information of the text

   5. Identifying the purpose of the text.

5. Material

What is Narrative Text ?

1. Meaning of Narrative Text

Narrative text is a story with complication or problematic events and it entries to find the resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process nation. The purpose of Narrative Text is to amuse or to entertain 3the reader with a story.

2. The Generic Structure of Narrative Text

Narrative text has structure as below :

1. **Orientation** : It is about the opening paragraph where the characters of the story are introduced. (Person, time, and place)
2. **Complication** : Where the problems in the story developed.
3. **Resolution** : Where the problems in the story is solved.

3. The Language Features of Narrative Text

a. Using part action verb : Climbed, Turned, Brought, Etc
b. Using specific noun as pronoun of person, animal in the story,
   Example : The king, the queen,etc.
c. Using adjectives which are for noun phrase. Example : Long black, hair,two read apples, etc.
d. Using time connectives and cinjunction to arrange the events .Examples : Then, Before, after, soon,etc.
e. Using adverbs and adverbial phrase to show the location of events. Examples : Here, in the mountain, even after, etc.
f. Using dialogue to elicit an emotional respon from the reader.

g. Using Past Tense

h. Using of variety of simple, coumpond and comple sentences.

4. Example of Narrative Text

MALIN KUNDANG
(West Sumatra Foklore)

once upon a time there lived the boy named Malin Kundang. He lives with poor farents in the village on the cost of the sea. Is the small and quiet village. There is nothing must to do in that village. The all unv. There only a few fish at the sea. Malin Kundang loves play very much. Every day he only chase after the only clusster had by .when he caught the cluster and he usually tortured.

One day Malin's father wanted go to neighbor country. It was said that neighbor country very rich country and to very easy earn money. Malin's father and others citizens got into the ship. Finally Malin Kundang and his mother lives alone in the village. day by day, there is not hear from malin's father. Malin's mother was to work harder, to sufficient their daily lives. On day when malin tries to chase his rooster , His suddenly feel. His feel very hard. His arm was scraped by the sharp stone. The large scars and hit bleed. Malin's mother should treated him. She treatedly very gently. Maliny. kundang only good not and cry.

The years run very quickly, malin be come handsome and strong man.he wanted to leaves the village like his father. Malin asked to his mother to allow go to the foreign country. His mother became sad.she was afraidthat malin kundang never comeback like his father.Malin kundang got into ship . he hide in the wooden case.but in the middle journey the ship was attack by pirates. They killed all the groups on the ship. The also crates and left the ship on the sea. Malin kundang was saved on the place. Because the hide on the place. when he came out of hiding place the ship had been stranded on the sea. Luckly, because there is a village rich soil. large ports and ramai. malin kundang working hard day and night. There is one think in his mind , it was tobe a rich man. Malin kundang became a rich man, have a big ship and have one hundred ship's crew. Malin kundang became richer.

success of the malin kundang was hear by malin's mom. malin wife kundang surprised by an old lady who ran towards them shouting, his clothes in tatters, his face rentah and shabby. Malin kundang so nervous. he did not want his wife to know, if the master kundang come from poor families. Malin's mother was hear what malin's said and she became very sad. Malin kundang master became angry. And he ask to the crew to repel her. Because malin's mother was die a long time ago. Then malin's mother was crying, and malin mother was very sad and cursed malin kundang to be stone.malin kundang realized if he was cursing. Soon he became a stone , and It was too late regards for his failess.

4. **Method of Study :**

   Media : Using Video Segments as Media

5. **Learning Activities :**

   a. **Opening Activity (Pre-Listening Activities) 10 Minutes**

   1. Greeting
   2. Prayer
   3. Check students' attendance list
   4. Teacher tell about the indicator that will be reached
   5. Give motivation to the students
   6. The teacher introducing the topic to the students

   b. **Whilst teaching (Explanation, Elaboration & Comfirmation 60 minutes)**

   Explanation

   1. The teacher to select a video is related to the material.
   2. The teacher spread the paper sheet as a test.
   3. The teacher explains about the material and what they should do.

   Elaboration

   1. The teacher asks to the students to read the question test in paper sheet and comprehend it.

2. The teacher ask to the students to answer the test by looking and listen the video.

3. The teacher plays the video twice, and asks the students to listen and answer the test.

4. Teacher asks to the students problem.

Confirmation

1. The teacher asks the students to submit their paper sheet.

2. The teacher collect the answer sheet and correct them.

c. Closing (Post-Listening 10 minutes)

1. Asking the students' difficulties during teaching and learning

2. Make the conlusion from the lesson

3. Prayer before go home

4. The teacher close the meeting with say hamdallah.

1. Learning Sources

a. English practice book Contextual Teaching and Learning Website

b. Using Video segment

c. Taken Video from You tube

d. Louspeaker

2. Evaluation

a. Technical   : choice the correct answer (a,b,c,or d)

b. The form of instrument   : multiple choice test

Choose the correct answer from a, b, c, or d !

1. What the genre of the text …….
    a. Narrative text
    b. Report text
    c. Anecdote
    d. Procedure text

2. What the story tells about …..
   a. Cinderella
   b. Malin Kundang
   c. The legend of Danau Toba
   d. Snow white

3. A long time ago, there was a live of men named ……
   a. Maling
   b. Kundang
   c. Malindo Kundang
   d. Malin Kundang

4. Where was the story take place …….
   a. In the quiet sea
   b. In the stones
   c. A small village near the beach in west sumatera
   d. On a beach near small village

5. What the generic structure of the kind of text …..
   a. Orientation- Resolution-Complication
   b. Orientation-camplication-Resolution
   c. Orientation-Complication-Resolution
   d. Complication-Orientation-Resolution

6. Why Malin cried when he was a child ……
   a. Because He fells when He want to catches his cluster
   b. Because He fells from the tree
   c. Because He stumbling a stone
   d. Because He stumbling a cluster

7. What is malin kundang doing after grown up …..
   a. He wants to be like his father, wander in other village
   b. He wants to be like his mother, wander in other village
   c. He wants sail in other sea
   d. He wants sail with father in other village

8. Why does Malin decided to join work on ship ….
   a. Because Malin want to go everseas
   b. Because Malin want to leave his mother
   c. Because Malin is a diligent boy
   d. Because Malin want to go to cross the island

9. Some day, he goes to another village to look for ……
   a. Money
   b. Village
   c. Father

    d. His Mothet

10. Is malin Kundang gets married ….
    a. Yes, He is. He is gets married
    b. No, He is not. He is not gets married
    c. Yes, He is not. He is not gets married
    d. No, He is . He is gets married

11. Which the following stament is NOT TRUE according to the text …..
    a. Malin and his mother were very poor family
    b. Malin was very happy to see his mother
    c. Malin's mother permit Malin to join the big ship
    d. Malin's mother cursed him into a stone

12. Who the main characters of the text ……
    a. Malin's mother
    b. Malin Kundang
    c. Malin's Father
    d. The stone

13. Where malin kundang hiding, so he that could survive the attack pirate ship ….
    a. A Create
    b. A bowl
    c. A net
    d. A big tub

14. In the story, of Malin Kundang, with whom malin kundang likes to played ….
    a. With cluster
    b. With cat
    c. With rabbit
    d. With Goat

15. The story of Malin Kundang tells about …..
    a. wealthy merchant
    b. a rebellious child to his mother
    c. a husband who loved to his wife
    d. a farents neglect educating their children

16. After malin kundang migrated to another village, is he become rich …
    a. No, He isn't.
    b. Yes, She is.
    c. No, She is.
    d. Yes, He is.

17. When Malin Kundang meet with his mother again ….
    a. When his mother goes to other village
    b. When he and his father come back in their village
    c. When his Father goes to other town
    d. When his ship was sailing in his village

18. What is Malin Kundang says to his mother that makes her mother sad …..
    a. Malin Kundang said, He does want to recognize his own mother
    b. Malin Kundang said, He doesn't to recognize his own father
    c. Malin Kundang said, He doesn't want to recognize his friend
    d. Malin Kundang said ' He doesn't want to recognize his own mother

19. Why was Malin Kundang denied his mother …..
    a. Because he was full of both sadness and angriness
    b. Because he became wealthy
    c. Because he had a had huge ship and was helped by many ship crews loading trading goods
    d. Because he felt superior so he didn't want to have a poor mother

20. Is his mother happy ? why ?
    a. No, she isn't. Because malin kundang didn't want to admit his mother
    b. No, she isn't. Because malin kundang didn't want to admit his father
    c. Yes, she is. Because malin kundang to admit his mother
    d. Yes, she is. Because malin kundang to admit his father

21. Based on the story above, According to you how the characteristic of figure Malin Kundang …
    a. Nice
    b. Arrogant
    c. Perfidious
    d. Always helping

22. After that His mother angry and cursed him to be ……
    a. A stone
    b. Stone
    c. A tample
    d. A building

23. What is the synonym of the word **Cursed** from the story Malin Kundang ….
    a. Badly
    b. Accursed
    c. Kindly
    d. Friendly

24. What the moral lesson that can be leaned fro the story of Malin Kundang ….
    a. Don't be arrogant of your success and Don't be rebelled to your parent, especially with your mother.
    b. Be arrogant of your success and Don't be rebelled to your parent, especially with your mother.
    c. We must hate our parents when we to be success.
    d. We must hate my poor mother.

25. What do you think about the end of the st ory ….
    a. Happiness
    b. Love
    c. Sadness
    d. Romantic

3. **Evaluation Guide**

Every correct answer score   = 1

Amount of maximum score 1x 25   = 25

Maximum mark   = 100

Students mark =   Getting score x 100%

                       Amount of maximum score

The Key Answer

1.	A	16.	D
2.	B	17.	D
3.	D	18.	D
4.	C	19.	D
5.	C	20.	A
6.	A	21.	C
7.	A	22.	A
8.	C	23.	B
9.	A	24.	A
10.	A	25.	C
11.	B		
12.	B		
13.	A		
14.	A		

15. B

Stabat, January 2017

The Headmaster of SMA Persiapan   The English Teacher,

Irwan Amri, SP   **Asri Tri Astuti**
NIP :   **NIP :**

The Reseacher

Widya Murni
NPM : 1302050271

LESSON PLAN
(Control Class)

Name of School   : SMA SWASTA PERSIAPAN STABAT

Subject   : English

Aspect/ Skill   : Listening (Mendengarkan)

Class   : XI –IPA-2

Allocation of time   : 2 x 45 Minutes

Material   : Narrative Text

6. **Competence Standard**

   2. To understand meaning in short functional text and monologue in form of narrative text in daily life context.

7. **Basic Competence**

   2.1 To respon to meaning in short functional text formally and informally, accurately, fluently and acceptably in daily life context.

8. **Indicator**

   2.1.1 Identifying the topic of a short functional text that hearing

   2.1.2 Identifying the specific information of the text

   2.1.3 Identifying the purpose of the text

9. **The Objective of Study**

   Students are able to :

   1. Mention the meaning of Narrative Text

   2. Identify the material of Narrative Text

   3. Identifying the short functional text of a Narrative Text

4. Identifying the specific information of the text

5. Identifying the purpose of the text.

10. Material

What is Narrative Text ?

1. Meaning of Narrative Text

Narrative text is a story with complication or problematic events and it entries to find the resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process nation. The purpose of Narrative Text is to amuse or to entertain the reader with a story.

2. The Generic Structure of Narrative Text

Narrative text has structure as below :

1. **Orientation** : It is about the opening paragraph where the characters of the story are introduced. (Person, time, and place)
2. **Complication** : Where the problems in the story developed.
3. **Resolution** : Where the problems in the story is solved.

3. The Language Features of Narrative Text

- Using part action verb : Climbed, Turned, Brought, Etc.
- Using specific noun as pronoun of person, animal in the story,
  Example : The king, the queen,etc.
- Using adjectives which are for noun phrase. Example : Long black, hair, two read apples, etc.
- Using time connectives and cinjunction to arrange the events.
  Examples : Then, Before, after, soon,etc.
- Using adverbs and adverbial phrase to show the location of events.
  Examples : Here, in the mountain, even after, etc.

- Using dialogue to elicit an emotional respon from the reader.
- Using Past Tense.
- Using of variety of simple, coumpond and comple sentences.

4. Example of Narrative Text

MALIN KUNDANG

(West Sumatra Foklore)

once upon a time there lived the boy named Malin Kundang. He lives with poor farents in the village on the cost of the sea. Is the small and quiet village. There is nothing must to do in that village. The all unv. There only a few fish at the sea. Malin Kundang loves play very much. Every day he only chase after the only clusster had by .when he caught the cluster and he usually tortured.

One day Malin's father wanted go to neighbor country. It was said that neighbor country very rich country and to very easy earn money. Malin's father and others citizens got into the ship. Finally Malin Kundang and his mother lives alone in the village. day by day, there is not hear from malin's father. Malin's mother was to work harder, to sufficient their daily lives. On day when malin tries to chase his rooster , His suddenly feel. His feel very hard. His arm was scraped by the sharp stone. The large scars and hit bleed. Malin's mother should treated him. She treatedly very gently. Maliny. kundang only good not and cry.

The years run very quickly, malin be come handsome and strong man.he wanted to leaves the village like his father. Malin asked to his mother to allow go to the foreign country. His mother became sad.she was afraidthat malin kundang never comeback like his father.Malin kundang got into ship . he hide in the

wooden case.but in the middle journey the ship was attack by pirates. They killed all the groups on the ship. The also crates and left the ship on the sea. Malin kundang was saved on the place. Because the hide on the place. when he came out of hiding place the ship had been stranded on the sea. Luckly, because there is a village rich soil. large ports and ramai. malin kundang working hard day and night. There is one think in his mind , it was tobe a rich man. Malin kundang became a rich man, have a big ship and have one hundred ship's crew. Malin kundang became richer.

One day, Malin kundang ask to his wife to sail with his luxury sailing ship. they are anchored neighbor in the malin village. The news about the success of the malin kundang was hear by malin's mom. malin wife kundang surprised by an old lady who ran towards them shouting, his clothes in tatters, his face rentah and shabby. Malin kundang so nervous. he did not want his wife to know, if the master kundang come from poor families. Malin's mother was hear what malin's said and she became very sad. Malin kundang master became angry. And he ask to the crew to repel her. Because malin's mother was die a long time ago. Then malin's mother was crying, and malin mother was very sad and cursed malin kundang to be stone.malin kundang realized if he was cursing. Soon he became a stone , and It was too late regards for his failess.

11. Method of Study :

    Media : Using Tape Recorder as Media

12. Learning Activities :

1. **Opening Activity (Pre-Listening Activities) 10 Minutes**
   - Greeting
   - Prayer
   - Check students' attendance list
   - Teacher tell about the indicator that will be reached
   - Give motivation to the students
   - The teacher introducing the topic to the students

2. **Whilst teaching(Explanation,Elaboration&Comfirmation 60 minutes)**
   Explanation
   - The teacher spread the paper sheet as a test.
   - The teacher explains about the material and what they should do.

   Elaboration
   - The teacher asks to the students to read the question test in paper sheet and comprehend it.
   - The teacher plays the tape recorder
   - The teacher ask to the students to answer the test by listen the tape recorder.
   - The teacher watches the students doing the test given

   Confirmation
   - The teacher asks the students to submit their paper sheet.
   - The teacher collect the answer sheet and correct the works together by listening the tape recorder again.

3. **Closing (Post-Listening 10 minutes)**
   - Make the conlusion from the lesson
   - Prayer before go home
   - The teacher close the meeting with say hamdallah.

13. **Learning Sources**
   - English practice book Contextual Teaching and Learning Website
   - Using tape recorder

- Louspeaker

14. Evaluation

c. Technical : choice the correct answer (a,b,c,or d)

d. The form of instrument : multiple choice test

Choose the correct answer from a, b, c, or d !

26. What the genre of the text …….
    e. Narrative text
    f. Report text
    g. Anecdote
    h. Procedure text

27. What the story tells about …..
    e. Cinderella
    f. Malin Kundang
    g. The legend of Danau Toba
    h. Snow white

28. A long time ago, there was a live of men named ……
    e. Maling
    f. Kundang
    g. Malindo Kundang
    h. Malin Kundang

29. Where was the story take place …….
    e. In the quiet sea
    f. In the stones
    g. A small village near the beach in west sumatera
    h. On a beach near small village

30. What the generic structure of the kind of text …..
    e. Orientation- Resolution-Complication
    f. Orientation-camplication-Resolution
    g. Orientation-Complication-Resolution
    h. Complication-Orientation-Resolution

31. Why Malin cried when he was a child ……
    e. Because He fells when He want to catches his cluster
    f. Because He fells from the tree
    g. Because He stumbling a stone
    h. Because He stumbling a cluster

32. What is malin kundang doing after grown up …..
    e.   He wants to be like his father, wander in other village
    f.   He wants to be like his mother, wander in other village
    g.   He wants sail in other sea
    h.   He wants sail with father in other village

33. Why does Malin decided to join work on ship ….
    e.   Because Malin want to go everseas
    f.   Because Malin want to leave his mother
    g.   Because Malin is a diligent boy
    h.   Because Malin want to go to cross the island

34. Some day, he goes to another village to look for ……
    e.   Money
    f.   Village
    g.   Father
    h.   His Mother

35. Is malin Kundang gets married ….
    e.   Yes, He is. He is gets married
    f.   No, He is not. He is not gets married
    g.   Yes, He is not. He is not gets married
    h.   No, He is . He is gets married

36. Which the following stament is NOT TRUE according to the text …..
    e.   Malin and his mother were very poor family
    f.   Malin was very happy to see his mother
    g.   Malin's mother permit Malin to join the big ship
    h.   Malin's mother cursed him into a stone

37. Who the main characters of the text ……
    e.   Malin's mother
    f.   Malin Kundang
    g.   Malin's Father
    h.   The stone

38. Where malin kundang hiding, so he that could survive the attack pirate ship ….
    e.   A Crete
    f.   A bowl
    g.   A net
    h.   A big tub

39. In the story, of Malin Kundang, with whom malin kundang likes to played ….

e. With cluster
f. With cat
g. With rabbit
h. With Goat

40. The story of Malin Kundang tells about …..
    e. wealthy merchant
    f. a rebellious child to his mother
    g. a husband who loved to his wife
    h. a farents neglect educating their children

41. After malin kundang migrated to another village, is he become rich …
    e. No, He isn't.
    f. Yes, She is.
    g. No, She is.
    h. Yes, He is.

42. When Malin Kundang meet with his mother again ….
    e. When his mother goes to other village
    f. When he and his father come back in their village
    g. When his Father goes to other town
    h. When his ship was sailing in his village

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    h. We must hate my poor mother.

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    e. Happiness
    f. Love
    g. Sadness
    h. Romantic

15. Evaluation Guide

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Amount of maximum score 1x 25   = 25

Maximum mark   = 100

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The Key Answer

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2.	B	17.	D
3.	D	18.	D
4.	C	19.	D
5.	C	20.	A
6.	A	21.	C
7.	A	22.	A
8.	C	23.	B
9.	A	24.	A
10.	A	25.	C
11.	B		
12.	B		
13.	A		
14.	A		
15.	B		

Stabat, January 2017

The Headmaster of SMA Persiapan   **The English Teacher,**

Irwan Amri, SP   **Asri Tri Astuti**
NIP :   **NIP :**

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Widya Murni
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