THE EFFECT OF USING KAMISHIBAI THROUGH INTERACTIVE STRATEGY ON STUDENTS' ABILITY IN LISTENING NARRATIVE TEXT

SKRIPSI

*Submitted in Partial Fulfillment of Requiurement
for the degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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**FACULTY OF TEACHER TRANING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
24/8 19	Revised Ch. 1, 2, 3	
28/8 19	Instrument of research	
16/9 19	Raw Data	
20/9 19	Data analysis	
23/9 15	Discussion & finding	
25/9 19	Conclusion & Suggestion	
27/9 19	abstract, acknowledgement, References	
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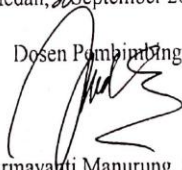|		
Nama Lengkap	:	Puput Afrianti
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ABSTRACT

Afrianti, Puput. 1502050018. The Effect of Using Kamishibai through Interactive Strategy on Students' Ability in Listening Narrative Text. Skripsi. English Department of Faculty of Teacher Training and Education of University Muhammadiyah of Sumatera Utara (UMSU). Medan. 2019.

The objective of this research was to find out the effect of using Kamishibai through interactive strategy on students' ability in listening narrative text. This was an experimental research which conducted at SMP Asuhan Jaya Medan at Jalan Kayu Putih Kelurahan Tanjung Hilir, Tanjung Mulia Hilir, Kecamatan Medan Deli, Kota Medan Provinsi Sumatera Utara. The population of this research was the students of grade VIIIth in the academic year 2019/2020 which consisted of 44 students and distributed into 2 (two) classes. By using total sampling technique, 2 classes were chosen as the sample, VIII-1 as the experimental group and VIII-2 as the control group. The experimental group was taught by using Kamishibai through interactive strategy and the control group was taught by using conventional method. In order to collect the data multiple choice test consisting of 20 items were administrated to the student. The result showed that the t-test was greater than t-table (2.136>1.683), at $\propto=0,05$ and df= 40. It meant that H_a was accepted. There was a significant effect of using Kamishibai through interactive strategy.

Keywords*: kamishibai, interactive strategy, listening narrative text.*

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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In writing this study entitled The Effect of Using Kamishibai through Interactive Strategy on Students' Ability in Listening Narrative Text there were so many troubles, without much help from the following people, it was impossible for her to complete and finish her thesis.

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   The researcher realize that her research was still far from being perfect. Therefore, the researcher expected suggestion and comments from all of the readers or other researcher who want to learn about this research. May Allah SWT the most almighty always bless all of us.

Medan, September 2019

The Researcher

Puput Afrianti

1502050018

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CHAPTER I

INTRODUCTION

A.   Background of Study

Listening is very important because of all the language skills that young children develop, listening is the one that develops earliest and is practiced most frequently (Roskos, Christie and Richgels, 2003). Studies conducted on children's listening, both in and outside school, estimated that between 50 and 90 percent of children's communication time is devoted to listening (Wolvin and Coakely 2000; Gilbert, 2005). Listening is central to a child's development of other skills, including survival, social and intellectual skills.

Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. According to Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Listening is important since students may receive much of their information of their school through listening to instructors and to another. Listening has been regarded as the most frequently used language skills in the classroom. However listening is the most underdeveloped skill. In Indonesia the teachers tend to ignore to teach this skill by skipping it even though it is clearly

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stated in curriculum. Many reasons are mentioned by the teachers for not teaching listening, such as lack of teaching material, lack of school facilities, the speakers in the recorded material speak too fast, the students do not understand the vocabularies and the sentences used by the speakers.

This problem was also happened in learning activity at SMP Asuhan Jaya Medan. Based on the experience of researcher when carrying out internship 3 (PPL) at the SMP Asuhan Jaya Medan, especially in grade 8th there were teacher who still used the conventional strategy in teaching listening caused the teacher only verbally delivering materials to students without any media that can attract the attention of students till the students do not focus and learning process feel bored. This problem is also caused not only by the teacher but also by the students. The students are not motivated and uninterested in following the teaching learning activity especially narrative text, because the teacher never used strategy that make them interested in learning process.

From the above problems the researcher was solved the problems faced by the students in difficulty listening by the way each learning process teachers must have creative ideas by using Kamishibai as the media through interactive strategy. Kamishibai is the media that has many slides with some pictures as the tool to tell story. Kamishibai can use as media to do the oral tales and it can used as a media for teaching tool till that it fits perfectly in learning listening narrative text. Using Kamishibai was made the learning environment more effective and enjoyable. Interactive strategy is a learning strategy used by the teacher when presenting learning material where the main actor in creating an interactive

educational situation, namely the interaction between the teacher and students, students with students and with learning resources to support the achievement of learning goals.

Based on the description above, the researcher would like to conducts a research on titled **The Effect of Using Kamishibai through Interactive Strategy on Students' Ability in Listening Narrative Text.**

B.   The Identification of the Problem

The problem of this research are identified as follow:

1. The teacher still used conventional strategy in teaching listening.

2. The students are not motivated and uninterested in following the teaching learning activity especially listening narrative text.

C.   The Formulation of the Problem

Based on the research background above, the formulation of the problem in this research is there any effect of Kamishibai through interactive strategy in listening narrative text?

D.   The Objectives of Study

The objective of this study is to investigate the effect using Kamishibai on the students' listening narrative text?

E.   Scope and Limitation

The scope of this study focused on listening comprehension, and was limited on the narrative text in eighth grade at SMP Asuhan Jaya Medan.

F.   The Significance of Study

The finding of the research is expected to contribute both the theories practice:

a. Theoretically

The result of this study can contribute useful information about Interactive strategy assisted with Kamishibai as media in learning listening comprehension.

b. Practically

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

2. To the English teachers, this research can give experience on how to improve the students' listening skill.

3. For the students, it can be a positive effort to improve their interest in listening skill.

CHAPTER II

REVIEW OF LITERATURE

A.   Theoretical Framework

1.   Listening

Listening is an active, purposeful processing of making sense of what we hear (Helgesen, 2003). Rost (2002) states that listening is mental process of constructing meaning from spoken input. She also adds that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking. Listening involves making sense of the meaningful (have meaning) sounds of language. We do this through context and our knowledge of language and the world. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than other. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. Anyone who uses language well has a number of different abilities. He may read book, write letters, speak on the telephone, listen to the radio. Listening as a basic input material is very important for the students in learning English. It is highly complex process that draw on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

2.   Listening Process

The process of receiving, constructing meaning from, and responding to spoken and / or nonverbal messages; to hear something with thoughtful attention. Joseph DeVito (2000) has divided the listening process into five stages: receiving, understanding, remembering, evaluating, and responding. The listening process starts out with:

1. Receiving is the intentional focus on hearing a speaker's message, which happens when we filter out other sources so that we can isolate the message and avoid the confusing mixture of incoming stimuli. At this stage, we are still only hearing the message.

2. In the understanding stage, we attempt to learn the meaning of the message, which is not always easy. Even when we have understood the words in a message, because of the differences in our backgrounds and experience, we sometimes make the mistake of attaching our own meanings to the words of others.

3. Remembering begins with listening; if you can't remember something that was said, you might not have been listening effectively. Wolvin and Coakley note that the most common reason for not remembering a message after the fact is because it wasn't really learned in the first place.

4. The fourth stage in the listening process is evaluating, or judging the value of the message. We might be thinking, "This makes sense" or, conversely, "This is very odd." Because everyone embodies biases and perspectives learned from widely diverse sets of life experiences, evaluations of the same message

can vary widely from one listener to another. Even the most open-minded listeners will have opinions of a speaker, and those opinions will influence how the message is evaluated. People are more likely to evaluate a message positively if the speaker speaks clearly, presents ideas logically, and gives reasons to support the points made.

5. Responding—sometimes referred to as feedback—is the fifth and final stage of the listening process. It's the stage at which you indicate your involvement. Almost anything you do at this stage can be interpreted as feedback.
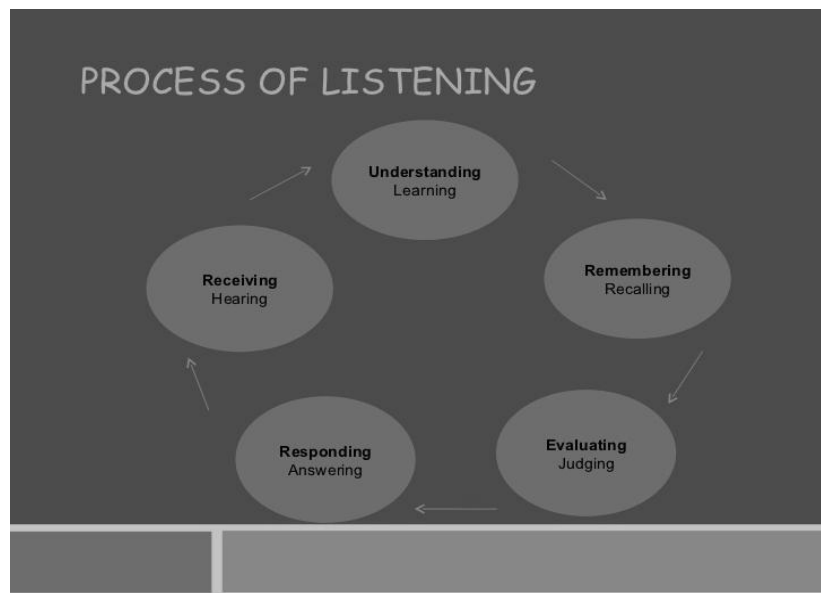
Picture 2.1 listening Process

3. Types of Listening

The two main types of listening - the foundations of all listening sub-types are:

3.1 Discriminative Listening

Discriminative listening is first developed at a very early age – perhaps even before birth, in the womb. This is the most basic form of listening and does

not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother.

Discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognize different voices, but we also develop the ability to recognise subtle differences in the way that sounds are made – this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognizing foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

3.2   Comprehensive Listening

In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said.

Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection aid comprehension.

4.   Listening Comprehension

Seyedeh Masoumeh Ahmadi (2011), listening comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject. Listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge. A present purpose, ongoing learner response, motivation, success, simplicity, and feedback should be the thing considered while preparing the task. Visual materials are useful for contextualization. The goals of listening can be categorized as listening for enjoyment, for information, for perception, for comprehension and to solve the problems. He also added that listening for comprehension can be divided into three stages: (1) Listening and making no response (following a written text, informal teacher talk). (2) Listening and making short responses (obeying instructions-physical movement, building models, picture dictation, etc.) (3)

Listening and making longer responses (repetition and dictation, paraphrasing, answering question, answering comprehension question on texts, predictions, filling gaps, summarizing, etc.) Sabinus (2013).

5. Listening Comprehension Strategy

a. Top-down Strategy

The approach is based on discrete units of language in the text. The top-down strategy emphasises the use of background knowledge to predict content. This may refer to world knowledge, knowledge of the speaker or context, or analogy (if the situation is familiar, listeners can guess what they're going to hear next). The top-down strategy is based, at least in part, on the listener; much of the comprehension relies on what happens in the mind before the listening has even begun.

b. Bottom-up Strategy

The bottom-up strategy emphasises the decoding of the smallest units - phonemes and syllables - to lead us towards meaning. The approach is based on discrete units of language in the text. The bottom -up approach depends more on the sounds heard.

c. Interactive strategy

Paran (1997) illustrates that recent views see comprehension as drawing upon both top-down strategy and bottom-up strategy, in what is known as interactive strategy. The claim is also that bottom-up strategy influences top-down strategy, and vice versa. Interactive strategy is a learning strategy used by the

teacher when presenting learning material where the main actor in creating an interactive educational situation, namely the interaction between the teacher and students, students with students and with learning resources to support the achievement of learning goals. But what we can say with some certainty is that we use both processes simultaneously when we listen, something that is known as the interactive strategy.

6.   Text

Traditionally, a text is understood to be a piece of written or spoken material in its primary form (as opposed to a paraphrase or summary). A text is any stretch of language that can be understood in context. It may be as simple as 1-2 words (such as a stop sign) or as complex as a novel. Any sequence of sentences that belong together can be considered a text.

7.   Types of Text

Based on generic structure and language feature dominantly used, English texts are divided into 13 types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

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

b. A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

c. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

d. A report text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. The information given in a report text is very general information.

e. Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

f. Analytical Exposition. Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. Analytical exposition text has a communicative purpose just like any other text. The purpose is to persuade the reader or the speaker by presenting arguments so they will agree and follow the writer's wish.

g. Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea.

h. Procedure Text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps.

i. Discussion text is a text which presents a problematic discourse. This problem will be discussed from different points of view. It presents pro and contra opinion on certain issue

j. Review text is an evaluation of a publication, such as a movie, video game, musical composition, book; a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, a play, musical theatre show or dance show.

k. Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.

l. Spoof text is a text which tells the events of the past with an unexpected ending and funny.

m. News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

8. Narrative Text

Narratives are stories about person or a group of people overcoming problems (Joyce and Feez, 2000). They also explain that narratives show how people react to experiences, explore social and cultural values and entertain the audience. It aims to entertain, to get and retain the attention of the reader or listener of the story. According Anderson (2004) and Joyce and Feez (2000)

propose that the structures of narratives includes orientation, complication, evaluation, resolution, and coda.

In conclusion, the function of narrative text is to amuse the reader with actual or vicarious experience in different ways which have generic structure of orientation, complication, resolution and coda.

9. Generic Structure of Narrative Text

Each type of English text (genre) has its own text structure. The structure of Narrative Text consists of three parts, namely:

a. Orientation

In the Orientation section or introduction contains the introduction of characters in the story and the time and place of occurrence.

b. Complication

In the Complication section, there is an overview of the emergence of a crisis or a problem experienced by a character in the story that must be solved.

c. Resolution

The Resolution section contains about how the characters from the story solve problems that exist in the Complication section. Usually there is more than one Resolution for one Complication.

Example:

The Ant and The Dove

Orientation: *-introduces the characters and set the scene*

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

Complication: - *a crisis arises*

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

The ant was in a big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Resolution: *-tells how the crisis is resolved*

Just as the time, a hunter nearby was throwing out his net towards the dove, hopping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.

10. Learning Media

The word "media" comes from the Latin and is the plural form of the word "medium", literally means "intermediary or introduction". Media comes from Latin and in the singular it comes from the word medium. Media literally means an intermediary or delivery message from the sender to the recipient of the message (Smaldino, 2005).

Media as a component of the learning system has functions and roles that are very important for the continuity of learning. It means that the media has a strategic position as an integral part of learning. Integral in this context means that media is an integral part of learning. Without the media, learning will never happen.

11. Kamishibai as the Visual Media

Canning (2002) defines kamishibai is an ancient narrative art form used by Japanese monks between the 9th and 10th century, to teach their follower, later served as a moneymaker for candy salesman in the 1950's. Later, lay evangelists and teachers used it to instruct others, and nowadays it is used in schools and libraries to teach Japanese children culture and morals. Traditional kamishibai consisted of a set of paper picture cards in set of 16, measuring 15" x 10,5" that depicted a story (McGowan). The cards have a picture side with prominent colorful drawing that always faces the audience. The back side of the card is the text side, with the words the storyteller will use, and a small replica of the picture shown on the front side. Most important is the last card; on the back is the textual message for the first card (Rowe, 1997; Canning, 2002).

Rosenoff (2005) defines kamishibai as an old traditional form of storytelling from Japan. In addition, Baird (2005) states that kamishibai is like paper PowerPoint; storytellers change "slides" or "story cards" as they make presentations. However, in kamishibai performances, the story teller puts the

"slides" or story cards to the back of the entire set of cards, using the right hand, with exaggerated movements for dramatic effect and suspense.

Tamaki (2006) says that he stories may be modern or traditional or pedagogical in approach and, in Japan, are usually aimed toward a young audience. They are often inserted into a wooden stage when performed but may be used without one.

Canning (2002) states that kamishibai is one of great ways to teach English. Children of all ages love stories, and kamishibai combines the beauty and the power of narrative (the Once upon a time . . . or Mukashi, mukashi,. . . magic) with the visual and auditory forms of drama. As children often have short attention spans, it is very difficult for language teachers to keep their students interested and engaged in something unless the learning activity is both participatory and visual. Kamishibai English allows students to take part in a learning activity that is visual, dramatic, and fun. At the same time that we are teaching language, however, we are also helping to revive kamishibai by integrating this traditional form of culture into language teaching.

Kamishibai can attract students' attention in listening to narrative stories displayed in class. By displaying several images related to narrative stories.

Picture 2.2 The Picture of Kamishibai Story Theater

12.   Advantages and Disadvantages of Visual Media

Media is the main source of information for everyone, but each media certainly has advantages and disadvantages. The disadvantages and advantages of visual media can be categorized as follows:

According to Arief S. Sadiman (2011) several the advantages of visual media include: (a) it is concrete; the more realistic images show the problem is compared to verbal media alone, (b) images can overcome space and time limits. Not all objects, objects or events can be brought to class, and not always can children be taken to objects / events that is, (c) visual media can overcome the limitations of our observations, (d) can clarify a problem, in any field and for any

age level, so you can prevent or correct misunderstandings, (e) cheap price and easy to get and use without special equipment.

According to Arif S. Sadiman (2011) visual media has several disadvantages, namely: (a) visual media only emphasizes the perception of the eye, (b) visual objects that are too complex are less effective for learning activities, (c) the size is very limited for large groups.

13.   The Application of Kamishibai in Listening Narrative Text

Part of this project is devoted to making short stories and main activities in it are: (a) the researcher must prepare kamishibai, (b) the researcher prepares several narrative texts to listen to and several slides of the image to be displayed, (c) with some images with an attractive appearance can make students interested, (d) students are initially given examples of stories in order to stimulate students to learn, (e) students can listen to narrative text stories with interesting media.

B.   Relevant Studies

The relevant studies based on the similarities in variable of study even in dependent variable although independent variable. Some of the relevant of the study with the research that will be down as follow:

1.   Dhuha Atallah Al-Qaraghooly, Ph.D and Hayder Kadhim Khudhayir Al-Bermani (2010: No. 45). This study is experimental study with one group pretest-posttest design. The present study aims at empirically examining the

effectiveness of top-down processing (TDP) versus bottom-up processing (BUP) of Listening Comprehension. The researchers have used the t-test formula for two independent samples at 0.05 level of significance and 102 degrees of freedom. Developing EFL college students' skill in listening comprehension. Listening comprehension is a complex, active and interactive process in which both bottom-up processing and to-down processing operate and contribute to the ultimate aim of understanding auditory stimuli.

2. Segu *Vol. 10* (2016: No. 2 103 – 118). This quantitative research using quasi-experimental method aims to examine whether the kamishibai method is effective in improving the storytelling skills in English. As for the research design used was one group pretest posttest. To find out about the response of subjects in the study regarding the method of kamishibai, the researcher also distributed questionnaires. The results of the research indicated that based on the statistical calculation using formula of the paired samples t-test, the kamishibai method was effective in improving the students' storytelling ability; and based on the responses of the respondents upon being tabulated, it was known that the majority of respondents (70%) agreed that the kamishibai method helps them to tell stories better than before. The average score of the tabulated responses of the respondents was 41 falling within the interval of 37 –45, which means that the average respondent agreed with the effectiveness of the use of kamishibai method to improve the ability of storytelling in the English.

3.   Tanjung, Nirma Azizah (2018) The Use of Kamishibai Media for Storytelling to Improve Students' Speaking Ability in Storytelling at the Eleventh Grade of MA Zakiyun Nazah Sei Rampah. This research was aimed to find out the improvement of the students' speaking ability in Storytelling by Kamishibai media. The research was conducted by Classroom Actoin Reasearch (CAR). The subject of this research was XI grade of MA Zakiyun Nazah Sei rampah which consisted of 37 students. The object of this research was to improve the students' ability in speaking storytelling by using kamishibai as media. The researcher was conducted in two cycle, cycle I consisted of Three meetings and cycle II consisted of Two meetings. The instrument for collecting data were quantitative data (test) and qualitative (Observation sheet, interview sheet, diary note, and photography evidence). Based on speaking test score, students' score kept improving in every test, it could be seen from improvement of mean of students' score namely, and the mean of Pre-Test (56.43) improves if compared with mean of Post-Test in cycle I (69.08) and comparing with the mean of Post-Test in cycle II (75.32). The percentage of students' ability in speaking storytelling test who got score of over 75 for the Pre-Test was 8 %, for the Post-test cycle I was 41% and for the Post-Test cycle II was 78%. The improvement percentage of students from the Pre-test to the Post-Test cycle I was 41% and the improvement from the Post-test cycle I to the Post-Test cycle II was 37%. From the Pre-Test to the Post-Test cycle II was 78%. Based on the observation sheet, interview report, and diary, it was found

that teaching and learning process run well. Students were active, enthusiastic and interested in speaking storytelling. It was found that teaching speaking storytelling by kamishibai media could increase the students' ability.

C. Conceptual Framework

Teaching listening is something that is very important for all students, because listen learning is useful for increasing understanding in listening. In the process of listening to students, they will get meaning from the listening text. That is called listening comprehension. But in listening comprehension students are usually very difficult to get meaning from the listening text, because they lack a lot of vocabulary. Therefore, they feel bored quickly when learning English by listening text through a tape recorder. As an English teacher, should be able to know this and must have good media and strategy to be able to solve problems faced by students in listening text in English. Thus, researchers will make the teaching and learning process in listening more creative and innovative by using Kamishibai through interactive strategy. It also aims to make students more active in thinking and more responsive in listening text.

The diagram bellow is the conceptual framework of the research that was carried out:

Table 2.1 Conceptual Framework

```
┌─────────────────────────────────────────┐
│  The students 8th grade of SMP Asuhan    │
│              Jaya Medan                   │
└─────────────────────────────────────────┘

┌──────────────────┐         ┌──────────────────┐
│  Control Class    │         │ Experiment Class  │
└──────────────────┘         └──────────────────┘

                             ┌──────────────────┐
                             │ Interactive      │
                             │ Strategy          │
                             └──────────────────┘

┌──────────────────┐         ┌──────────────────┐
│ Conventional     │         │   Kamishibai      │
│ Method           │         │                   │
└──────────────────┘         └──────────────────┘

          ┌─────────────────────────────────┐
          │            Finding               │
          │   Listening Narrative text       │
          └─────────────────────────────────┘
```
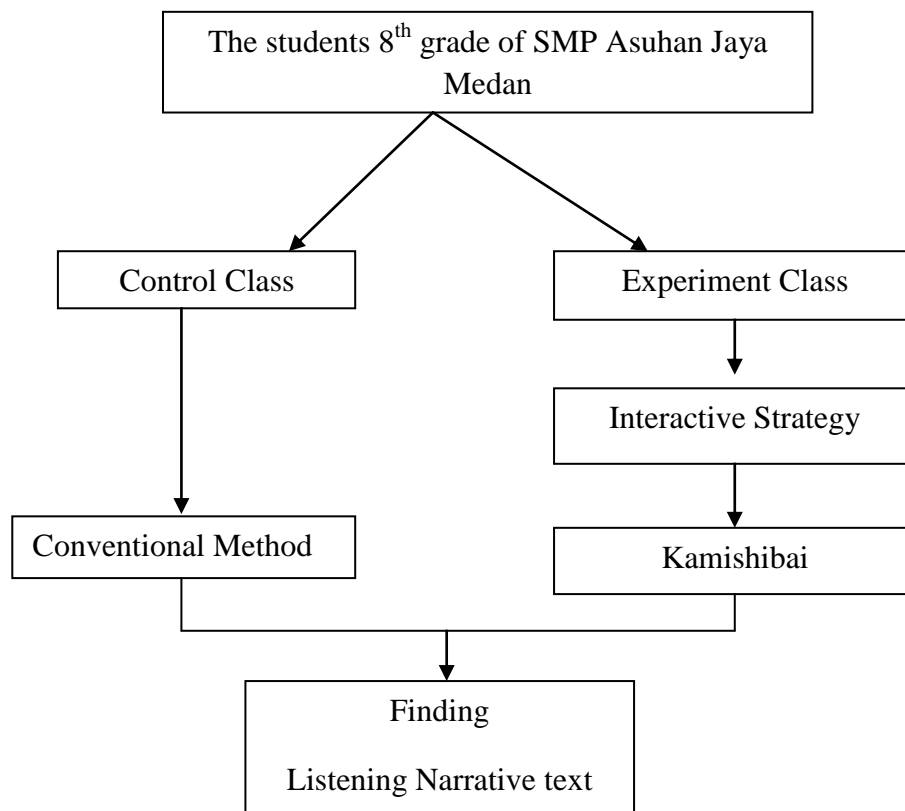
D.   Hypothesis

The hypothesis is formulated as follows:

Ha > Ho : There is a significant influence using interactive strategies with our

media on student achievement in listening to narrative texts.

Ha < Ho : There is no significant effect using interactive strategies with our

media on student achievement in listening to text narrative.

CHAPTER III

RESEARCH METHODOLOGY

A.   Location and Time

This research was conducted at SMP Asuhan Jaya Medan school, Jalan Kayu Putih Kelurahan Tanjung Hilir, Tanjung Mulia Hilir, Kecamatan Medan Deli, Kota Medan Provinsi Sumatera Utara. It was focused on the eighth grade in the second year of 2019/2020. The location was chosen because the researcher find out some problem in learning of the students, especially in listening capability. Such as the teacher still used conventional strategy in teaching listening and the students are not motivated and uninterested in following the teaching learning activity especially listening narrative text.

B.   Population and Sample

The population of the research is the eighth grade students of SMP Asuhan Jaya Medan, which consists of 44 students, distribute into two classes VIII-1 and VIII-2. By using total sampling technique, all classes was taken as the sample. It can be seen the following table:

Table 3.1

Population and Sample

No.	Class	Number of Population	Sample
1.	VIII-I (experimental group)	22	22
2.	VIII-II (control group)	22	22
	TOTAL	44	42

C.   Research Design

This study was conducted by using experimental design which applied two groups that received pre-test and post-test which apply quantitative design. Those two groups are experimental and control groups. The experimental group obtain treatment by Interactive Strategy by using kamishibai and the control group are taught by conventional method.

Table 3.2 Research Design

Group	Types of Test	Treatment	Types of Test
Experimental group	Pre-test	Teaching with Interactive Strategy by using kamishibai.	Post-test
Control group	Pre-test	Teaching with conventional method	Post-test

Table 3.3

The Procedure of Research in Experimental Group

No	Teacher Activities	Students Activities
1	The teacher give greeting to open the class.	The students give response to the teacher.
2	The teacher explain about something narrative text and give the example.	The students listen to the teachers' explanation.
3	The teacher introduce and explain how to using kamishibai through interactive strategy.	The students give attention to the teachers' explanation about the media and strategy.
4	The teacher will give the paper to the students and can try the story using kamishibai to students.	The students can listen and look the story on kamishibai by the teacher.

Table 3.4

The Procedure of Research in Control Group

No	Teacher Activities	Students Activities
1	The teacher give greeting to open the class.	The students give response to the teacher.
2	The teacher explain about something narrative text and give the example.	The students listen and focus to the teachers' explanation..
3	The teachers give the example about the narrative text and ask to the students about generic structure.	The students give response and answer the teachers' question.
4	The teachers give multiple choice test in sheet paper toward tape recorder.	The students listen and focus to answer the exercise.

D. The Instrument of Research

The instrument of this research was multiple choice test and the total of the questions are 20 questions. The students was given a topic listening with taken from (Buku Paket Bahasa Inggris kelas VIII. Erlangga dan Erlangga Fokus UN SMP/MTs 2018). There is: Narrative text.

The test was scored by using this formula :

$$S = \frac{R}{N} \times 100\%$$

S = the score

R = the number of correct answer

N = the number of test items

1. Reliability

The reliability of each test was calculated by using person's product moment formula as follows:

$$r = \frac{N(\Sigma XY)-(\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma x^2)-(\Sigma x)^2][N(\Sigma y^2)-(\Sigma y)^2]}}$$

Where:

r = the reliability of the test

ΣX = sum of the X scores

ΣY = sum of the Y scores

Σx^2 = sum of the squared X scores

ΣY^2 = sum of the squared Y scores

ΣXY = sum of the products of paired X and Y scores

N = number of paired scores

2. Validity

The validity of each test was calculated by using person's product moment formula as follows:

$$Rxy = \frac{N\Sigma XY-(\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2-(\Sigma x)^2\}\{N\Sigma y^2-(\Sigma y)^2\}}}$$

Where:

Rxy = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text' score,

XY = the multiplication of the X and Y scores,

ΣX = the sum of total X score in each group,

ΣY = the sum of total score from each students,

ΣXY = the sum of multiple of score from each student with the total score,

ΣX2 = the sum of the square score in each text, and

ΣY2 = the sum of all texts' square

E.   Technique for Collecting Data

The data collected through the following technique, namely:

1. The researcher giving pre-test and post-test to both of the groups.

2. a.   Experimental group (Class VIII-I): Using Interactive Strategy by using kamishibai.

   b.   Control group (Class VIII-II): Using Conventional method.

3. Collecting the students' answer sheet.

4. Include the scores of pre-test and post-test in the table to the experimental and control group.

F. Technique of Analyzing Data

The steps taken in analyzing the data in this research are:

1. **Data Descriptive Test**

   a. **Score Mean**

$$\text{Mean } X = \frac{\sum fi.xi}{\sum fi}$$

b. Standard Deviation

Standard deviation: $s^2 = \dfrac{n\sum \text{fixi}^2 - (\sum \text{fixi}^2)}{n(n-1)}$

c. Calculate the Standard Deviation

Standard deviations can be found by the formula:

$$SD = \sqrt{\dfrac{\sum X^2}{N} - \left(\dfrac{\sum X}{N}\right)^2}$$

Where:

SD = Standard deviation

$\dfrac{\sum X^2}{N} =$ Each score is squared then summed and divided by N.

$(\dfrac{\sum X}{N})^2 =$ all scores are summed, divided by N then squared.

2. **Prerequisite Test**

   a. Normality Test

   This test is carried out to see samples taken from each group having normal or abnormal distribution.

   Steps for calculating the normality test:

   1. Ho = sample with normal distribution

   2. Calculate the mean and standard deviation using the formula:

   $$X = \dfrac{\sum Xi}{n} \quad \text{dan} \quad S = \sqrt{\dfrac{n\sum x^2 - \dfrac{(\sum x)^2}{2}}{n-1}}$$

3. Every data $x_1, x_2, \ldots, x_n$ is made as standard numbers $Z_1, Z_2 \ldots Z_n$ by using

the formula $Z_{score} = \frac{x_i - X}{s}$, (X and S are the sample of mean and standard

deviation).

4. For each of these standard numbers using the standard normal distribution list,

then calculate the probability $F_{(zi)} = P (Z \leq Zi)$. Calculation of opportunity $F_{(Zi)}$

can be done using a list of wide areas under the normal curve.

5. Furthermore, the proportion of $Z_1, Z_2, \ldots \ldots, Z_n$ which is smaller or equal

to Zi is calculated. if this proportion is stated by S(Zi).

So, $S_{(Zi)} = m \, \frac{\text{many } z_1, z_2 \ldots \ldots, z_n \leq zi}{n}$ to make it easier to calculate this proportion,

the order of the smallest to largest data.

6. Calculate the difference F (Zi) - S(Zi) then determine the absolute price

7. Take the largest price among the absolute prices of the difference. Mention this

biggest price $L_0.$

8. To accept or reject the null hypothesis, we compare this L_0 with the critical

value of L for the real level $\propto = 0.05$. The criterion was accepted H_0 if L_0 is

smaller than L table.

b. Homogeneity Test

This test was conducted to determine whether the population variance

comes from the same population.

1. In this case what was tested is the similarity of the variance of the two sample

populations

$H_0 : \sigma^2_1 = \sigma^2_2$ (data from populations that have the same variation)

$Ha : \sigma^2_1 \neq \sigma^2_1$ (data from different population)

2. The similarity of this variance was tested by the formula:

$$F = \frac{\text{Greatest Variants}}{\text{Smallest Variants}}$$

3. Test Criteria

If $F_{count} < F_{table}$ then H_o is accepted, if $F_{count} \geq F_{table}$ then H_a was accepted and H_O was rejected. Thus taking $= (n_1-1)$ with a real level $a = 0{,}05$.

3. Statistical Hypothesis

A different sample test was performed to determine whether there was a significant effect between the two examined samples with a significant level of 0.05. Two sample different tests were performed on post-test data. And in conducting two different test samples used the t-test (independent samples T-Test). With the following formula:

$$t = \frac{X_1 - X_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 1}$$

Notes :

X_1 = The average value of the experimental class

X_2 = The average value of the control class

n_1 = Number of students in the experimental class

n_2 = Number of control class students

S_1 = Value of the experimental class variance

S_2 = Value of the control class variance

Test criteria was if $t_{obs} > t_{table}$ then H_O was rejected, H_a was accepted. And if $t_{obs} < t_{table}$, H_O was accepted and H_a was rejected.

In accordance with the testing conditions. If $t_{count} < t_{table}$ and significant value $> a$ (0.05) then H_O was accepted, H_a was rejected. However, if $t_{obs} > t_{table}$ and significant value $< a$ (0.05), then H_O was rejected and H_a is accepted, which means there was an influence in students' listening ability to narrative text that were significant between students taught by using Kamishibai through interactive strategy with students taught using conventional method.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were collected by giving the students a test consisting of twenty items. In this research, the sample was divided into two groups, the experimental and control group. Each group was given a pre- test and post- test. The data was taken from appendix 4 and 5. The student's score in pre-test and post-test of each group was presented on the table 4.1 below:

Table 4.1

The Score in Pre-test and Post-test of Each Group

Criteria	Experimental Group		Control Group	
	Pre- test	Post-test	Pre-test	Post-test
Maximum	75	95	55	70
Minimum	35	70	20	45
Mean	56.13	77.5	40	55.22
Standard Deviation	10.57	10.55	9.51	7.93
Total	1235	1705	880	1215

The data showed that the highest score of the pre- test in experimental group was 75 and the lowest was 35. Then, the highest score of the post- test was 95 and the lowest 55. Meanwhile, the data also showed that the highest score of the pre- test of the control group was 55 and the lowest was 20. And then, the highest score of the post test was 70 and the lowest were 45

.

B. Data Analysis

1. Testing Reliability

Item Reliability Test Question

The ability of students to listen to narrative texts

To test the reliability of the test in the form of description, the data was taken from appendix 6. With the test reliability criteria:

a. $r11 \leq 0.20$ very low reliability

b. $0.20 < r11 \leq 0.40$ Low reliability

c. $0.40 < r11 \leq 0.60$ moderate reliability

d. $0.60 < r11 \leq 0.80$ high reliability

e. $0.80 < r11 \leq 1.00$ very high reliability

Then from the results of the data that has been attached that the $r\text{-}_{count}$ is **0.92** and $r\text{-}_{table}$ for $a = 0.05$ and $n = 20$ *then the value* of $r\text{-}_{table}$ is **0.423** and it is known that $r\text{-}_{count} > r\text{-}_{table}$ then the test is declared reliable, and reliability is very high.

2. Testing Validity

Testing the Validity of Problem Items

Test validity is a measure that shows the validity of the test you want to use. The data was taken from appendix 7. The test is said to be valid if $r\text{-}_{count} > r\text{-}_{table}$. From the validity and reliability test data that are attached are summarized in the form of a table as follows:

Table 4.2
The Validity of Each Item's Test

No Items	R- Count	R-Table	Resolution
1	0,717747899	0,423	Valid
2	0,716672686	0,423	Valid
3	0,429794781	0,423	Valid
4	0,717747899	0,423	Valid
5	0,555593872	0,423	Valid
6	0,555593872	0,423	Valid
7	0,717747899	0,423	Valid
8	0,716672686	0,423	Valid
9	0,618183858	0,423	Valid
10	0,555593872	0,423	Valid
11	0,717747899	0,423	Valid
12	0,429794781	0,423	Valid
13	0,554774033	0,423	Valid
14	0,716672686	0,423	Valid
15	0,675405978	0,423	Valid
16	0,554774033	0,423	Valid
17	0,554774033	0,423	Valid
18	0,59243749	0,423	Valid
19	0,554774033	0,423	Valid
20	0,554774033	0,423	Valid

3. Testing Normality

One of the analysis techniques in the normality test is the *Lilliefors* analysis technique, which is a test requirement of analysis technique before doing a hypothesis test. Provided that if $L_{-count} < L_{-table}$ then the data distribution has a normal distribution. But if $L_{-count} > L_{-table}$ then the data distribution is not normally distributed. The results of the normality analysis for each sub-group can be explained as follows:

a. The calculation of normality test of students' listening ability taught by using

Kamishibai through interactive strategy in narrative text (X_1).

Table 4.3

No	X1	F	ZI	FZI	SZI	FZI-SZI
1	70	8	-1.33	0.09	0.16	-0.075
2	75	4	-0.80	0.21	0.33	-0.121
3	80	5	-0.26	0.39	0.5	-0.105
4	85	2	0.26	0.60	0.66	-0.061
5	90	2	0.80	0.78	0.83	-0.044
6	95	1	1.33	0.90	1	-0.090
Mean	82.5	22			L count	0.121
SD	9.35				L table	0.186

Based on the results of normality test calculations for samples on the results of students' listening ability taught by using Kamishibai through interactive strategy in narrative text (X1) obtained L-$_{count}$ value = 0.121 with L-$_{table}$ value = 0.186. Because the L-$_{count}$< L-$_{table}$ i.e 0.121 < 0.186 then it can be concluded the null hypothesis is accepted. So, it can be said that the sample on students' listening ability by using Kamishibai through interactive strategy on narrative text is normally distributed.

Note:

L-$_{count}$ = 0.121

L-$_{table}$ = 0. 186

Because L-$_{count}$ < L-$_{table}$, so normal distribution.

b. The calculation of normality test of Listening Ability of Students by Using Conventional Method (X_2).

Table 4.4

No	X1	F	ZI	FZI	SZI	FZI-SZI
1	45	4	-1.46	0.07	0.16	-0.095
2	50	6	-0.87	0.18	0.33	-0.143
3	55	4	-0.29	0.38	0.5	-0.115
4	60	2	0.292	0.61	0.66	-0.051
5	65	5	0.878	0.81	0.83	-0.023
6	70	1	1.463	0.92	1	-0.071
Mean	57.5	22			L count	0.143
SD	8.53				L table	0.188

Based on the results of normality test calculations for samples on the results of students' listening ability taught with conventional ways (X2) obtained $L_{observed}$ value = 0.143 with L_{table} value = 0.188. Because the $L_{count} < L_{table}$ ie 0.143 < 0.188 then it can be concluded the null hypothesis is accepted. Therefore, it can be said that the sample on students' listening ability taught with conventional method is normally distributed.

Note:

$L_{count} = 0.143$

$L_{table} = 0.188$

Because $L_{count} < L_{table}$, so normal distribution.

Table 4.5

Summary of Normality Test Results with Lilliefors Analysis

Group	L-count	L-table	Finding
(X1)	0.161	0.188	Ho accepted, normal
(X2)	0.143	0.188	Ho accepted, normal

Note :

X1 = Results Students' Listening Ability on Narrative Text by using Kamishibai through interactive strategy.

X2 = Results Students' Listening Ability on Narrative text with a Conventional Method.

4. Testing Homogeneity

Homogeneity testing of variance which is normally distributed will be done by Bartlet test. Homogeneity indicates that the population to be compared are comparable. The result of homogeneity test was presented on the table 4.6 below::

Table 4.6

The Results of Homogeneity Test for Sample Groups (X1 and X2)

Var	Db(n-1)	1/D b	SI2	Db.SI2	Log SI2	Db.Lo g SI2	X-count	X-tabl e	Resolution
X1	21	0.05	58.9	1237.5	1.77	37.17	4.12	2.09	Homogene ous
X2	21	0.05	63	1323.8	1.79	37.79			
Total	42	0.1	121.9	2561.36		74.96			

From the calculation results x^2_{count} (chi-squared) obtained a smaller value than the value of x^2_{table}. The statistical hypotheses are stated as follows:

   H0 : Group X_1 and X_2 data come from the same homogeneous variance

   Ha : Group X_1 and X_2 data come from variances that are not homogeneous

Because the value of X-$_{count}$< X-$_{table}$, it can be concluded that the two groups of data from this study come from populations that have homogeneous variance.

5. Testing Hypothesis

After analyzing their data with the application of learning media and strategy to see whether Kamishibai through interactive strategy has a significant effect on students' listening skills because they have used this media and strategy.

Furthermore, one of characteristics of good hypothesis is test ability. It means that hypothesis should be done in order to know it is accepted or rejected in testing hypothesis. Hypothesis formulation to test the difference of the two experimental and control class averages as follows:

   H0: There is no effect of Kamishibai through Interactive strategy on students' ability in listening Narrative Text.

   Ha: There is effect of Kamishibai through Interactive strategy on students' ability in listening Narrative Text.

   The basic for testing hypothesis was as follow:

     If the significant value > 0.05 and t_{obs} < t_{table}, then H0 is accepted

     If the significant value> 0.05 and t_{obs} > t_{table}, then H0 is rejected.

Then the following is a table of test results of the difference between the results of the experimental class and the control class.

Table 4.7

The Result of Testing Hypothesis Control Group and Experimental Group

Group	Mean	SD	Variants	t-obs	t-table	Resolution
X1	77.5	7.676495	58.92857	2.136	1.683	Ha accepted. Ho rejected
X2	55.22727	7.939844	63.04113			

Based on the table above from the results of the calculation of the independent t-test analysis it can be seen that the average value of the experimental class is 77.5 and the average value of the control class is 55.22, then the experimental class variance is 58.92857 and the control class is 63.04113.

Next t-test was done, where in the table above we can see that t-observed 2.136 and t-table 1.683 can be concluded that $t_{obs} > t_{table}$ so 2.136 > 1.683. This means that the research hypothesis is Ha accepted, and Ho rejected.

So there is significant effect of Kamishibai through interactive strategy on the students' ability in listening narrative text. This means that there are differences in the level of listening ability narrative texts between students taught in the control class and the experimental class.

4.8

The Summary of Testing Hypothesis

	Students' Listening Ability	
	Kamishibai through interactive strategy	Conventional Method
Mean	$X_1 = 77.5$	$X_2 = 55.22$
Standard Deviation	$S_i = 7.67$	$S_i = 7.93$
Variants	$S^2 = 58.92$	$S^2 = 63.04$

The number of samples is 22 then the numerator dk = 22 - 1 = 21 and the denominator dk = 22 - 1 = 21. The $F_{\text{-table}}$ value for the numerator dk and the denominator dk 21 is 1.684 and it turns out that the calculated $F_{\text{-count}} < F_{\text{-table}}$ 1.069 < 1.684 can be concluded that the variance of the two samples is homogeneous.

The *t* value is then compared with the value of $t_{\text{-table}}$ taken from the distribution table *t* with dk = n1 + n2 - 2 = 21 + 21 = 42 - 2 = 40 with dk 40 = 1,683 then t table is = 1,683 then compare between $t_{\text{-obs}}$ with $t_{\text{-table}}$, where $t_{\text{-obs}}$ 2.136 > $t_{\text{-table}}$ 1.683. Then the hypothesis obtained is that Ho is rejected and Ha is accepted. There are differences in students' listening abilities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzing the data, it was found that the media Kamishibai through interactive strategy significantly effect the students' listening ability, since t-obs > t-table can be concluded 2.136> 1,683 at the level of significance α 0.05, units of the media Kamishibai through interactive strategy. It means that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers had better applying interactive strategy in teaching listening in order to increase their students' ability in listening because it has been proved that the strategy gave the better out come to students' achievement.

2. The students should use this strategy in listening text to help them extracting the information of a text. This strategy is able to improve the listeners' listening ability.

3. The readers, especially at UMSU library are encourages to have a lot of information about teaching learning experiences for them.

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APPENDIX 1

LESSON PLAN

(EXPERIMENTAL GROUP)

Satuan Pendidikan : **Smp Asuhan Jaya Medan**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **VIII/1**

Materi Pokok : **Narrative Text**

Alokasi Waktu : **2 x 40 menit**

A. KOMPETENSI INTI

KI.1   Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

B.   Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1.1   Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semang at dan keseriusan dalam mengikuti pelajaran

2.2 Menunjukkan perilaku jujur,disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab,peduli, kerjasama, dan cinta damai,dalam melaksanakan komunikasi fungsional.

3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

INDIKATOR:

1.1.1 Menunjukkan semangat dan keseriusan dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

2.2.1 Menunjukkan perilaku disiplin dalam melaksanakan kegiatan disekolah.

2.3.1 Menunjukkan perilaku peduli dengan sesame dalam kehidupan sehari-hari.

2.3.2 Menunjukkan perilaku tanggungjawab dalam melaksanakan tugas/kegiatan baikyang bersifat individu maupun kelompok

3.14.1 Menjelaskan fungsi sosial dari dari teks naratif berbentuk fabel, sesuai dengankonteks penggunaannya.

3.14.2 Menjelaskan unsur kebahasaan dari dari teks naratif berbentuk fabel, sesuaidengan konteks penggunaannya.

3.14.3 Menjelaskan struktur teks dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

4.18 Menggali informasi rinci dari teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

C. TUJUAN PEMBELAJARAN

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

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

D. MATERI PEMBELAJARAN

Fungsi sosial

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

Struktur teks

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

Unsur kebahasaan

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

Topik

Narrative

1. A narrative tells a story
2. A narrative is mainly used to entertain

3. A narrative consist of several parts:

- Orientation

    This part introduces characters and/ or sets the scene (when/ where)

- Complication (s)

    In this part, the main characters faces a problem.

- Resolution (s)

    This part tells how the problem is resolved, for better or worse.

Example:

The Ant and The Dove

Orientation: -*introduces the characters and set the scene*

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

Complication: - *a crisis arises*

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

The ant was in a big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Resolution: -*tells how the crisis is resolved*

Just as the time, a hunter nearby was throwing out his net towards the dove, hopping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.

E. METODE PEMBELAJARAN

Using Interactive strategy

F. MEDIA DAN SUMBER PEMBELAJARAN

Media: Kamishibai

Sumber : Buku cetak Bahasa Inggris Kelas VIII

G. AKTIFITAS PEMBELAJARAN

A. Kegiatan Pendahuluan

Apersepsi:

1. Berdoa untuk mengawali pembelajaran.(Nilai yang ditanamkan: santun dan peduli)

2. Mengecek kehadiran siswa. (Nilai yang ditanamkan disiplin dan rajin)

3. Warming-up activity: Listen a story to the student and ask the student about the word or sentences that they heard from the story.

   Motivasi:
   • Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

Eksplorasi, dalam kegiatan eksplorasi, guru:

1. Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/materi yang akan dipelajari.

2. Mendengarkan kepada siswa contoh teks narrative dan menjelaskan definisi teks narrative.

3. Menjelaskan makna dan fungsi teks yang telah didengarkan.

4. Mengajak siswa untuk mempraktekkan menjadi pendegar yang baik. Melalui mendengarkan audio dan kamishibai sebagai media, kegiatan lain yang dimana mengembangkan listening skill mereka.

5. Peserta didik mengerjakan soal berupa melengkapi teks yang belum lengkap.

6. Menggunakan kamishibai sebagai media pembelajaran melalui interaktif strategi.

7. Memberikan kesempatan kepada peserta didik untuk menjadi pendengar yang baik dan pintar dalam mengkomunikasikan secara lisan atau terteulis dalam bentuk narrative.

8. Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi, dalam kegiatan elaborasi, guru:

1. Membiasakan siswa menjadi pendegar yang baik sehingga dapat mengkomunikasikan sesuatu baik dalam bentuk lisan maupun tertulis.

2. Memfasilitasi siswa untuk mengembangkan listening skill yang berupa narrative.

Konfirmasi, dalam kegiatan konfirmasi, guru:

1. Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan pesertadidik,

2. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Guru memberikan motivasi kepada siswa yang masih kurang dan belum bisa mengikuti materi.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

1. Bersama-sama dengan peserta didik dan/ atau sendiri membuat rangkuman /simpulanpelajaran.

2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

3. Memberikan umpan balik terhadap proses dan hasil pembelajaran;

H. PENILAIAN

1. Tes : Pilihan Ganda
2. Sistem penilaian :

NO	Criteria	Score
1	Correct answer	1
2	Wrong answer	0

$$S = \frac{R}{N} \times 100\%$$

S = the score

R = the number of correct answer

N = the number of test items

Medan,   September 2019

Diketahui oleh:

Kepala Sekolah

SMP Asuhan Jaya Medan

(MHD. PRATAMA WIRYA, S.E.)

Guru Mata Pelajaran

(NANA ARMAYANTI, S.Pd)

Peneliti

(PUPUT AFRIANTI)

LESSON PLAN

(CONTROL GROUP)

Satuan Pendidikan : **Smp Asuhan Jaya Medan**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **VIII/1**

Materi Pokok : **Narrative Text**

Alokasi Waktu : **2 x 40 menit**

A. KOMPETENSI INTI

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya

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

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2.3 Menunjukkan perilaku tanggung jawab,peduli, kerjasama, dan cinta damai,dalam melaksanakan komunikasi fungsional.

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4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

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9. *Memaparkan akhir cerita, di mana krisis berakhir(resolusi) dengan bahagia atau sedih*
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13. Ejaan dan tanda baca
14. Tulisan tangan.

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Resolution: -*tells how the crisis is resolved*

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E. METODE PEMBELAJARAN

Using Conventional Method

F. MEDIA DAN SUMBER PEMBELAJARAN

Sumber : Buku cetak Baha Inggris Kelas VIII

G. AKTIFITAS PEMBELAJARAN

A. Kegiatan Pendahuluan

1. Guru memberi salam (*greeting*);
2. Guru memeriksa kehadiran siswa;
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4. Guru menggali pengetauhan siswa tentang materi yang akan di ajarkan (*appersepsi)* dan memberikan motivasi kepada siswa
5. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

B. Kegiatan Inti

1. Guru menyampaikan cakupan materi dan uraian kegiatan.

2. Guru memberikan contoh dari teks narrative dan menanyakan kepada siswa mengenai generic structure pada text narrative

3. Murid memberikan respon dan menjawab pertanyaan dari guru.

C. Kegiatan Penutup

1. Peserta didik dan guru melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

H. PENILAIAN

1. Tes   : Pilihan Ganda
2. Sistem penilaian :

NO	Criteria	Score
1	Correct answer	1
2	Wrong answer	0

$$S = \frac{R}{N} \times 100\%$$

S = the score

R = the number of correct answer

N = the number of test items

Medan,   September 2019

Diketahui oleh:

Kepala Sekolah

SMP Asuhan Jaya Medan

Guru Mata Pelajaran

(MHD. PRATAMA WIRYA, S.E.)   (NANA ARMAYANTI, S.Pd)

Peneliti

(PUPUT AFRIANTI)

Pre-test and Post-test (Control Group and Experimental Group)

Text 1

Listen the following text to answer question 1-4

The Smartest Animal

Once there was a farmer in Laos. Every morning and afternoon he plowed his field with the help of his buffalo.

One day a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man.

After the man went home, the tiger spoke to the buffalo.

"You are so big and strong, Why do you do everything the man tells you?" "Oh, the man is very intelligent."

So the next day the tiger said to the man. "Can I see your intelligence?" But the man answered, "It's at home."

"Can You go and get it?" asked the tiger.

"Yes," said the man, "But I'm afraid you will kill my buffalo when I am gone. He took his plow and hit the tiger with a stick. Then he said. "Now you know about my intelligence even if you haven't seen it."

Text 2

Listen the following text to answer question 5-7

Story of Rabbit and Bear

Once upon a time, there lived as neighbours, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and

killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

Text 3

Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8) **planned** to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9) **in** her plan.

One day, the mistress pretended to have a disease. Kamil called the royal healer to give the mistress treatments. "what is her disease?" Kamil asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her food," the royal healer said. Kamil was shock and angsry to hear explanation. He called the queen and asked her if the story was true. Of course the queen (10) **denied** it, but kamil won't listen. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Kamil's anger ended in a

decision. The queen should leave the kingdom immediately and be driven away to the woods.

Text 4

Listen the following text to answer question 11-14

Once upon a time, a gardener owned a horse. The horse felt so tired because she had much to do, but she had little time to eat. So that, she started to pray to God to get another lord. Moreover, it truly happened to her.

The gardener sold the horse to a potter and horse was really pleased about it. In spite of that, the potter actually had even more work for her to do. Again, the horse complained of her lot and prayed again. She really hoped to get better lord. Her praying was fulfilled again. The potter sold her to a tanner. Suddenly, she saw her skin was in the tanners' yard, and she began to cry aloud: "how pity I am! Wretched one! It would be better if I could stay with my old lords. It is evident they have sold me now for work, but for my skin's sake."

Text 5

Listening the following to answer question 15-18

Long time ago, a lion was sleeping in his fair. Suddenly, he woke up by a mouse running over his face. Losing his temper, he caught the mouse with his paw. He was about to kill the mouse. The mouse terrified and said to him:

" Please let me go and I will do you a favor"

The lion laughed aloud at the mouse for promising him a favor, and let him go.

Then the hunter come and caught the lion. After that, the haunter tied the lion tightly with rope of a tree. The mouse heard the lion's roar, he ran up and undermined the rope. The mouse said:

"Do you remember? You laughed, and you never think that I could repay my promise, but now you see that favor may come also from a small mouse"

Text 6

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, Thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"
"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

NAME :

CLASS :

SCHOOL :

Listening 1
Answer questions number 1 to 4

1. Where did the story happen?
   a. In the Zoo
   b. In the Forest
   c. In the Field
   d. In the Park

2. When does the farmer plow his field?
   a. In the morning and afternoon
   b. In the morning and evening
   c. Only in the afternoon
   d. Only in the morning

3. How many characters are there in the story?
   a. Three
   b. Five
   c. Four
   d. Six

4. What can we learn from the story?
   a. Never underestimate others
   b. We have to plow the field everyday
   c. A buffalo is more intelligent than a tiger
   d. The size of body determines the power

Listening 2
Answer questions number 5 to 7

5. What do you think about the bear?
   a. He was greedy
   b. He was a good shot
   c. He could use the arrow well
   d. He was very kind to the rabbit

6. Who gave the meat to the rabbit?
   a. The papa bear
   b. The mother bear
   c. The oldest child of the bear
   d. The youngest child of the bear

7. What can we learn from the story?
   a. Don't be arrogant
   b. We must be kind to our neighbours
   c. Don't be lazy
   d. Be a generous man

Listening 3
Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8)… planned to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9)… her plan.

One day, the mistress pretended to have a disease. Kamil called the royal healer to give the mistress treatments. "what is her disease?" Kamil asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her food," the royal healer said. Kamil was shock and angsry to hear explanation. He called the queen and asked her if the story was true. Of course the queen (10)… it, but kamil won't listen. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Kamil's anger ended in a decision. The queen should leave the kingdom immediately and be driven away to the woods.

8. a. Plan
   b. Planned
   c. Planning
   d. Plan it

9. a. in

   b. on

   c. at

   d. of

10. a. denies

   b. denied

   c. was denying

   d. was denied

Listening 4
Answer questions number 11 to 14

11. Why did the horse feel exhausted?

   a. She got many loads on her back

   b. She owned by the gardener

   c. She never prayed to God

   d. She had many work to do

12. Who is the last lord of the horse?

   a. A peasant

   b. A tanner

   c. A potter

   d. A cowboy

13. What happened to the horse's skin?

   a. She had the skin exfoliate

   b. She lost she skin in the tanner's hand

   c. She looked at the other animal's skin

   d. She got a new skin

14. From the story, we can learn that…

   a. Be grateful to God for what you had

   b. No one can live without lord

c. Never believe in your enemy

d. The old is the right one

Listening 5
Answer question number 15 to 18

15. What is the story about?

a. The arrogant lion

b. The liar mouse

c. The poor mouse

d. The kind-hearted lion

16. If the mouse never ran over the lion's face,….

a. The lion would never kill the mouse

b. The mouse would never help the lion

c. The lion wouldn't be angry

d. The mouse would keep away from the lion.

17. What happened to the lion after letting the mouse go?

a. The lion was trapped by a hunter

b. The lion was helped by other animal

c. The mouse came closer to the lion

d. The lion was hurt

18. What is the moral value of the story?

a. Friend comes from emergency

b. All situation may happen if we are arrogant

c. Don't judge other people

d. Don't underestimate someone

Listening 6
Answer question number 19 to 20

19. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?

a. To be his friend

    b. To graze on the level ground

    c. To climb up higher

    d. To be his dinner

20. What can we learn from the story above?
    a. Don't look down to other creatures

    b. Don't easily believe in well behaved creatures

    c. Don't judge others by their appearance

    d. Don't easily beat other creatures.

APPENDIX 3

<u>**KEY ANSWER**</u>

1. C	11. D
2. A	12. B
3. A	13. B
4. A	14. A
5. A	15. A
6. D	16. C
7. B	17. A
8. B	18. D
9. A	19. B
10. B	20. B

APPENDIX 4

The Score of Pre-Test and Post-Test of Experimental Group

No.	Students' Initial	Score	
		Pre-test	**Post-test**
1.	AD	50	70
2.	GS	55	80
3.	G	50	80
4.	HI	45	70
5.	HP	55	90
6.	IA	45	75
7.	JRS	35	70
8.	KA	40	70
9.	LP	55	75
10.	MRP	75	95
11.	MTAN	70	85
12.	MHI	70	85
13.	MRS	45	70
14.	MNI	65	75
15.	MA	65	70
16.	MRP	55	75
17.	MN	60	80
18.	MS	55	80
19.	MI	70	90
20.	M A	55	70
21.	MRS	65	80
22.	MF	55	70
Total		**1235**	**1705**
Maximum		**75**	**95**
Minimum		**35**	**70**
Mean		**56.1363636**	**77.5**
SD		**10.5708289**	**7.676495**
Variant		**111.742424**	**58.92857**
Total squared		**1525225**	**2907025**

APPENDIX 5

The Score of Pre-Test and Post-Test of Control Group

No.	Students' Initial	Score	
		Pre-test	**Post-test**
1.	MS	40	50
2.	MHI	20	45
3.	MR	55	65
4.	NH	35	50
5.	OWN	55	70
6.	RW	40	65
7.	RK	50	65
8.	RAS	35	50
9.	RF	35	50
10.	RH	40	55
11.	RDS	30	55
12.	R	40	50
13.	SI	45	55
14.	SB	30	45
15.	S	35	50
16.	TRY	45	60
17.	TBR	55	65
18.	W	25	45
19.	WAP	40	55
20.	WS	35	45
21.	W	50	65
22.	W	45	60
Total		**880**	**1215**
Maximum		**55**	**70**
Minimum		**20**	**45**
Mean		**40**	**55.22727**
SD		**9.511897312**	**7.939844**
Variant		**90.47619048**	**63.04113**
Total squared		**774400**	**1476225**

LIST OF ATTENDANCE

EXPERIMENTAL GROUP

No	Name	Meeting 1	Meeting 2
1.	Amanda Devina		
2.	Gianina Syahrani		
3.	Ginastiar		
4.	Herry Irawan		
5.	Hamka Purwadarma		
6.	Irgy Ardana		
7.	Joel Rionaldo Srg		
8.	Kartika Apriliani		
9.	Legian Pratama		
10.	M. Reza Pahlevi		
11.	M. Teguh Abdillah N		
12.	M. Hafiz Irawan		
13.	M. Ramadhan Syahputra		
14.	M. Naufal Ibtihal		
15.	M. Aziz		
16.	M. Radit Prayongki		
17.	Muthia Nafisa		
18.	Muthia Safana		
19.	M. Idris		

20.	Maulinda Apriani		
21.	M. Rizwandi Sitakar		
22.	M. Fadlan		

Medan,   September 2019

Diketahui oleh:

Kepala Sekolah

SMP Asuhan Jaya Medan

(MHD. PRATAMA WIRYA, S.E.)

Guru Mata Pelajaran

(NANA ARMAYANTI, S.Pd)

Peneliti

(PUPUT AFRIANTI)

LIST OF ATTENDANCE

CONTROL GROUP

No	Name	Meeting 1	Meeting 2
1.	M. Syahputra		
2.	M. Haris Irawan		
3.	M. Rizky		
4.	Nurul Hidayah		
5.	Octanti Wuri N		
6.	Rizky Wijaya		
7.	Rika Khairani		
8.	Rivai Arya S.		
9.	Rionaldo F.		
10.	Rizka Hasanah		
11.	Rafli Dwi S		
12.	Rizky		
13.	Suci Ismaini		
14.	Salsya Bila		
15.	Syafnali		
16.	Tri Rama Yani		
17.	Tegar Bagus R		
18.	Widya		
19.	Widya Ayu P		

20.	Wendy Syahputra	*Wenly*	*Wenly*
21.	Wiradanu	*Aw3*	*Aw3*
22.	Wagiman	*√*	*√*

Medan,   September 2019

Diketahui oleh:

Kepala Sekolah

SMP Asuhan Jaya Medan

(MHD. PRATAMA WIRYA, S.E.)

Guru Mata Pelajaran

(NANA ARMAYANTI, S.Pd)

Peneliti

(PUPUT AFRIANTI)

APPENDIX 7

DOCUMENTATION

1. **PRE-TEST CONTROL GROUP**

2. **TREATMENT CONTROL GROUP**

3. POST-TEST CONTROL GROUP

4. PRE-TEST EXPERIMENTAL GROUP

5. TREATMENT EXPERIMENTAL GROUP

6. POST-TEST EXPERIMENTAL GROUP

Nama: m.Reza n-1

B-15

NAME   m.Reza Palevi

CLASS

SCHOOL   SMP Asohan jaya

Listening

Answer questions number ... ...

1. Where did the story happen?
   a. In the Zoo
   b. In the Forest
   ✗ In the Field
   d. In the Park

2. When does the farmer plow his field?
   ✗ In the morning and afternoon
   b. In the morning and evening
   c. Only in the afternoon
   d. Only in the morning

3. How many characters are there in the story?
   ✗ Three
   b. Five
   c. Four
   d. Six

4. What can we learn from the story?
   ✗ Never underestimate others
   b. We have to plow the field everyday
   c. A buffalo is more intelligent than a tiger
   d. The size of body determines the power

Listening 2

Answer questions number 5 to 7

5. What do you think about the bear?
   ✗ He was greedy
   b. He was a good son
   c. He could use the arrow well
   d. He was very kind to the rabbit

6. Who gave the meat to the rabbit?
   a. The papa bear
   ✗ The mother bear
   c. The oldest child of the bear
   d. The youngest child of the bear

7. What can we learn from the story?
   a. Don't be arrogant
   ✗ We must be kind to our neighbours
   c. Don't be lazy
   d. Be a generous man

Listening 3
Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8)... planned to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9)... her plan.

... day, the mistress pretended to have a disease. Kamil called the royal healer to give the mistress

treatments. "what is her disease?" Kamil asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her food," the royal healer said. Kamil was shock and angsry to hear explanation. He called the queen and asked her if the story was true. Of course the queen (10)… it, but kamil won't listen. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Kamil's anger ended in a decision. The queen should leave the kingdom immediately and be driven away to the woods.

8. a. Plan
   b. Planned
   c. Planning
   d. Plan it
   e. Plan on

9. a. in
   b. on
   c. at
   d. of
   e. the

10. a. denies
    b. denied
    c. was denying
    d. was denied
    e. denieds

11. Why did the horse feel exhausted?
    a. She got many loads on her back
    b. She owned by the gardener
    c. She never prayed to God
    d. She had many work to do

12. Who is the last lord of the horse?
    a. A peasant
    b. A tanner
    c. A potter
    d. A cowboy

13. What happened to the horse's skin?
    a. She had the skin exfoliate
    b. She lost she skin in the tanner's hand
    c. She looked at the other animal's skin
    d. She got a new skin

14. From the story, we can learn that…
    a. Be grateful to God for what you had
    b. No one can live without lord
    c. Never believe in your enemy
    d. The old is the right one

15. What is the story about?
    a. The arrogant lion
    b. The liar mouse
    c. The poor mouse
    d. The kind-hearted lion
16. If the mouse never ran over the lion's face,....
    a. The lion would never kill the mouse
    b. The mouse would never help the lion
    c. The lion wouldn't be angry
    d. The mouse would keep away from the lion.
17. What happened to the lion after letting the mouse go?
    a. The lion was trapped by a hunter
    b. The lion was helped by other animal
    c. The mouse came closer to the lion
    d. The lion was hurt
18. What is the moral value of the story?
    a. Friend comes from emergency
    b. All situation may happen if we are arrogant
    c. Don't judge other people
    d. Don't underestimate someone

Listening 6
Answer question number 19 to 20

19. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
    a. To be his friend
    b. To graze on the level ground
    c. To climb up higher
    d. To be his dinner
20. What can we learn from the story above?
    a. Don't look down to other creatures
    b. Don't easily believe in well behaved creatures
    c. Don't judge others by their appearance
    d. Don't easily beat other creatures.

65

B =13

NAME : M Rizwandy

CLASS : VIII-1

SCHOOL : Smp Asuhan Jaya
Medan

Listening 1

Answer questions number 1 to 4

1. Where did the story happen?
   a. In the Zoo
   b. In the Forest
   c. In the Field
   d. In the Park

2. When does the farmer plow his field?
   a. In the morning and afternoon
   b. In the morning and evening
   c. Only in the afternoon
   d. Only in the morning

3. How many characters are there in the story?
   a. Three
   b. Five
   c. Four
   d. Six

4. What can we learn from the story?
   a. Never underestimate others
   b. We have to plow the field everyday
   c. A buffalo is more intelligent than a tiger
   d. The size of body determines the power

Listening 2

Answer questions number 5 to 7

5. What do you think about the bear?
   a. He was greedy
   b. He was a good shot
   c. He could use the arrow well
   d. He was very kind to the rabbit

6. Who gave the meat to the rabbit?
   a. The papa bear
   b. The mother bear
   c. The oldest child of the bear
   d. The youngest child of the bear

7. What can we learn from the story?
   a. Don't be arrogant
   b. We must be kind to our neighbours
   c. Don't be lazy
   d. Be a generous man

Listening 3

Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8)... planned to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9)... her plan.

One day, the mistress pretended to have a disease. Kamil called the royal healer to give the mistress

treatments. "what is her disease?" Kamil asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her food," the royal healer said. Kamil was shock and angsry to hear explanation. He called the queen and asked her if the story was true. Of course the queen (10)... it, but kamil won't iisten. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Kamil's anger ended in a decision. The queen should leave the kingdom immediately and be driven away to the woods.

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   b. Planned
   c. Planning
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   e. Plan on

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   b. on
   c. at
   d. of
   e. the

10. a. denies
    b. denied
    c. was denying
    d. was denied

e. denieds

Listening 4
Answer questions number 11 to 14

11. Why did the horse feel exhausted?
    a. She got many loads on her back
    b. She owned by the gardener
    c. She never prayed to God
    d. She had many work to do

12. Who is the last lord of the horse?
    a. A peasant
    b. A tanner
    c. A potter
    d. A cowboy

13. What happened to the horse's skin?
    a. She had the skin exfoliate
    b. She lost she skin in the tanner's hand
    c. She looked at the other animal's skin
    d. She got a new skin

14. From the story, we can learn that...
    a. Be grateful to God for what you had
    b. No one can live without lord
    c. Never believe in your enemy
    d. The old is the right one

Listening 5
Answer question number 15 to 18

15. What is the story about?
    a. The arrogant lion
    b. The liar mouse
    c. The poor mouse [X]
    d. The kind-hearted lion

16. If the mouse never ran over the lion's face.....
    a. The lion would never kill the mouse
    b. The mouse would never help the lion
    c. The lion wouldn't be angry [X]
    d. The mouse would keep away from the lion.

17. What happened to the lion after letting the mouse go?
    a. The lion was trapped by a hunter [X]
    b. The lion was helped by other animal
    c. The mouse came closer to the lion
    d. The lion was hurt

18. What is the moral value of the story?
    a. Friend comes from emergency
    b. All situation may happen if we are arrogant [X]
    c. Don't judge other people
    d. Don't underestimate someone

Listening 6
Answer question number 19 to 20

19. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
    a. To be his friend
    b. To graze on the level ground
    c. To climb up higher
    d. To be his dinner [X]

20. What can we learn from the story above?
    a. Don't look down to other creatures
    b. Don't easily believe in well behaved creatures [X]
    c. Don't judge others by their appearance
    d. Don't easily beat other creatures.

55

B: 11

NAME : Hamka Puswa Dwmd.

CLASS : VIII-1B

SCHOOL : Ashan jaya

Listening 1

Answer questions number 1 to 4

1. Where did the story happen?
   a. In the Zoo
   b. In the Forest ✗
   c. In the Field
   d. In the Park

2. When does the farmer plow his field?
   a. In the morning and afternoon
   b. In the morning and evening ✗
   c. Only in the afternoon
   d. Only in the morning

3. How many characters are there in the story?
   a. Three ✗
   b. Five
   c. Four
   d. Six

4. What can we learn from the story?
   a. Never underestimate others ✗
   b. We have to plow the field everyday ✗
   c. A buffalo is more intelligent than a tiger
   d. The size of body determines the power

Listening 2

Answer questions number 5 to 7

What do you think about the bear?
   a. He was greedy ✗
   b. He was a good shot
   c. He could use the arrow well ✗
   d. He was very kind to the rabbit

6. Who gave the meat to the rabbit?
   a. The papa bear
   b. The mother bear ✗
   c. The oldest child of the bear
   d. The youngest child of the bear

7. What can we learn from the story?
   a. Don't be arrogant
   b. We must be kind to our neighbours ✗
   c. Don't be lazy
   d. Be a generous man

Listening 3

Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8)... planned to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9)... her plan.

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    b. denied
    c. was denying
    d. was denied
    e. denieds

Listening 4
Answer questions number 11 to 14

11. Why did the horse feel exhausted?
    a. She got many loads on her back
    b. She owned by the gardener
    c. She never prayed to God
    d. She had many work to do

12. Who is the last lord of the horse?
    a. A peasant
    b. A tanner
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Answer question number 15 to 18

15. What is the story about?
   a. The arrogant lion
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   b. All situation may happen if we are arrogant
   c. Don't judge other people
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Listening 6
Answer question number 19 to 20

19. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
   a. To be his friend
   b. To graze on the level ground
   c. To climb up higher
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20. What can we learn from the story above?
   a. Don't look down to other creatures
   b. Don't easily believe in well behaved creatures
   c. Don't judge others by their appearance
   d. Don't easily beat other creatures.

45

v-9

NAME : IRGV ARDAVA

CLASS : VIII-1^A

SCHOOL : 2suhan jaya

Listening 1
Answer questions number 1 to 4

1. Where did the story happen?
   a. In the Zoo
   b. In the Forest
   X In the Field
   d. In the Park

2. When does the farmer plow his field?
   X In the morning and afternoon
   b. In the morning and evening
   c. Only in the afternoon
   d. Only in the morning

3. How many characters are there in the story?
   X Three
   b. Five
   c. Four
   d. Six

4. What can we learn from the story?
   a. Never underestimate others
   b. We have to plow the field everyday
   c. A buffalo is more intelligent than a tiger
   X The size of body determines the power

Listening 2
Answer questions number 5 to 7

5. What do you think about the bear?
   a. He was greedy
   X He was a good shot
   c. He could use the arrow well
   d. He was very kind to the rabbit

6. Who gave the meat to the rabbit?
   a. The papa bear
   b. The mother bear
   X The oldest child of the bear
   d. The youngest child of the bear

7. What can we learn from the story?
   a. Don't be arrogant
   X We must be kind to our neighbours
   c. Don't be lazy
   d. Be a generous man

Listening 3
Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8)... planned to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9)... her plan.

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11. Why did the horse feel exhausted?
    a. She got many loads on her back
    b. She owned by the gardener
    c. She never prayed to God
    d. She had many work to do

12. Who is the last lord of the horse?
    a. A peasant
    b. A tanner
    c. A potter
    d. A cowboy

13. What happened to the horse's skin?
    a. She had the skin exfoliate
    b. She lost she skin in the tanner's hand
    c. She looked at the other animal's skin
    d. She got a new skin

14. From the story, we can learn that…
    a. Be grateful to God for what you had
    b. No one can live without lord
    c. Never believe in your enemy
    d. The old is the right one

15. What is the story about?

a. The arrogant lion

b. The liar mouse

c. The poor mouse

d. The kind-hearted lion

16. If the mouse never ran over the lion's face.....

a. The lion would never kill the mouse

b. The mouse would never help the lion

c. The lion wouldn't be angry

d. The mouse would keep away from the lion.

17. What happened to the lion after letting the mouse go?

a. The lion was trapped by a hunter

b. The lion was helped by other animal

c. The mouse came closer to the lion

d. The lion was hurt

18. What is the moral value of the story?

a. Friend comes from emergency

b. All situation may happen if we are arrogant

c. Don't judge other people

d. Don't underestimate someone

Listening 6

Answer question number 19 to 20

19. What did the wolf ask when he saw the goat grazing at the edge of high cliff?

a. To be his friend

b. To graze on the level ground

c. To climb up higher

d. To be his dinner

20. What can we learn from the story above?

a. Don't look down to other creatures

b. Don't easily believe in well behaved creatures

c. Don't judge others by their appearance

d. Don't easily beat other creatures.

35   B-7

NAME   : Joel Dionaldo

CLASS   : VIII-1

SCHOOL   : Asuhan Jaya medan

Listening 1

Answer questions number 1 to 4

1. Where did the story happen?
   - a. In the Zoo ✗
   - b. In the Forest
   - c. In the Field
   - d. In the Park

2. When does the farmer plow his field?
   - a. In the morning and afternoon
   - b. In the morning and evening ✗
   - c. Only in the afternoon
   - d. Only in the morning

3. How many characters are there in the story?
   - a. Three ✗
   - b. Five
   - c. Four
   - d. Six

4. What can we learn from the story?
   - a. Never underestimate others
   - b. We have to plow the field everyday
   - c. A buffalo is more intelligent than a tiger ✗
   - d. The size of body determines the power

Listening 2

Answer questions number 5 to 7

5. What do you think about the bear?
   - a. He was greedy
   - b. He was a good shot ✗
   - c. He could use the arrow well
   - d. He was very kind to the rabbit

6. Who gave the meat to the rabbit?
   - a. The papa bear ✗
   - b. The mother bear
   - c. The oldest child of the bear
   - d. The youngest child of the bear ✗

7. What can we learn from the story?
   - a. Don't be arrogant
   - b. We must be kind to our neighbours
   - c. Don't be lazy
   - d. Be a generous man ✗

Listening 3

Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8)... planned to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9)... her plan.

One day, the mistress pretended to have a disease. Kamil called the royal healer to give the mistress

treatments. "what is her disease?" Kamil asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her food," the royal healer said. Kamil was shock and angsry to hear explanation. He called the queen and asked her if the story was true. Of course the queen (10)... it, but kamil won't listen. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Kamil's anger ended in a decision. The queen should leave the kingdom immediately and be driven away to the woods.

8. a. Plan
   b. Planned
   c, Planning
   d. Plan it
   e. Plan on

9. a. in
   b. on
   c. at
   d. of
   e. the

10. a. denies
    b. denied
    c. was denying
    d. was denied

e. denieds

Listening 4
Answer questions number 11 to 14

11. Why did the horse feel exhausted?
    a. She got many loads on her back
    b. She owned by the gardener
    c. She never prayed to God
    d. She had many work to do

12. Who is the last lord of the horse?
    a. A peasant
    b. A tanner
    c. A potter
    d. A cowboy

13. What happened to the horse's skin?
    a. She had the skin exfoliate
    b. She lost she skin in the tanner's hand
    c. She looked at the other animal's skin
    d. She got a new skin

14. From the story, we can learn that...
    a. Be grateful to God for what you had
    b. No one can live without lord
    c. Never believe in your enemy
    d. The old is the right one

Listening 5
Answer question number 15 to 18

15. What is the story about?
    a. The arrogant lion
    b. The liar mouse
    c. The poor mouse
    d. The kind-hearted lion

16. If the mouse never ran over the lion's face,....
    a. The lion would never kill the mouse
    b. The mouse would never help the lion
    c. The lion wouldn't be angry
    d. The mouse would keep away from the lion.

17. What happened to the lion after letting the mouse go?
    a. The lion was trapped by a hunter
    b. The lion was helped by other animal
    c. The mouse came closer to the lion
    d. The lion was hurt

18. What is the moral value of the story?
    a. Friend comes from emergency
    b. All situation may happen if we are arrogant
    c. Don't judge other people
    d. Don't underestimate someone

Listening 6
Answer question number 19 to 20

19. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
    a. To be his friend
    b. To graze on the level ground
    c. To climb up higher
    d. To be his dinner

20. What can we learn from the story above?
    a. Don't look down to other creatures
    b. Don't easily believe in well behaved creatures
    c. Don't judge others by their appearance
    d. Don't easily beat other creatures.

95

B=19

NAME : M. REZA PALEVI

CLASS : VIII-1

SCHOOL : Smp Asuhan jaya

Listening 1

Answer questions number 1 to 4

1. Where did the story happen?
   a. In the Zoo
   b. In the Forest
   c. In the Field
   d. In the Park

2. When does the farmer plow his field?
   a. In the morning and afternoon
   b. In the morning and evening
   c. Only in the afternoon
   d. Only in the morning

3. How many characters are there in the story?
   a. Three
   b. Five
   c. Four
   d. Six

4. What can we learn from the story?
   a. Never underestimate others
   b. We have to plow the field everyday
   c. A buffalo is more intelligent than a tiger
   d. The size of body determines the power

Listening 2

Answer questions number 5 to 7

5. What do you think about the bear?
   a. He was greedy
   b. He was a good shot
   c. He could use the arrow well
   d. He was very kind to the rabbit

6. Who gave the meat to the rabbit?
   a. The papa bear
   b. The mother bear
   c. The oldest child of the bear
   d. The youngest child of the bear

7. What can we learn from the story?
   a. Don't be arrogant
   b. We must be kind to our neighbours
   c. Don't be lazy
   d. Be a generous man

Listening 3

Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8)... planned to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9)... her plan.

One day, the mistress pretended to have a disease. Kamil called the royal healer to give the mistress

treatments. "what is her disease?" Kamil asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her food," the royal healer said. Kamil was shock and angsry to hear explanation. He called the queen and asked her if the story was true. Of course the queen (10)... it, but kamil won't listen. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Kamil's anger ended in a decision. The queen should leave the kingdom immediately and be driven away to the woods.

8. a. Plan
   b. Planned
   c. Planning
   d. Plan it
   e. Plan on

9. a. in
   b. on
   c. at
   d. of
   e. the

10. a. denies
    b. denied
    c. was denying
    d. was denied

e. denieds

Listening 4
Answer questions number 11 to 14

11. Why did the horse feel exhausted?
    a. She got many loads on her back
    b. She owned by the gardener
    c. She never prayed to God
    d. She had many work to do

12. Who is the last lord of the horse?
    a. A peasant
    b. A tanner
    c. A potter
    d. A cowboy

13. What happened to the horse's skin?
    a. She had the skin exfoliate
    b. She lost she skin in the tanner's hand
    c. She looked at the other animal's skin
    d. She got a new skin

14. From the story, we can learn that...
    a. Be grateful to God for what you had
    b. No one can live without lord
    c. Never believe in your enemy
    d. The old is the right one

Listening 5
Answer question number 15 to 18

15. What is the story about?
    a. The arrogant lion
    b. The liar mouse
    c. The poor mouse
    d. The kind-hearted lion
16. If the mouse never ran over the lion's face,....
    a. The lion would never kill the mouse
    b. The mouse would never help the lion
    c. The lion wouldn't be angry
    d. The mouse would keep away from the lion.
17. What happened to the lion after letting the mouse go?
    a. The lion was trapped by a hunter
    b. The lion was helped by other animal
    c. The mouse came closer to the lion
    d. The lion was hurt
18. What is the moral value of the story?
    a. Friend comes from emergency
    b. All situation may happen if we are arrogant
    c. Don't judge other people
    d. Don't underestimate someone

Listening 6
Answer question number 19 to 20

19. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
    a. To be his friend
    b. To graze on the level ground
    c. To climb up higher
    d. To be his dinner

20. What can we learn from the story above?
    a. Don't look down to other creatures
    b. Don't easily believe in well behaved creatures
    c. Don't judge others by their appearance
    d. Don't easily beat other creatures.

NAME : M. Rizwandy

CLASS : VIII-1

SCHOOL : Smp Asuhan Jaya Medan

Listening 1
Answer questions number 1 to 4

1. Where did the story happen?
   a. In the Zoo
   b. In the Forest
   c. In the Field
   d. In the Park

2. When does the farmer plow his field?
   a. In the morning and afternoon
   b. In the morning and evening
   c. Only in the afternoon
   d. Only in the morning

3. How many characters are there in the story?
   a. Three
   b. Five
   c. Four
   d. Six

4. What can we learn from the story?
   a. Never underestimate others
   b. We have to plow the field everyday
   c. A buffalo is more intelligent than a tiger
   d. The size of body determines the power

Listening 2
Answer questions number 5 to 7

5. What do you think about the bear?
   a. He was greedy
   b. He was a good shot
   c. He could use the arrow well
   d. He was very kind to the rabbit

6. Who gave the meat to the rabbit?
   a. The papa bear
   b. The mother bear
   c. The oldest child of the bear
   d. The youngest child of the bear

7. What can we learn from the story?
   a. Don't be arrogant
   b. We must be kind to our neighbours
   c. Don't be lazy
   d. Be a generous man

Listening 3
Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8)… planned to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9)… her plan.

One day, the mistress pretended to have a disease. Kamil called the royal healer to give the mistress

treatments. "what is her disease?" Kamil asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her food," the royal healer said. Kamil was shock and angsry to hear explanation. He called the queen and asked her if the story was true. Of course the queen (10)... it, but kamil won't listen. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Kamil's anger ended in a decision. The queen should leave the kingdom immediately and be driven away to the woods.

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   b. Planned
   c. Planning
   d. Plan it
   e. Plan on

9. a. in
   b. on
   c. at
   d. of
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10. a. denies
    b. denied
    c. was denying
    d. was denied

e. denieds

11. Why did the horse feel exhausted?
    a. She got many loads on her back
    b. She owned by the gardener
    c. She never prayed to God
    d. She had many work to do

12. Who is the last lord of the horse?
    a. A peasant
    b. A tanner
    c. A potter
    d. A cowboy

13. What happened to the horse's skin?
    a. She had the skin exfoliate
    b. She lost she skin in the tanner's hand
    c. She looked at the other animal's skin
    d. She got a new skin

14. From the story, we can learn that...
    a. Be grateful to God for what you had
    b. No one can live without lord
    c. Never believe in your enemy
    d. The old is the right one

15. What is the story about?
    a. The arrogant lion
    b. The liar mouse
    c. The poor mouse
    d. The kind-hearted lion

16. If the mouse never ran over the lion's face,....
    a. The lion would never kill the mouse
    b. The mouse would never help the lion
    c. The lion wouldn't be angry
    d. The mouse would keep away from the lion.

17. What happened to the lion after letting the mouse go?
    a. The lion was trapped by a hunter
    b. The lion was helped by other animal
    c. The mouse came closer to the lion
    d. The lion was hurt

18. What is the moral value of the story?
    a. Friend comes from emergency
    b. All situation may happen if we are arrogant
    c. Don't judge other people
    d. Don't underestimate someone

Listening 6
Answer question number 19 to 20

19. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
    a. To be his friend
    b. To graze on the level ground
    c. To climb up higher
    d. To be his dinner

20. What can we learn from the story above?
    a. Don't look down to other creatures
    b. Don't easily believe in well behaved creatures
    c. Don't judge others by their appearance
    d. Don't easily beat other creatures.

NAME   Hamka Perua Darma

CLASS   : VIII-1

SCHOOL   : Aschan jaya

Listening 1

Answer questions number 1 to 4

1. Where did the story happen?
   a. In the Zoo
   b. In the Forest
   c. In the Field
   d. In the Park

2. When does the farmer plow his field?
   a. In the morning and afternoon
   b. In the morning and evening
   c. Only in the afternoon
   d. Only in the morning

3. How many characters are there in the story?
   a. Three
   b. Five
   c. Four
   d. Six

4. What can we learn from the story?
   a. Never underestimate others
   b. We have to plow the field everyday
   c. A buffalo is more intelligent than a tiger
   d. The size of body determines the power

Listening 2

Answer questions number 5 to 7

5. What do you think about the bear?
   a. He was greedy
   b. He was a good shot
   c. He could use the arrow well
   d. He was very kind to the rabbit

6. Who gave the meat to the rabbit?
   a. The papa bear
   b. The mother bear
   c. The oldest child of the bear
   d. The youngest child of the bear

7. What can we learn from the story?
   a. Don't be arrogant
   b. We must be kind to our neighbours
   c. Don't be lazy
   d. Be a generous man

Listening 3

Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8)... planned to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9)... her plan.

One day, the mistress pretended to have a disease. Kamil called the royal healer to give the mistress

treatments. "what is her disease?" Kamil asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her food," the royal healer said. Kamil was shock and angsry to hear explanation. He called the queen and asked her if the story was true. Of course the queen (10)… it, but kamil won't listen. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Kamil's anger ended in a decision. The queen should leave the kingdom immediately and be driven away to the woods.

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9. a. in
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   c. at
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10. a. denies
    b. denied
    c. was denying
    d. was denied

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Listening 4
Answer questions number 11 to 14

11. Why did the horse feel exhausted?
    a. She got many loads on her back
    b. She owned by the gardener
    c. She never prayed to God
    d. She had many work to do

12. Who is the last lord of the horse?
    a. A peasant
    b. A tanner
    c. A potter
    d. A cowboy

13. What happened to the horse's skin?
    a. She had the skin exfoliate
    b. She lost she skin in the tanner's hand
    c. She looked at the other animal's skin
    d. She got a new skin

14. From the story, we can learn that…
    a. Be grateful to God for what you had
    b. No one can live without lord
    c. Never believe in your enemy
    d. The old is the right one

Listening 5
Answer question number 15 to 18

15. What is the story about?

    a. The arrogant lion
    b. The liar mouse
    c. The poor mouse
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16. If the mouse never ran over the lion's face,....

    a. The lion would never kill the mouse
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17. What happened to the lion after letting the mouse go?

    a. The lion was trapped by a hunter
    b. The lion was helped by other animal
    c. The mouse came closer to the lion
    d. The lion was hurt

18. What is the moral value of the story?

    a. Friend comes from emergency
    b. All situation may happen if we are arrogant
    c. Don't judge other people
    d. Don't underestimate someone

Listening 6
Answer question number 19 to 20

19. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?

    a. To be his friend
    b. To graze on the level ground
    c. To climb up higher
    d. To be his dinner

20. What can we learn from the story above?

    a. Don't look down to other creatures
    b. Don't easily believe in well behaved creatures
    c. Don't judge others by their appearance
    d. Don't easily beat other creatures.

75

B=15

NAME : IRGY

CLASS : VIII-1

SCHOOL : asuhan jaya

Listening 1

Answer questions number 1 to 4

1. Where did the story happen?
   a. In the Zoo
   b. In the Forest
   c. In the Field ✗
   d. In the Park

2. When does the farmer plow his field?
   a. In the morning and afternoon ✗
   b. In the morning and evening
   c. Only in the afternoon
   d. Only in the morning

3. How many characters are there in the story?
   a. Three ✗
   b. Five
   c. Four
   d. Six

4. What can we learn from the story?
   a. Never underestimate others ✗
   b. We have to plow the field everyday
   c. A buffalo is more intelligent than a tiger
   d. The size of body determines the power

Listening 2

Answer questions number 5 to 7

5. What do you think about the bear?
   a. He was greedy ✗
   b. He was a good shot
   c. He could use the arrow well
   d. He was very kind to the rabbit

6. Who gave the meat to the rabbit?
   a. The papa bear
   b. The mother bear
   c. The oldest child of the bear
   d. The youngest child of the bear ✗

7. What can we learn from the story?
   a. Don't be arrogant
   b. We must be kind to our neighbours ✗
   c. Don't be lazy
   d. Be a generous man

Listening 3

Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8)… planned to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9)… her plan.

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Listening 4
Answer questions number 11 to 14

11. Why did the horse feel exhausted?
    a. She got many loads on her back
    b. She owned by the gardener
    c. She never prayed to God
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12. Who is the last lord of the horse?
    a. A peasant
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    a. She had the skin exfoliate
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    d. She got a new skin

14. From the story, we can learn that…
    a. Be grateful to God for what you had
    b. No one can live without lord
    c. Never believe in your enemy
    d. The old is the right one

Listening 5
Answer question number 15 to 18

15. What is the story about?
    ~~a.~~ The arrogant lion
    ~~b.~~ The liar mouse
    c. The poor mouse
    d. The kind-hearted lion

16. If the mouse never ran over the lion's face,....
    a. The lion would never kill the mouse
    b. The mouse would never help the lion
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17. What happened to the lion after letting the mouse go?
    ~~a.~~ The lion was trapped by a hunter
    b. The lion was helped by other animal
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    d. The lion was hurt

18. What is the moral value of the story?
    a. Friend comes from emergency
    b. All situation may happen if we are arrogant
    ~~c.~~ Don't judge other people
    d. Don't underestimate someone

Listening 6
Answer question number 19 to 20

19. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
    a. To be his friend
    ~~b.~~ To graze on the level ground
    ~~c.~~ To climb up higher
    d. To be his dinner

20. What can we learn from the story above?
    a. Don't look down to other creatures
    ~~b.~~ Don't easily believe in well behaved creatures
    c. Don't judge others by their appearance
    d. Don't easily beat other creatures.

NAME   : Joel Dionaldo

CLASS   : VIII-B
SCHOOL   : Brahan Jaya Smp

Listening 1
Answer questions number 1 to 4

1. Where did the story happen?
   a. In the Zoo
   b. In the Forest
   c. In the Field
   d. In the Park

2. When does the farmer plow his field?
   a. In the morning and afternoon
   b. In the morning and evening
   c. Only in the afternoon
   d. Only in the morning

3. How many characters are there in the story?
   a. Three
   b. Five
   c. Four
   d. Six

4. What can we learn from the story?
   a. Never underestimate others
   b. We have to plow the field everyday
   c. A buffalo is more intelligent than a tiger
   d. The size of body determines the power

Listening 2
Answer questions number 5 to 7

5. What do you think about the bear?
   a. He was greedy
   b. He was a good shot
   c. He could use the arrow well
   d. He was very kind to the rabbit

6. Who gave the meat to the rabbit?
   a. The papa bear
   b. The mother bear
   c. The oldest child of the bear
   d. The youngest child of the bear

7. What can we learn from the story?
   a. Don't be arrogant
   b. We must be kind to our neighbours
   c. Don't be lazy
   d. Be a generous man

Listening 3
Listen and complete the following question 8-10

Once upon a time, there live a king of Pagada kingdom. His name was Kamil. He lived together with pretty queen and his mistress. Dissimilar with the queen, the mistress had poor manners. She was green-eyed and jealous with other wife, so she (8)... planned to make the queen driven away from the palace. The mistress then ordered the royal healer to assist her (9)... her plan.

One day, the mistress pretended to have a disease. Kamil called the royal healer to give the mistress

treatments. "what is her disease?" Kamil asked the royal healer. "I'm very sorry, My Majesty. She is sick because the queen put poison in her food," the royal healer said. Kamil was shock and angsry to hear explanation. He called the queen and asked her if the story was true. Of course the queen (10)... it, but kamil won't listen. "Please Your Majesty, have mercy. I really didn't do anything," cried the queen in her tears. Kamil's anger ended in a decision. The queen should leave the kingdom immediately and be driven away to the woods.

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   d. of
   e. the

10. a. denies
    b. denied
    c. was denying
    d. was denied

e. denieds

Listening 4
Answer questions number 11 to 14

11. Why did the horse feel exhausted?
    a. She got many loads on her back
    b. She owned by the gardener
    c. She never prayed to God
    d. She had many work to do

12. Who is the last lord of the horse?
    a. A peasant
    b. A tanner
    c. A potter
    d. A cowboy

13. What happened to the horse's skin?
    a. She had the skin exfoliate
    b. She lost she skin in the tanner's hand
    c. She looked at the other animal's skin
    d. She got a new skin

14. From the story, we can learn that...
    a. Be grateful to God for what you had
    b. No one can live without lord
    c. Never believe in your enemy
    d. The old is the right one

Listening 5
Answer question number 15 to 18

15. What is the story about?
    a. The arrogant lion
    b. The liar mouse
    c. The poor mouse
    d. The kind-hearted lion

16. If the mouse never ran over the lion's face,....
    a. The lion would never kill the mouse
    b. The mouse would never help the lion
    c. The lion wouldn't be angry
    d. The mouse would keep away from the lion.

17. What happened to the lion after letting the mouse go?
    a. The lion was trapped by a hunter
    b. The lion was helped by other animal
    c. The mouse came closer to the lion
    d. The lion was hurt

18. What is the moral value of the story?
    a. Friend comes from emergency
    b. All situation may happen if we are arrogant
    c. Don't judge other people
    d. Don't underestimate someone

Listening 6
Answer question number 19 to 20

19. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
    a. To be his friend
    b. To graze on the level ground
    c. To climb up higher
    d. To be his dinner

20. What can we learn from the story above?
    a. Don't look down to other creatures
    b. Don't easily believe in well behaved creatures
    c. Don't judge others by their appearance
    d. Don't easily beat other creatures.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : www.fkip.umsu.ac.id E-mail fkip@umsu.ac.id

Form : K – 1

Kepada Yth Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Puput Afrianti
NPM	: 1502050018
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 136 SKS

IPK = 3,47

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
04-2019	The Effect of Using Kamishibai Through Interactive Strategy on Students' Ability in Listening Narrative Text	
	The use of Group Grid Technique by Photograph to Improve Writing Skill	
	The Implementation of Communicative Drilling Technique to Teach Reading by Cergam (Cerita Bergambar) As Learning Media	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 04 April 2019
Hormat Pemohon,

Puput Afrianti

Keterangan.
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Puput Afrianti
NPM : 1502050018
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using Kamishibai Through Interactive Strategy on Students' Ability in Listening Narrative Text

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Imelda Darmayanti Manurung, S.S, M.Hum   Acc

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 04 April 2019
Hormat Pemohon,

Puput Afrianti

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Puput Afrianti
NPM : 1502050018
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Using Kamishibai Through Interactive Strategy on Students' Ability in Listening Narrative Text	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, 04 April 2019
Hormat Pemohon,

Imelda Darmayanti Manurung, S.S, M.Hum

Puput Afrianti

Nomor   : 204/ II.3/UMSU-02.F/2019
Lamp   : ...
Hal   : Pengesahan Proyek Proposal
       Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :
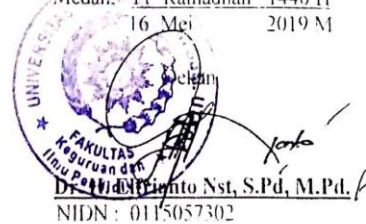
Nama	:	Puput Afrianti
N P M	:	1502050018
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	The Effect of Using Kamishibai Through Interactive Strategy on Students' Ability in Listening Narrative Text.

Pembimbing   : Imelda Darmayanti Manurung, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal :   16 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 11 Ramadhan 1440 H
        16 Mei   2019 M
                Dekan

Dr. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Puput Afrianti

N.P.M   : 1502050018

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Using Kamishibai Through Interactive Strategy on Students' Ability in Listening Narrative Text

Pada hari Jumat tanggal 23 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   September 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Pirman Ginting, S.Pd, M.Hum   **Imelda Darmayanti Manurung, SS, M.Hum**

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

بسم الله الرحمن الرحيم

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Puput Afrianti
N.P.M	:	1502050018
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Using Kamishibai Through Interactive Strategy on Students' Ability in Listening Narrative Text

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 23, Bulan Juli,
Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, September 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 547/II.3/UMSU-02/F/2019   Medan. 04 Muharram 1441 H
Lamp   : ---   04 September 2019 M
H a l   : Mohon Izin Riset

Kepada Yth. Bapak/Ibu Kepala
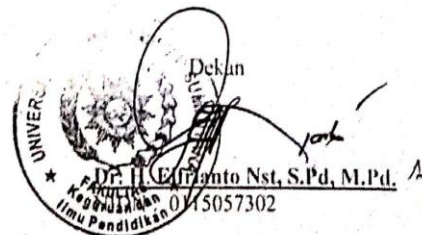SMP Asuhan Jaya Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan. maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Puput Afrianti
N P M   : 1502050018
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using Kamishibai Through Interactive Strategy on
                   Students' Ability in Listening Narrative Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
0115057302

** Pertinggal **

YAYASAN PERGURUAN ASUHAN
SMP ASUHAN JAYA

JL. KAYU PUTIH TG. MULIA HILIR KEC. MEDAN DELI
KODE POS 20241   TEL. (061) 6626084

SURAT KETERANGAN
Nomor :606 /SMP.AJ/2019

Dengan Hormat,

Yang bertanda tangan di bawah ini, Kepala Sekolah SMP Asuhan Jaya Medan menerangkan bahwa :

Nama	: PUPUT AFRIANTI
NPM	: 1502050018
Fakultas/Jurusan	: Ilmu Pendidikan /Pendidikan Bahasa Inggris
Instansi	: Universitas Muhammadiyah Sumatera Utara

Yang terdaftar di atas benar-benar telah melakukan **Riset Di SMP Asuhan Jaya dengan judul skripsi "THE EFFECT OF USING KAMISHIBAI THROUGH INTERACTIVE STRATEGY ON STUDENTS' ABILITY IN LISTENING NARRATIVE TEXT ",** terhitung dari tanggal 05 September s/d 19 September 2019 .

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebaik-baiknya.

Medan,20 September 2019

Kepala Sekolah SMP Asuhan Jaya

MUHAMMAD PRATAMA WIRYA,SE

APPENDIX 18

CURRICULUM VITAE

Name : Puput Afrianti

Registered : 1502050018

Place/ date of birth : Medan,07 November 1997

Sex : Female

Religion : Moslem

Marital Status : Single

Nationally : Indonesia

Father's Name : Supriadi

Mother's Name : Ngatirah

Address : Dusun IX Gang. Family Teratai 1 Tembung

Mobile Phone : 083199730647

Gmail : Puput10afrianti@gmail.com

Education

1. TK AN-NUR TEMBUNG (2002-2003)

2. Elementary School at SD NEGERI 107400 (2003-2009)

3. Junior High School at MTs. Al-Jam'iyatul Washliyah Tembung (2009-2012)

4. Senior High School at SMA NEGERI 1 PERCUT SEI TUAN (2012-2015)

Medan,   September 2019

Puput Afrianti

1502050018