

**The Effectiveness of Audio Short Stories in  
<http://princess.disney.com> to Teach Listening of Narrative Text  
(An Experimental Research at Tenth Grade of MA Sunan Prawoto Pati in the  
Academic Year of 2017/ 2018)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for the Degree of Bachelor of Education  
in English Language Education



Organized by  
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WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG  
2018**

## THESIS PROJECT STATEMENT

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certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Semarang, January 17<sup>th</sup> 2018

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Title : **The Effectiveness of Audio Short Stories in <http://princess.disney.com> to Teach Listening of Narrative Text (An Experimental Research at Tenth Grade of MA Sunan Prawoto Pati in the Academic Year of 2017/ 2018)**

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had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, January 29<sup>th</sup>, 2018

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I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **The Effectiveness of Short Stories in  
<http://princess.disney.com> to Teach  
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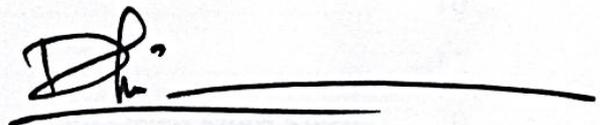
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The Dean of Education and Teacher Training Faculty  
Walisongo State Islamic University Semarang

*Assalamualaikum Wr. Wb.*

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **The Effectiveness of Audio Short Stories in <http://princess.disney.com> to Teach Listening of Narrative Text (An Experimental Research at Tenth Grade of MA Sunan Prawoto Pati in the Academic Year of 2017/2018)**

Name : Nur Rosidah

Student Number : 133411044

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I state that this thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

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## ABSTRACT

**Title** : *The Effectiveness of Audio Short Stories in <http://princess.disney.com> to Teach Listening of Narrative Text (An Experimental Research at Tenth Grade of MA Sunan Prawoto Pati in the Academic Year of 2017/2018)*

**Name** : Nur Rosidah

**Student Number** : 133411044

This study is about the use of audio short stories as a medium to help students in listening narrative text of the tenth grade of MA Sunan Prawoto Pati in the academic year of 2017/2018. The objective of this study is to explain the effectiveness of short stories in <http://princess.disney.com> to teach listening on narrative text. The research method was an experimental research, which was conducted in two classes: the experimental group (X IPA 2) and control group (X IPA 1) as a sample. The X IPA 2 was taught by using audio short stories, while the X IPA 1 was taught using conventional learning. The data collection methods of this research were documentation and test. The researcher gave a listening test to gather the data. The try-out test had been tried out to find out the validity, reliability, difficulty level, and discriminating power before it was used to gather the data. The formula that was used to analyze the data was t-test. It was used to determine whether there was a significant difference between students' scores in experimental class and students' scores in control class or not. After the data had been collected by using test, it was found that the pre-test average of the experimental group was 62.43589 and control group was 57.4324. On the other hand, the post-test average of the experimental group was 71.795 and control group was 64.864. The post-test showed that the mean of experimental class was higher than control class ( $71.795 > 64.864$ ). The obtained t-test was 2.951, and the  $t_{table}$  was 1.993 for alpha ( $\alpha$ ) 5%. The t-test score was higher than the t-table ( $2.951 > 1.993$ ). It meant that  $H_a$  was accepted while  $H_o$  was rejected. Since  $t_{count}$  was higher than the  $t_{table}$  using short stories in <http://princess.disney.com> was effective medium to improve students' listening on narrative text.

**Keywords** : Listening, Short Stories, Experimental study

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I realize that I cannot complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, I would like to extend my appreciation to all of them. I wish, however, to give my sincerest gratitude and appreciation to all persons until this thesis can be completely finished. **The Effectiveness of Short Stories in <http://princess.disney.com> to Teach Listening on Narrative Text (An Experimental Research at Tenth Grade of MA Sunan Prawoto Pati in the Academic Year of 2017/2018)** is a thesis for readers who want to know the effectiveness of short stories to improve students' listening on narrative text.

Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr. H. Raharjo, M.Ed.St. as the Dean of Education and Teacher Training Faculty Walisongo State Islamic University Semarang.
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I realize this final project is still not perfect. For that reason, I will always look forward to any feedbacks to make this final project better. Finally, I hope this final project will give a great benefit for the readers and for the improvement of English teaching in Indonesia.

Semarang, January 17<sup>th</sup> 2018

The Researcher,

**Nur Rosidah**

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## DEDICATION

The thesis is dedicated to

1. *My beloved father (Bapak A.Santoso) and mother (Ibu Sudarsih).*
2. *My beloved sisters (Ulil Hidayah) and (Nur Sofiati). Thanks for your support and I love you.*
3. *My beloved family, thank you very much for praying and understanding during my study. I love you all.*
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## **MOTTO**

*“Education is the most powerful weapon which can you use to change the world” (Nelson Mandela)*

*“Success is not a final, only an achievement”*

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## CHAPTER I INTRODUCTION

This chapter consists of background of the research, research questions, research problems, objectives of the research and significances of the research.

### A. Background of the Research

Listening is assumed as an important thing in many language contexts. It is important to the language classroom because it can provide contribution to learners. If the learners cannot understand the process of listening to the right level, the simple learning cannot begin well. In listening, learners are expected to interact toward each other in order to achieve understanding by accessing the second language speakers. Teacher can use the exercise that can draw learner's attention and understanding not only in vocabulary but also in grammar and new interaction patterns in language to build their ability in listening.<sup>1</sup>

On the holy Qur'an, there are some verses which explain us about listening, as follows:

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُ اللَّهُ  
وَأُولَئِكَ هُمُ الْوَالِدُونَ الْأَلْبَابِ ﴿١٨﴾

“Those who listen to the Word [good advice La ilaha ill Allah-(none has the right to be worshipped but Allah) and Islamic Monotheism] and follow the best thereof (i.e. worship Allah Alone, repent to him and avoid Taught) those are (the ones) whom Allah has guided and those are men of understanding.” (Q.S. Az-zumar/39:18).<sup>2</sup>

It can be inferred that, the person, who listens to a good word and then follows it is the one that is instructed by God. In learning process, listening is the first thing done by students when the teacher gives the material. As a good students, they must be filtered the information that they heard.

Garry stated that “Listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works”.<sup>3</sup>

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<sup>1</sup> Helen Kornblum, *New Ways in Teaching Listening*, (Washington: Garamond Book and Tiffany Demi, 1995), P.v.

<sup>2</sup> Departemen Agama RI, *Al- Hikmah Al-qur'an dan terjemahnya*, (Bandung: CV Penerbit Diponegoro, 2005), p.460

<sup>3</sup>Gary, *Assessing Listening*, (Cambridge: Cambridge University Press, 2001), p.1

In teaching listening skill, many teacher just gives the material, the students listen and write. The teacher does not explain what it means. Whereas in listening comprehension skill not only theory that being explained but also it involves practice and understanding. The students must be given a chance to be active to develop their ability to understand the subject. Because an important teaching goal is to help students becomes more creative.<sup>4</sup>

Teaching English at Senior High School in Indonesia is based on a curriculum which is designed by Ministry of Education. In curriculum 2013, there are six genres that should be taught namely to report, recount, and explanatory, narrative, descriptive, expository. In learning genres, the student will learn the particular style of texts which have different purposes.<sup>5</sup>

All genres have different social functions, general structure and grammatical features. For Senior High School, one of the texts that they learn is narrative text which purpose is to amuse or entertain the readers and to tell a story.<sup>6</sup>

As a good teacher, teachers must have professional ability which consists of ten teachers' competences. One of the competences is by identifying, choosing, and using media. Gagne and Briggs, as quoted by Azhar Arsyad says: "Learning media is including instrument physically, that is used for conveying the content of learning material, it consists of the book, tape recorder, cassette, etc".<sup>7</sup>

According to Abrams in Pardede defined short story "As a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to a certain unique or single effect, to which every detail is subordinate".<sup>8</sup>

In this research, the researcher decided to use short stories as a medium to teaching listening. Short stories can be used as medium to present new language through listening comprehension. It is good for students because they like to learn to use audio aid. By using short stories as a medium for teaching listening skill, students will be more interested in the process of teaching learning and more active in learning.

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<sup>4</sup> John W Santrock, Educational Psychology (Classroom Update: Preparing for PRAXIS TM and Practice, (New York: McGraw-Hill Companies, 2006), p. 294

<sup>5</sup> Permendikbud Nomor 69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum, p.202-203.

<sup>6</sup> Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: Gred Stabler AEE, 1998), p.162.

<sup>7</sup> Azhar Arsyad, *Media Pengajaran*, (Jakarta: PT Raja Grafindo Persada, 2005), p. 4

<sup>8</sup> Pardede, P. Using Short Stories to Teach Language Skills. *In Journal of English Teaching*, (2011)

Based on the reasons above, the researcher focus on the effectiveness of short stories in <http://princess.disney.com> to teach listening on narrative text (an experimental study in MA Sunan Prawoto Pati in the Academic Year of 2017/2018) by implementing audio (Short Story as a medium to improve students' understanding in Listening).

## **B. Research Question**

How high is the effectiveness of audio short stories in <http://princess.disney.com> to teach listening of narrative text at the tenth grade of MA Sunan Prawoto Pati in the academic year of 2017/ 2018?

## **C. Objectives of the Research**

The objective of the research is explain the effectiveness of audio short stories in <http://princess.disney.com> to teach listening of narrative text at the tenth grade of MA Sunan Prawoto Pati in the academic year of 2017/ 2018?

## **D. Significances of the Research**

Significances of the research are:

### 1. Theoretically

Hopefully, the result of this research will give some contributions to teaching learning process of the students and the teacher in the future and especially for the researcher to develop her knowledge.

### 2. Practically

#### a. The Teacher

The researcher hopes this paper could encourage English teachers to use short stories in <http://princess.disney.com> in improving students' listening skill to make students more interested in listening.

#### b. The Students

To give motivation for students to improve their listening skill through short stories.

#### c. For the Readers

It gives more experience or input that short story improves the students' listening skill.

d. For the other Researchers

The other researchers get knowledge about how the innovation of study can change the students' listening skill.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of previous research, and literature review, listening, short story in teaching listening and teaching listening using short story.

#### A. Previous Research

In order to support this research, the researcher studied some previous researches. They were:

1. The thesis, entitled “Teaching Listening Narrative Text Through YouTube Audio Video to the Tenth Grade Students of SMAN 1 Mejobo Kudus in Academic Year 2011/2012” written by Esty Cahyaningsih<sup>1</sup>, stated that one of the way to solve the problem of difficulties in listening English studies was using YouTube audio video in narrative text as the media teaching. This study was an experimental research; it was done 10<sup>th</sup> grade students of SMA N 1 Mejobo Kudus. The researcher used post-test only control group and population was the tenth grade students of SMA N 1 Mejobo Kudus. The researcher used cluster random sampling to get the sample. There was a significant difference between listening narrative of the tenth students of SMA N 1 Mejobo Kudus taught by using YouTube audio video and those taught by using recording, It was presented with the  $t\text{-test} = 9.13 > t\text{-table} = 2.00$ . The similarities both of the thesis is the researcher used narrative as the material. The difference between the thesis and my research is the medium that teach to students.
2. The thesis, entitled “The Effectiveness of Using Pictures to Improve Listening Comprehension Skill of Narrative Texts (An Experimental Research at the Eighth Grade of SMPN 31 Semarang in the Academic Year of 2011/2012)” written by Rina Wahyuningrum<sup>2</sup>, stated that picture can improve students’ Listening Comprehension. This study was an experimental research. It was done with 8<sup>th</sup> grade students of SMPN 31 Semarang. The instruments used to collect the data were documentation and test. The formula that was used to analyze the data was t-

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<sup>1</sup> Esty Cahyaningsih “*Teaching Eaching Listening Narrative Text Through Youtube Audio Video to the Tenth Grade Students of SMA N 1 Mejobo Kudus*”, Department of English Education , University of Muria Kudus, 2012, abstract page.

<sup>2</sup> Rina Wahyuningrum “*The Effectiveness of Using Pictures to Improve Listening Comprehension Skill of Narrative Texts (An Experimental Research at the Eighth Grade of SMPN 31 Semarang in the Academic Year of 2011/2012)*”, Department of English Education,Walisongo State Institute for Islamic Studies Semarang, 2012, abstract page.

test. The t-test score was higher than t-table ( $2.688 > 1.67$ ). Since t-test score was higher than the t-table, pictures were effective in improving student's listening comprehension skill of narrative texts SMPN 31 Semarang in the academic year of 2011/ 2012. The similarity both of this thesis on documentation and test to collect the data.

## **B. Literature Review**

### **1. Listening**

Listening is one of many skills in language learning. Based on Oxford Learner's Pocket Dictionary "listening is pay attention to somebody or something that you can hear".<sup>3</sup> Nation stated that listening is the natural preface to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.<sup>4</sup>

Listening is the first communication skills that we engage in the moment while we are born. Listening is also called a passive skill. It has wrongend idea because listening also ask listeners to be active. In order to change the message from argument the speaker to listeners must be active. It contributes knowledge from linguistic and non-linguistic source. The nature of listening comprehension is students should be encouraged to do in an active the process of listening for meaning. It is not only linguistic guidance but also his nonlinguistic knowledge.<sup>5</sup>

According to Machado, Listening skill is the first language art skill learned, and it develops before a child speaks. Many children develop the ability to listen carefully to the speech of others during infancy and early childhood; others do not. Because language growth has to describe as a receiving process followed by a sending process, a child's listening ability is important to speaking and future reading and writing success.<sup>6</sup>

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<sup>3</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth Edition*, (United Kingdom: Oxford University Press, 2011) p. 258.

<sup>4</sup> I.S.P Nation and J Newton, *Teaching ESL/EFL Listening and Speaking*,(New York : Roudlege,2009),p.37

<sup>5</sup> William Littlewood, *Communicate Language Teaching An Introduction*, (New York : Cambridge University Press, 1991), p.66-67

<sup>6</sup> Jeanne M.Machado, *Early Childhood Experiences in Language Arts: Early Literacy*, ( United Stated: Cengage Learning, 2012), P.223

Machado explained further that; hearing and listening are quite different. Hearing is a process involving nerves and muscles that reach adult efficiency by age 4 to 5. Listening is learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering. It can be improved on practice. Listening skill can be described as passive and receptive, but it involves active thinking and interpretation.<sup>7</sup>

From the explanation above, listening skill is a key to receive messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude to respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view.

a. Types of listening

1) Intensive listening

Intensive listening is kind of listening using audio material, live listening, and the roles of the teacher. There are some advantages and disadvantages of practice listening skill using recorded material.<sup>8</sup>

The advantages of practice listening skill using recorded material: Recorded materials allow students to hear a variety of different point voices apart from just their own their teacher's. It gives them an occasion to meet a range of different characters, especially where real people are talking. But even when recordings contain written dialogues or extracts from plays, they offer a wide variety of situations and voices.<sup>9</sup>

The disadvantages in big classrooms with the poor acoustics, the audibility of recorded material often gives cause for concern. It is sometimes difficult to ensure that all the students in a room can hear equally well. Another problem with recorded material in the classroom is that everyone has to listen for the same speed, a speed dictated by the recording, not by the listeners.

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<sup>7</sup> Jeanne M.Machado, *Early Childhood Experiences in Language Arts: Early Literacy*,P.223

<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, (Pearson Education Limited 2007), p. 304

<sup>9</sup> Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, p.304

Although this replicates the situation of the radio, it is less satisfactory when students have to take information from the recording.<sup>10</sup>

Examples of intensive listening performance include these: Students listen to the cue for certain choral or individual drills, the teacher repeats a word or sentence several times to “imprint” it in students’ mind, and the teacher asks students to listen to a sentence or a longer stretch of discourse and to notice a specified element such as; intonation, stress, construction, grammatical structure, etc.<sup>11</sup>

Therefore, intensive listening is a listening activity with full attention, provision and thoroughness so that the listener understands in depth. Usually done in class and accompanied by a teacher. Listening intensively has advantages that students can better understand with what he heard when the teacher played a tape or radio. While the weaknesses, less effective when done in a large class because it is difficult to determine whether students can listen well.

## 2) Extensive listening

Extensive listening is a condition where a teacher encourages students for themselves what they listen to and to do so for pleasure and general language improvement. Extensive listening will usually take place outside the classroom: in students’ home, car or on personal stereo as they travel from one place to another. The motivational power of such an activity increases dramatically when students make their own choices about what they are going to listen to. Material for extensive listening can be obtained from a number of sources.<sup>12</sup>

Many simplified readers are now published with an audio version a cassette or CD. These provide ideal sources of listening material. Many students will enjoy reading and listening at the same time, using the reader both in book forms and on an audio track. Students can also have their own copies

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<sup>10</sup>Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, p. 304

<sup>11</sup> Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: A Person Education Company, 2000), 2nd Ed., p. 256.

<sup>12</sup> Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, p. 303

of course book CDs or tapes, or recordings which accompany other books written especially at their level.<sup>13</sup>

In addition, listening extensively does not require special attention as in the classroom, listening activities can be done wherever you want, example; listening to the radio while relaxing at home or listening to a copy of the material from the CD provided by the teacher.

b. Listening Process

There are two processes of listening. They are bottom-up and top-down: bottom-up is a process that listener uses to assemble the message piece-by-piece from the speech stream, going from the parts of the whole. Bottom-up processes to involve perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.<sup>14</sup>

Top-down processes involve the listeners in going from the whole—their prior knowledge and their content and rhetorical schemata—to the parts. In other words, the listeners use what they know of the context of communication to predict what the message will contain, and use parts of the message to confirm, correct or add to this. The key process here is inference.<sup>15</sup>

From the explanation above, the researcher concluded that bottom-up and top-down listening is very important, because top-down processes refer to the use of scholars or knowledge of learners to understand the information received, while bottom-up processing refers to the process of understanding information about sound analysis, meaning of words and grammar.

c. Problems of teaching and learning process of listening

There are some problems of teaching and learning process of listening, they are: the first, Listenrs has usually trouble with sound. Since most listeners rely mostly on context of comprehension, they are often themselves unaware of inaccurate sound perception. Second, Listenrs has usually understand every word. Third, Listenrs has usually cannot understand fast, natural native speech.

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<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, p. 303

<sup>14</sup> Nation, *Teaching ESL/EFL Listening and Speaking*, p.40

<sup>15</sup> Nation, *Teaching ESL/EFL Listening and Speaking*, p.40

Learners will often ask the teacher to speak slowly down and clearly. Fourth, Listeners usually need to hear things more than once. Fifth, Listeners usually find it difficult to keep up. The learners sometimes feel overloaded with incoming information. The last, Listeners usually get tired.<sup>16</sup>

For the exposition above, the researcher concluded many problems of learning to listen, for example; trouble with sound, have to understand every word and other. Therefore, the researcher must find resolution of listening problem to increase student interest and spirit in listening.

## 2. Short Story

Short story is a story that is short nevertheless, we cannot divide how the size of the story. Nurgiantoro said that “short story is a story, which is a finished reading one time”. It means when we are reading the short story, it does not need long time to know to contain of that story. There are three variations on short story. Those are the short story, middle the short story and long the short story. The short story is very short. It has less than 500 words with a story.<sup>17</sup>

In general, students like to hear a story. Many parents give stories such as a tale, folklore etc to their children. Children ask their parents to narrate a story when they want to sleep. Customarily, parents give folklore to their children such as Cinderella’s story, Belle’s story etc and each of the stories has moral and messages that is conveyed in the stories.

Harmer said that, stories can be used by teacher in improving students’ listening ability. When teacher reads or tells a story especially short story, students do not need translate each word. Students try to imagine that story, with students’ curious, they will be predicting what they are going to hear in that story. At the end, it will improve their listening ability.<sup>18</sup>

Therefore, researcher used short story as a learning process especially in Senior High School. When researcher used short story as their learning and teaching process, hopefully it can improve students’ ability especially in listening

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<sup>16</sup> Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1993), p. 111-112.

<sup>17</sup> Burhan, Nurgiyantoro, *Teori Pengkajian Fiksi*. (Yogyakarta: Gadjah Mada University Press, 2005), p.10

<sup>18</sup> Jeremy Harmer, *How to Teach English*, (Pearson Education Limited : 2007). p.143

and also the important thing to students are comfortable with teaching learning process.

a. Types of Short Story

Benjamin A Heydrick said that; types of short story are:

The Tale, Story of Dramatic Incident, Story of Romantic Adventure, Love Story, Story of Supernatural, Story of Terror, Humorous Story, Story of Local Colour, Apologue, Story of Ingenuity, Character Sketch, Animal Story, Psychological Story, Story of Fantasy, Story of Youth.<sup>19</sup>

For the types above, short story has some types to support teaching listening process, the researcher used short story of romantic adventure in <http://princess.disney.com> in teaching listening.

b. Characteristic of Short Story

The characteristics of short stories according to Bouache: “Short story tends to be less complex than novels. As a novel, short story has an element of dramatic structure. Such as an exposition or orientation, complication, (rising action and climax) and resolution but in short story the elements of dramatic structure are more limited than novels for example: generally, only one plot that is used in short story while novels tend, to have more than one plot and we also can find limited figure or characters in short story while there are many figures or characters in novels.” So it means, there are differences between short story and novels.<sup>20</sup>

The short story is shorter than novel. According to Edgar Allan Poe, it has less than 500 words. It has element of dramatic structure such as orientation, complication or resolution but it is more limited than novel. We only need some minutes to read or to hear the short short story. The element of the short story : plot, character, setting, style.

From the characteristic above, short stories tend to be less complex than novels. Usually a short story focuses on only one incident, has a single plot, a single sitting, a small number of characters, and covers a short period of time. Moreover, short stories tend to contain certain core elements of dramatic structure:

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<sup>19</sup> Benjamin A Heydrick, *Types of the Short Story*, (New York: Scott, Foresman and Company, 1913), p. 15

<sup>20</sup> Radia, Bouache. *The Impact of Listening to Short Stories on Comperhension*. (2010), p.14-15

exposition (the introduction of setting, situation and main character); complication (the event that introduces the conflict); climax (the point of highest interest in terms of the conflict and the point with the most action); resolution (the point when the conflict is resolved).

### 3. Narrative Text

A first attempt at a minimalist definition of narrative might be a perceived sequence of non randomly connected events. Narrative may have several definitions according to its context such as in the term of genre or in the term of sequence of activity. These are several definitions of narrative. The first definition is narrative from sequence of activity; narrative is a recounting of things spatiotemporally like the present teller and addressee which refers to reader or listener. Besides, there is distance between tale and topic.<sup>21</sup>

One kind of story text is narrative. It tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers or computer files. Pictures, facial expressions, and camera angles can also be used to help communicate meaning.<sup>22</sup>

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deals with problematic events which lead to a crisis or a turning point of some kind, which in turn finds a resolution. The aim of narrative is to entertain and amuse the listeners and readers with the real experience or fancy.

A narrative tells a story, a series of connected incident, or an action. Narrative deals with problematic events lead to a crisis which in turn finds a resolution. Every genre has its own structure depends on the function of the text. It is because, language exists to fulfill certain functions and that these functions will determine the structure of the text and the language content.<sup>23</sup>

The purpose in narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a

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<sup>21</sup> Michael Toolan, *Narrative: A Critical Linguistic Introduction*, (England: Routledge, 1988), p.1-6

<sup>22</sup> 22 Mark Anderson & Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education, 2003), p. 2

<sup>23</sup> David Nunan, *Language Teaching Methodology*, (UK: Prentice Hall International, 1991), p. 73.

resolution. The generic structure of narrative text are orientation, evaluation, complication, resolution and re-orientation. Language feature, focus on specific and usually individualised participants use of material processes (and in this text, behavioural and verbal processes), use of relational processes and mental processes, use of temporal conjunctions, and temporal circumstances, use of past tense.<sup>24</sup>

There are also typical linguistic features common to narrative. They are sequenced in time and are often signaled by the conjunctions or connectives that are time, one day, then, before, soon, and others. They usually use “action” verbs that describe what people do. It is usually past form, like stayed, climbed, carried out, and others. They often contain dialogue and saying verbs that explain how people spoke, said, replied, and others. They use adjectives that make a noun phrase like long black hair, two red apples, and others. They use adverbs and adverbial phrases that refer to setting of action like here, in the mountain, happily ever after, and others. They use nouns like stepsister, housework, and others.<sup>25</sup>

Grammar is one of language competences which have an important role in communication. This is very reasonable since studying grammar is studying something which tells us how to speak and write correctly.

Narrative text is a story that tells about something in the past. Consequently, the correct tense to use is past tense. Simple past tense is the form of time that is used to explain the event at a certain time in the past simply, and the time has known. And time signals which are often used with the simple past tense are: yesterday, yesterday morning, the day before yesterday, last night, last week, last month, last year, last sunday, last friday, last January, last march, a moment ago, an hour ago, a few minute ago, two days ago, several days ago, a few days ago, a week ago, a month ago, a year ago, this morning, this afternoon, just now.

#### **4. Teaching Listening Using Audio Short Story**

One way to support teaching and learning process of listening is an audio short story as a media. It can make teacher’s presentation in the classroom easier. It is also expected that students will get better understanding from the teacher’s explanation; therefore, media also has contributions to improving students’ listening skill. Gerlach and Ely stated that the media are persons, materials or

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<sup>24</sup> Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: Gred Stabler AEE, 1998), p.162.

<sup>25</sup> Mark Anderson&Kathy Anderson, *Text Types in English*, p. 67

events that established condition which enables the learners acquire knowledge, skill and attitude.<sup>26</sup>

According to Kamran Mohamadkhani, Audio tales and stories are effective listening materials for children to develop listening comprehension.<sup>27</sup>

Teaching listening in audio short story is one of the ways to reduce boredom and to increase students listening comprehension. The primary function of short stories are to entertain and inform. To develop students listening skill using audio short story, teachers can do the following activities: read the story out loud so students have the opportunity to listen a native speaker of English (if at all possible); or play the story if a recording is available.

The activity can be carried out for fun or for students to find answers from the questions given and explained to them before the listening activity starts. For students to understand the story when they listen to it for the first time, the questions can be based on literary structures, such as; who is the main character of Cinderella?, where/when does the story take place?, what is the problem (conflict) in the story? And how is the conflict resolved?<sup>28</sup>

Related to the notion above, audio short story gives students more effective in teaching listening, because students more active and doesn't bored in teaching learning process.

### C. Hypothesis

Hypothesis is a temporary answer to problems of research until proved from the data which collected. Hypothesis test is the test that bring the conclusion to accept or reject the hypothesis. Thus there are two options, so that in the formulation one of the choices can detail specified and easier to do. Consequently, it uses the formulation to whatever extent necessary.<sup>29</sup> There are Null hypothesis (Ho) and Alternative Hypothesis (Ha).

In this study, researcher proved that the hypothesis of the study as follow:

#### 1. Alternative Hypothesis (Ha)

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<sup>26</sup> Burhan, Nurgiyantoro, *Teori Pengkajian Fiksi*.p.10

<sup>27</sup> Kamran, Mohamadkhani. The Effect of Using Audio Files on Improving Listening Comprehension. *International Journal of Learning & Development* (Vol. 3, No. 1, 2013), p. 133

<sup>28</sup> Pardede, P. Using Short Stories to Teach Language Skills. *Journal of English Teaching*, p. 23

<sup>29</sup> Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2001), 6<sup>th</sup> p. 221-222.

There is effectiveness of short stories in <http://princess.disney.com> to teach listening on narrative text at tenth grade of MA Sunan Prawoto Pati in the academic year of 2017/ 2018?

2. Null hypothesis (Ho)

There is no effectiveness of short stories in <http://princess.disney.com> to teach listening on narrative text at tenth grade of MA Sunan Prawoto Pati in the academic year of 2017/ 2018?

### CHAPTER III

## RESEARCH METHOD

This chapter consists of research design, research setting and time, population, variable and indicator of research, data collection technique, data analysis technique.

#### A. Research Design

Considering the purposes of the research and the nature of the problems, this research was quantitative one. In this research, the researcher used an experimental research. An experimental research was an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. Experimental research is divided the sample into two groups, they are: experimental group and control group. An experimental group received a new treatment while control group received traditional treatment. According to Nunan, “experiment is designed to collect data in such a way that threats to the reliability and validity of the research is minimized”.<sup>1</sup>

The researcher used experimental design (pretest-posttest control group design) to identify the effectiveness of short stories in <http://princess.disney.com> to teach listening skill at tenth grade of MA Sunan Prawoto Pati in the academic year of 2017/2018. The sketch of this design can be seen as follows:

E	O <sub>1</sub>	X	O <sub>2</sub>
C	O <sub>3</sub>		O <sub>4</sub>

Explanation:

E : Experimental group

C : Control group

O<sub>1</sub> & O<sub>3</sub> : Pre-test of experimental and control group

O<sub>2</sub> & O<sub>4</sub> : Post-test of experimental and control group

X : Treatment using short stories

From the design above, there was two groups of experimental of this research. First is experimental group and the second is control group. The researcher decided to choose X IPA 2 as the experiment class and X IPA 1 as the control class. The

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<sup>1</sup> David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p.47.

experimental class was received a new treatment. It was taught using short story in teaching listening. While, the control class was taught using conventional learning or lecturing. It did not receive a new treatment.

## B. Research Setting and Time

### 1. Subject and Place of the Research

The research was conducted in MA Sunan Prawoto Pati. It located at Prawoto Sukolilo Pati. The subject of this research was the tenth grade students of MA Sunan prawoto in academic year of 2017/2018.

### 2. Time of the Research

The research had been held about 3 weeks from October 21<sup>th</sup>, 2017 – November 12<sup>th</sup>, 2017.

**Table 3.1**

Schedule of the research

No	Activity	October			November		
		22 <sup>t</sup> <sub>h</sub>	25 <sup>t</sup> <sub>h</sub>	28 <sup>t</sup> <sub>h</sub>	1 <sup>th</sup>	8 <sup>th</sup>	11 <sup>t</sup> <sub>h</sub>
1	Try-out	■					
2	Pre-test		■				
3	Treatment 1			■			
4	Treatment 2				■		
5	Treatment 3					■	
6	Post-test						■

## C. Population

Population is a generalization area which consist of object/subject that has certain qualification and characteristic and the researcher decided it to investigate and then collect the summary.<sup>2</sup> In this research, the researcher took population of the tenth grade students of MA Sunan Prawoto Pati in the academic year of 2017/2018 consisting of two classes (X IPA 1 and X IPA 2). So, the researcher took sample from all of the population.

The population of this research was students in class (X IPA 2) as experimental class consisting of 39 students and students in class (X IPA 1) as control class consisting of 37 students. The total population were 76 students.

<sup>2</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2011),p.80

**Table 3.2**

List of population

Class	Male	Female	Total
X IPA 1	11	26	37
X IPA 2	10	29	39
Sum	21	55	76

#### **D. Variable and Indicator of Research**

Variable is defined characteristic that varies.<sup>3</sup> There is two types of variables: dependent variable (y) and independent variable (x). The dependent variable is the variable of focus or the central variable on which other variables will act if there was any relationship. The independent variable is selected by researcher to determine the relationship between the dependent variable. So, the variables are:

##### **1. Independent Variable (X)**

According to David Nunan independent variable is variable that the experimenter expects to influence the other.<sup>4</sup> Independent variable also called as a stimulus, predicator, and antecedent. It is a variable that influence or become to be cause of dependent variable happened.

Independent variable in this research was the use of short stories in teaching listening on narrative text. The indicators of this research were:

- a. Students follow the teacher's instruction to comprehend seriously in the listenings of audio learning.
- b. Students listen the audio short stories carefully.
- c. Students identify the story and answer the question on each short story.
- d. Students retell the story in front of class.

##### **2. Dependent Variable (Y)**

In other dependent variable has same mentions with output variable. Dependent variable is a variable which influenced or become effect because of independent variable.<sup>5</sup>

Dependent variable in this research is students' ability in understanding in narrative texts. The indicators of this research are:

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<sup>3</sup> Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), p.159.

<sup>4</sup> David Nunan, *Research Methods in Language Learning*, p. 25.

<sup>5</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, p.39.

- a. Students are able to identify the generic structure of narrative text.
- b. Students are able to identify social function of narrative text.
- c. Students are able to identify language features of narrative text.
- d. Students are able to explain the content of narrative text.

## **E. Data Collection Technique**

The researcher carried out activities to gain the data containing treatment for the experiment group and post-test. The researcher developed the instrument of research and administered it to the students to collect the data. The instrument was:

### **1. Test**

Test is a set of questions or exercise used to know the achievement or capacity of the group or individual.<sup>6</sup> By using test the researcher collected numerical data.<sup>7</sup>

### **2. Documentation**

Another data is needed to help the researcher runs the research. In addition to do that, data will be collected though documentation of the students' previous examination scores from the school. It will be used to valid the sample. Documentation of students' listening test recording is used to evaluate students' listening skill.

## **F. Data Analysis Technique**

In the data analysis technique, there are three kinds of tests that researcher did in experimental research; there was try-out test, pre- requisite test, and hypothesis test.

There are three steps of process to analysis instruments of test. We called it with try-out instruments test. An analysis is made based on the result of test by using formula of validity, reliability, the degree of test difficulty and discriminating power.

### **1. First phase analysis (Try-out Test)**

#### **a. Validity**

The validity is an important quality of any test. It was a condition in which a test can measure what was supposed to be measured. According to Arikunto

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<sup>6</sup> Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed., p. 384.

<sup>7</sup> Louis Cohen, Lawrence Manion, and Keith M, *Research Method in Education sixth edition*, (USA and Canada: Routledge, 2007) p. 414.

validity is a measurement that showed the levels of validity based an instrument.<sup>8</sup>

The measurement showed the validity an item could be known by doing item analysis. The ways to find the validity test were counted by using point biserial correlation formula as follows:<sup>9</sup>

$$r_{pbis} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

$r_{pbis}$  = point biserial correlation coefficient.

$M_p$  = the mean scores of subjects who correctly searched items correlation with the test.

$M_t$  = the average score of the total score.

$SD_t$  = standard deviation of the total score.

$p$  = the proportion of subjects who answered right against the grain of the item being tested for validity item

$q$  = the proportion of subjects who answered wrong of the items of the item being tested for validity item.

Calculation result of  $r_{pbis}$  is compared with score  $r_{table}$  by 5 % degree of significant. If  $r_{count} > r_{table}$  test items of question is valid.

## b. Reliability

Reliability means “consistent and dependent”.<sup>10</sup> Reliability is an instrument called reliable to be used as a tool of collecting data because the instrument has been good.<sup>11</sup>

The reliable instrument can produce the reliable data too. To calculate the reliability of the test, the researcher used the formula of KR<sub>20</sub> as follows:<sup>12</sup>

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

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<sup>8</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010) p.211

<sup>9</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Press, 2011), Page.185-190

<sup>10</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (California: Pearson Longman, 2003), p.20

<sup>11</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p. 221

<sup>12</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT. Bumi Aksara, 2012), p.115.

Where:

$r_{11}$  : the reliability of the test

$N$  : the number of question of the test

$S^2$  : the standard deviation of the test

$P$  : the proportion of students that give the right answer

$Q$  : the proportion of students that give the wrong answer

Calculation result of  $r_{11}$  is compared with  $r_{table}$  by 5% degree of significance. If  $r_{11}$  is higher than  $r_{table}$ , the item of question is reliable.

### c. Degree of Test Difficult

The good question is question which did not hard and not easy. Degree of test difficulty is indicating with difficulty of index ( $P$ ). The formula for degree of test difficulty as follows:<sup>13</sup>

$$P = \frac{B}{JS}$$

Where:

$P$  = indexes of difficulty

$B$  = the number of students that answered an item correctly

$JS$  = the totals number of students

The index of difficulty level can be classified as follows:

**Table 3.3**

Criteria of Difficulty Test

$P = 0.00-0.30$	Difficult
$P = 0.30-0.70$	Medium
$P = 0.70-1.00$	Easy

### d. Discriminating Power

The Discriminating power is ability of question to distinguish between a smart student (higher progress) and a silly student (lower progress). The number to show discriminating power is discriminating index ( $D$ ). Calculating the discriminating power used the formula:<sup>14</sup>

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<sup>13</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, p.223.

<sup>14</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, p.228-229

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Where:

D : discriminating power

B<sub>A</sub> : number of students in the upper group who answer the item correctly

B<sub>B</sub> : number of students in the lower group who answer the item correctly

J<sub>A</sub> : number of all students in the upper group

J<sub>B</sub> : number of all students in the lower group

P<sub>A</sub> : the proportional of the upper group who answered the item correctly

P<sub>B</sub> : the proportional of the lower group who answered the item correctly

The criteria of discriminating power as follow:<sup>15</sup>

**Table 3.4**  
Criteria of Discrimination Power

Criteria	
D = 0.00 – 0.20	Poor
D = 0.20 – 0.40	Enough
D = 0.40 – 0.70	Good
D = 0.70 – 1.00	Excellent

## 2. Pre Requisite Test

### a. Normality test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. In this study, researcher used Chi-Square formula. The normality test using Chi-Square to find out the distribution data. Step by step Chi-Square test is as follow:

- 1) Determine the range (R), the largest data reduces the smallest.
- 2) Determine the many class intervals (K) with formula:  $K = 1 + (3,3) \text{ Log } n$ .
- 3) Determine the length of class, using the formula:

$$P = \frac{\text{range}}{\text{number of class}}$$

- 4) Make a frequency distribution table  $x_i$
- 5) Determine the class boundaries (bc) of each class interval.
- 6) Calculating the average  $\bar{X}_i (x)$ , with the formula:

$$\bar{X} = \frac{\sum x_i}{n}$$

<sup>15</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, p.232.

7) Calculate variants, with the formula:

$$S = \frac{\sum(x_1 - x)}{n-1}$$

8) Calculate the value of Z, with the formula:  $Z = \frac{x - \bar{x}}{s}$

Z : limit class

x : average

S : standard deviation

9) Define the wide area of each interval

10) Calculate the frequency expository (Ei), with the formula:  $E_i = n \times \text{wide area}$  with the n number of sample.

11) Make a list of frequency of observation(Oi), with the frequency expository as follows:

Clas	Bc	Z	P	L	Ei	Oi	$\frac{O_i - E_i}{E_i}$
s							

12) Calculate the Chi-Square, with the formula:

$$X^2 = \sum_{i=1}^K \frac{(O_i - E_i)^2}{E_i}$$

Where:

$X^2$  : chi square.

$O_i$  : frequency from sample.

$E_i$  : frequency which hoped from sample.

K : number of class interval

13) Determine  $dk = k-1$  and  $\alpha = 5\%$

14) Determining the value of  $X^2_{\text{table}}$

15) Determining the distribution normality with test criteria:

If  $X^2_{\text{count}} > X^2_{\text{table}}$  so the data is not normal distribution and the other way if the  $X^2_{\text{count}} < X^2_{\text{table}}$  so the data is normal distribution.<sup>16</sup>

#### b. Homogeneity Test

Homogeneity test is used to find out if the population has same variants (homogeneous). If population one size  $n_1$  with variant  $s_1^2$  and population two size  $n_2$  with variant  $s_2^2$  we use formula:

<sup>16</sup> Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p. 272.

$$F = \frac{\text{biggest variant}}{\text{smallest variant}}$$

Homogeneity tests using hypothesis:

$$H_o = \sigma_1^2 = \sigma_2^2 \text{ (Variant homogeneous)}$$

$$H_a = \sigma_1^2 \neq \sigma_2^2 \text{ (Variant not homogeneous)}$$

Test criteria  $H_o$  accepted if  $f_{count} < f_{table}$  with  $\alpha = 5\%$  and dk denominator =  $n_1 - 1$  and dk numerator =  $n_2 - 1$

### c. Hypothesis

In this research, if the test in both experimental and control group, the result of the test will be scoring by using analytical scale. Researcher used T-Test to differentiate if the students' results of students' listening in short story in <http://princess.disney.com> and conventional learning are significant or not. The formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With,

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{X}_1$  : Average of experimental group

$\bar{X}_2$  : Average of control group

$n_1$  : Number of experimental group

$n_2$  : Number of control group

$S_1^2$  : Standard deviation of experimental group

$S_2^2$  : Standard deviation of both groups.<sup>17</sup>

If the obtained score was higher than  $t_{table}$  score by using 5% alpha of significance,  $H_o$  was rejected. It means that  $H_a$  was accepted: "There was a significant difference in listening achievement between the experimental and control group".

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<sup>17</sup> Sudjana, *Metoda Statistika*, p. 239.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter is related to the analysis of data collection of the research finding and discussion. This research was intended to find out the effectiveness of short stories in <http://princes.disney.com> to teach listening skills.

#### **A. Description and Research Findings**

Findings of this research described that there were different result from students that were taught using audio short stories and students who were not taught using audio short stories in teaching listening at tenth grade of MA Sunan Prawoto Pati in the academic year of 2017/ 2018.

The research had been conducted since 21<sup>th</sup> October to 12<sup>nd</sup> November 2017 in MA Sunan Prawoto Pati. This research had been carried through some steps, included try-out test, pre-test, treatment, and posttest. The researcher did an analysis of quantitative data. The data was obtained by giving test the experimental class and control class after giving a different treatment for both classes. The subjects of the research were divided into three classes. They were try-out class (XI IPA1), experimental class (X IPA 2), and control class (X IPA 1).

Before the test, the an instrument was used to collect the data, it had been tried out first to the students in tryout class. Try-out was conducted for students in the class XI IPA1 of MA Sunan Prawoto Pati who were getting the material of narrative text. The researcher prepared 40 items as the instrument of the test. From 40 test items of a try-out, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering many categories, like: validity, reliability, degree of test difficulty, and discriminating power. After the data were collected, the researcher analyzed it. The analysis was to get a good instrument for investigation.

Then, the researcher did the pre-test to both classes, experimental and control group. The researcher took pre-test on 25<sup>th</sup> October 2017 in control and experimental class. After took pre-test value from the teacher, researcher determined the materials and lesson plans of learning activities. Pre-test was taken to both classes to know that two classes were normal and homogeneous.

Then researcher knew control and experimental class had same variant. Before giving conventional and treatment method, researcher prepared lesson plan and material learning activity. The researcher conducted conventional method to teach in

control classes on 28<sup>th</sup> October and 1<sup>th</sup> November 2017. Control class was taught without using audio short stories, without special treatment in learning process. The treatment for experimental class was conducted on 1<sup>th</sup> and 8<sup>th</sup> November 2017 using audio short stories which appropriate to teach narrative text focused in listening skills.

Then researcher gave post-test which approximately finished on 40 minutes. The researcher gave post-test in experimental class and conventional teaching in control class. The researcher gave post-test on 11<sup>th</sup> November 2017.

## B. Data Analysis

### 1. Data Analysis of Try-out Instrument

This discussion covered validity, reliability, degree of test difficulty, and discriminating power.

#### a. Validity of instruments

As mentioned in chapter III, validity refers to the precise measurement of the test. In this study, item validity was used to know the index validity of the test. In this study, validity is used to know the index validity of test. The result of this research was consulted with critical scores of r-product moment or table. If the obtained coefficient of correlation was higher than critical scores of r-product moment, it meant that a test was valid at 5% degree of significant. On the contrary, if  $r_{count} < r_{table}$  the item test was invalid.

**Table 4.1**

Analysis of Item Test Validity

No Item	Validity		Criteria	No Item	Validity		Criteria
	$r_{count}$	$r_{table}$			$r_{count}$	$r_{table}$	
1	0,42	0,35 5	Valid	21	0,41	0,35 5	Valid
2	0,45		Valid	22	0,08		Invalid
3	0,19		Invalid	23	0,26		Invalid
4	0,45		Valid	24	0,01		Invalid
5	0,57		Valid	25	0,41		Valid
6	0,59		Valid	26	0,32		Invalid
7	0,40		Valid	27	-0,10		Invalid
8	0,38		Valid	28	0,53		Valid
9	0,21		Invalid	29	0,44		Valid
10	0,68		Valid	30	0,42		Valid
11	0,35		Invalid	31	0,39		Valid
12	0,60		Valid	32	0,34		Invalid
13	0,24		Invalid	33	0,04		Invalid
14	0,14		Invalid	34	0,24		Invalid
15	0,02		Invalid	35	0,43		Invalid
16	0,49		Valid	36	0,46		Valid

17	0,09		Invalid	37	0,17		Invalid
18	-0,01		Invalid	38	1,88		Valid
19	0,20		Invalid	39	0,42		Valid
20	-0,08		Invalid	40	0,45		Valid

The following is the example of item validity computation for item number 1 and for the other items would use the same formula.

Formula:

$$r_{pbis} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

$$N = 31$$

$$\sum X = 17 \quad \sum Y^2 = 17308$$

$$\sum Y = 706 \quad \sum XY = 428$$

$$M_p = \frac{\sum XY}{\sum X} = \frac{428}{17} = 25,176$$

$$M_t = \frac{\sum Y}{\sum N} = \frac{706}{31} = 22,774$$

$$p = \frac{\sum X}{\sum N} = \frac{17}{31} = 0,548$$

$$q = 1 - p = 1 - 0,548 = 0,452$$

$$SD_t = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}} = \sqrt{\frac{\sum 17308 - \frac{(706)^2}{31}}{31}} = 6,297$$

$$r_{pbis} = \frac{25,176 - 22,774}{6,297} \sqrt{\frac{0,548}{0,452}} = 0,419 = 0,420$$

From the computation above, the result of computing validity of the item number 1 is 0,420. Because the result of computation ( $r_{count}$ ) was higher than  $r_{table}$ , ( $0,420 > 0,355$ ) the index of validity of the item number 1 was considered to be valid. The list of validity of each item could be seen in appendix.

It is obtained that from 40 test items as an instrument of try-out tests: there were 20 test items which were valid and 20 test items which were invalid.

**Table 4.2**  
Validity of Each Item

Criteria	$r_{table}$	Number of questions	Total
Valid	0,35	1,2,4,5,6,7,8,10,12,16,21,25, 28,29,30,31,36,38,39,40	20
Invalid	5	3,9,11,13,14,15,17,18,19,20,22, 23,24,26,27,32,33,34,35,37	20

b. Reliability of instruments

After validity items had been done, the next analysis was to test the reliability of instruments. Besides the index of validity, reliability refers to the consistency of the test scores. Besides having high validity, a good test should have high reliability too. The researcher calculated the reliability of the test using K- R 20 formula:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

$$N = 31$$

$$K = 40$$

$$\sum pq = 8.7229$$

$$S^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} = \frac{\sum 17308 - \frac{(706)^2}{31}}{31} = 558.32258$$

$$r_{11} = \left( \frac{40}{40-1} \right) \left( \frac{558.32258 - 8.7229}{558.32258} \right) = 1.0172$$

From the computation above, it was found out that  $r_{11}$  (the total of reliability test) was 1.0172 whereas the number of subjects was 31 and the critical value of r-table with significance level 5% was 0.355. Thus, the value resulted from the computation was higher than its critical value. It could be concluded that the instrument used in this research was reliable.

c. Degree of test difficulty

The following was computation of the degree of test difficulty for item number 1 and for the other items would use the formula.

$$B = 12+5 = 17$$

$$JS = 31$$

$$P = \frac{B}{JS} = \frac{12+5}{31} = \frac{17}{31} = 0, 5483$$

It is proper to say that index difficulty of item number 1 above can be said as the medium category, because the calculation result of the item number 1 was in the interval 0, 30 – 0, 70.

After computing 40 items of the try-out test, there were 11 items were considered to be easy, 26 items were medium, and 3 items were difficult.

**Table 4.3**  
Degree of Difficulty of Each Item

Criteria	Number of questions	Total
Easy	2,4,26,28,29,30,31,34,35,37,38	11
Medium	1,3,5,6,7,8,9,10,12,13,14,15,16,17,19,20,21,22,24,25,27,32,33,36,39	26
Difficult	11,23,40	3

d. Discriminating power

The following is the computation of discriminating power of item number 1. To do this analysis, the number of try-out subjects was divided into two groups, upper and lower groups. They were upper and lower groups.

**Table 4.4**  
The Discriminating Power of item number 1.

Upper group			Lower group		
No	Code	Score	No	Code	Score
1	UC-1	1	17	UC-17	1
2	UC-2	0	18	UC-18	0
3	UC-3	1	19	UC-19	1
4	UC-4	0	20	UC-20	0
5	UC-5	1	21	UC-21	0
6	UC-6	1	22	UC-22	0
7	UC-7	1	23	UC-23	0
8	UC-8	1	24	UC-24	1
9	UC-9	1	25	UC-25	0
10	UC-10	1	26	UC-26	0
11	UC-11	1	27	UC-27	0
12	UC-12	1	28	UC-28	0
13	UC-13	1	29	UC-29	0
14	UC-14	0	30	UC-30	1
15	UC-15	1	31	UC-31	1
16	UC-16	0			
Sum		12	Sum		5

This was the analysis of discriminating power for item number 1:

$$B_A = 12 \quad B_B = 5$$

$$J_A = 16 \quad J_B = 15$$

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = \frac{12}{16} - \frac{5}{15} = 0,75 - 0,333 = 0,417$$

According to the criteria, the item number 1 above was good, because the calculation result of the item number 1 was on the 0,40 – 0,70. After computation

40 items of try-out test, there were 17 items were considered to be poor, 14 items were enough, 8 items were good, and 1 item was excellent.

**Table 4.5**  
Discriminating Power of Each Item

Criteria	Number of questions	Total
Poor	3,9,13,14,17,18,19,20,22,23,24,26,27, 33,34,35,37	17
Enough	2,4,7,8,11,15,16,21,25,28,29,30,31,40	14
Good	1,5,6,10,12,32,36,39	8
Excellent	38	1

Based on the analysis of validity, reliability, difficulty level, and discriminating power, finally 20 items of test, there were 20 items were accepted to be used in pre-test and post-test. They were number 1, 2, 4, 5, 6, 7, 8, 10, 12, 16, 21, 25, 28, 29, 30, 31, 36, 38, 39, 40.

## 2. The Data Analysis of Pre-Test

Before doing the treatment, the researcher gave students pre-test. The analysis of pre-test values of experiment and control group, as follows:

**Table 4.6**  
Experimental Group and the Control Group

Control Group			Experimental Group		
No	Code	Score	No	Code	Score
1	C-1	45	1	E-1	60
2	C-2	65	2	E-2	55
3	C-3	70	3	E-3	60
4	C-4	60	4	E-4	70
5	C-5	30	5	E-5	65
6	C-6	65	6	E-6	65
7	C-7	40	7	E-7	50
8	C-8	50	8	E-8	70
9	C-9	65	9	E-9	45
10	C-10	70	10	E-10	55
11	C-11	35	11	E-11	50
12	C-12	50	12	E-12	65
13	C-13	55	13	E-13	45
14	C-14	40	14	E-14	70
15	C-15	50	15	E-15	75
16	C-16	50	16	E-16	45
17	C-17	70	17	E-17	55
18	C-18	55	18	E-18	45
19	C-19	70	19	E-19	65

20	C-20	55	20	E-20	80
21	C-21	75	21	E-21	70
22	C-22	40	22	E-22	50
23	C-23	65	23	E-23	50
24	C-24	55	24	E-24	70
25	C-25	60	25	E-25	70
26	C-26	75	26	E-26	55
27	C-27	75	27	E-27	60
28	C-28	65	28	E-28	75
29	C-29	65	29	E-29	70
30	C-30	45	30	E-30	65
31	C-31	50	31	E-31	75
32	C-32	75	32	E-32	45
33	C-33	55	33	E-33	70
34	C-34	55	34	E-34	80
35	C-35	70	35	E-35	65
36	C-36	50	36	E-36	75
37	C-37	60	37	E-37	50
			38	E-38	60
			39	E-39	90
Sum		2125	Sum		2435
N		37			39
$\bar{X}$		57.43243			62.43589
Variance ( $S^2$ )		145.3078			132.726
Standard Deviation (S)		11.49049			11.5207

a. The Normality of pre-test for experimental group

Hypothesis:

$H_0$  : The distribution list was normal

$H_a$  : The distribution list was normal

With the criteria  $H_0$  accepted if  $X^2_{count} < X^2_{table}$

**Test of Hypothesis:**

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normally test:

Maximum Score : 90.00

Minimum Score : 45.00

Range : 45.00

Class with : 6.00

Length of class : 7.5 (8)

**Table 4.7**  
Observation Frequency Value of Pre-Test of the Experimental Group

Class	Bk	Z <sub>i</sub>	P(Z <sub>i</sub> )	Luas Daerah	E <sub>i</sub>	O <sub>i</sub>	$\frac{(O_i - E_i)^2}{E_i}$
	44.5	-1.56	0.4402				
45-52				0.1345	5.2	10	4.3127
	52.5	-0.86	0.3058				
53-60				0.2391	9.3	8	0.1875
	60.5	-0.17	0.0667				
61-68				0.2674	10.4	6	1.881
	68.5	0.53	-0.2007				
69-76				0.1882	7.3	12	2.9569
	76.5	1.22	-0.3889				
77-84				0.0834	3.3	2	0.4812
	84.5	1.92	0.4723				
85-92				0.0232	0.9	1	0.0100
	92.5	2.61	0.4954				
Sum						39	$\chi^2 = 9.8293$

With  $\alpha = 5\%$   $dk = 6 - 1 = 5$  from the chi-square distribution table, obtained  $\chi^2_{table} = 11,070$  and  $\chi^2_{count} = 9, 8293$  because  $\chi^2_{count}$  (9, 8293) was lower than  $\chi^2_{table}$  (11,070) so the distribution list was normal.

b. The normality of pre-test for the control group

Hypothesis:

$H_0$  : The distribution list was normal

$H_a$  : The distribution list was normal

With the criteria  $H_0$  accepted if  $X^2_{count} < X^2_{table}$

**Test of Hypothesis:**

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normally test:

Maximum Score : 75.00

Minimum Score : 30.00

Range : 45.00

Class with : 6.00

Length of class : 7.5 (8)

**Table 4.8**

Observation Frequency Value of Pre-Test of the Control Group

Class	Bk	Z <sub>i</sub>	P(Z <sub>i</sub> )	Luas Daerah	E <sub>i</sub>	O <sub>i</sub>	$\frac{(O_i - E_i)^2}{E_i}$
	29.5	-2.32	0.4925				
30-37				0.0339	1.253	2	0.220
	37.5	-1.65	0.4586				
38-45				0.1081	4.008	5	0.177
	45.5	-0.99	0.3505				
46-53				0.2166	8.0127	6	0.418
	53.5	0.33	0.1339				
54-61				0.2722	10.0729	6	1.362
	61.5	0.34	0.1383				
62-69				0.2149	7.9500	9	0.201
	69.5	1.00	0.3532				
70-77				0.1064	3.9383	9	5.913
	77.5	1.66	0.4596				
Sum						37	$\chi^2 = 8.291$

With  $\alpha = 5\%$  dk = 6 - 1 = 5 from the chi-square distribution table, obtained  $\chi^2_{table} = 11,070$  and  $\chi^2_{count} = 8.291$  because  $\chi^2_{count}$  (8.291) was lower than  $\chi^2_{table}$  (11.070) so the distribution lists was normal.

**Table 4.9**

The Normality Result of Pre-Test

Class	N	Average	Variants	$X^2_{count}$	$X^2_{table}$	Criteria
Experim ental	39	62.4358	132.726	9.8293	11.070	Normal
Control	37	57.4324	145.307	8.291		Normal

Based on analysis above, it can be seen that  $X^2_{count}$  both of the class was lower than  $X^2_{table}$  ( $X^2_{count} < X^2_{table}$ ), so  $H_0$  is accepted. It can be concluded that the distribution data of experimental and control group were normal.

c. Homogeneity test of pre-test

Homogeneity test is used to find out the whether the group is homogeneous or not.

**Table 4.10**

The Data Source of Homogeneity Test in the Group X IPA 1 and X IPA 2

Source of variant	Experimental	Control	Criteria
Sum	2435	2125	Same
N	39	37	
$\bar{X}$	62.4359	57.4324	
Variance ( $S^2$ )	132.726	145.308	
Standard Deviation (S)	11.5207	12.0544	

From the calculation of variance in the class X IPA 1 and X IPA 2, it is known the biggest variance is 148.278 and the smallest variance is 132,921, so, that:

$$F = \frac{VB}{VK} = \frac{\text{Biggest Variant}}{\text{Smallest Variant}} = \frac{145.307}{132.726} = 1,0948$$

For = 5% with:

$$dk = nb - 1 = 39 - 1 = 38$$

$$dk = nk - 1 = 37 - 1 = 36$$

$$F_{table} = 1,726$$

Based on the computation above it was obtained that  $F_{count}$  is lower than  $F_{table}$  so  $H_0$  is accepted. It could be concluded that data of pre-test from experimental group and control group was homogeneous.

d. The Average of pre test

To test the difference of average, the researcher used t-test.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Where:

$\mu_1$  : Average data of experimental group

$\mu_2$  : Average data of control group

The t-test formula was as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With,

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

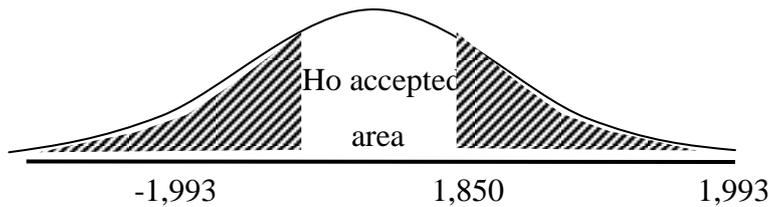
**Table 4.11**

The Average Test of Experimental and Control Group Pre-test

Source of variant	Experimental	Control	Criteria
Sum	2435	2125	Same
N	39	37	
$\bar{X}$	62,4359	57.4324	
Variance ( $S^2$ )	132,726	145.308	
Standard Deviation (S)	11,5207	12.0544	

$$S = \sqrt{\frac{(39-1)132,726+(37-1)145.3088}{39+38-2}} = 11.783$$

$$t = \frac{62,436-57,432}{11,783 \sqrt{\frac{1}{39}+\frac{1}{37}}} = 1.850$$



After getting t-test result, then it would be consulted with the critical score of  $t_{table}$  to check whether the difference is significant or not. For  $\alpha = 5\%$  with  $df = 39 + 37 - 2 = 74$ , it was found  $t_{table} = 1.993$ . Because of  $t_{count} < t_{table}$  ( $1,850 < 1.993$ ), so it could be concluded that there was no significance of difference between the experimental and control group. It meant that both experimental and control group had same condition before getting treatments.

### 3. The Data Analysis of Post-Test

**Table 4.12**

Experimental Group and the Control Group

Control Group			Experimental Group		
No	Code	Score	No	Code	Score
1	C-1	70	1	E-1	75
2	C-2	50	2	E-2	60
3	C-3	65	3	E-3	65
4	C-4	75	4	E-4	80
5	C-5	75	5	E-5	55
6	C-6	60	6	E-6	75

7	C-7	60	7	E-7	80
8	C-8	85	8	E-8	75
9	C-9	70	9	E-9	55
10	C-10	55	10	E-10	75
11	C-11	50	11	E-11	75
12	C-12	75	12	E-12	80
13	C-13	70	13	E-13	55
14	C-14	60	14	E-14	75
15	C-15	65	15	E-15	80
16	C-16	75	16	E-16	60
17	C-17	55	17	E-17	75
18	C-18	80	18	E-18	60
19	C-19	65	19	E-19	70
20	C-20	55	20	E-20	90
21	C-21	60	21	E-21	75
22	C-22	50	22	E-22	75
23	C-23	55	23	E-23	55
24	C-24	55	24	E-24	75
25	C-25	50	25	E-25	75
26	C-26	55	26	E-26	60
27	C-27	75	27	E-27	65
28	C-28	55	28	E-28	80
29	C-29	90	29	E-29	70
30	C-30	60	30	E-30	65
31	C-31	65	31	E-31	85
32	C-32	60	32	E-32	80
33	C-33	70	33	E-33	75
34	C-34	75	34	E-34	80
35	C-35	60	35	E-35	65
36	C-36	75	36	E-36	80
37	C-37	65	37	E-37	55
			38	E-38	70
			39	E-39	100
Sum		2.400	Sum		2800
N		37			39
$\bar{X}$		64,864			71,795
Variance ( $S^2$ )		100,676			108,5357
Standard Deviation (S)		10,0337			10,418

It is done to answer hypothesis of this research. The data used are the result of post-tests of both groups. The experimental group taught by using short stories as media and the control group taught using conventional learning.

a. Normality test of post-test for experimental group

Hypothesis:

$H_0$  : The distribution list was normal

$H_a$  : The distribution list was normal

With the criteria  $H_0$  accepted if  $X^2_{count} < X^2_{table}$

**Test of Hypothesis:**

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normally test:

Maximum Score : 100.00

Minimum Score : 55.00

Range : 45.00

Class with : 6.00

Length of class : 7.5 (8)

**Table 4.13**

Observation Frequency Value of Post-Test of the Experimental Group

Class	Bk	Z <sub>i</sub>	P(Z <sub>i</sub> )	Luas Daerah	E <sub>i</sub>	O <sub>i</sub>	$\frac{(O_i - E_i)^2}{E_i}$
	54.5	-1.66	0.4516				
55-62				0.1377	5.4	9	2.453
	62.5	-0.89	0.3139				
63-70				0.2644	10.3	7	1.063
	70.5	-0.12	0.0495				
71-78				0.2895	11.3	12	0.045
	78.5	0.64	0.2401				
79-86				0.1809	7.1	9	0.537
	86.5	1.41	0.4210				
87-94				0.0644	2.5	1	0.910
	94.5	2.18	0.4853				
95-102				0.0131	0.5	1	0.474
	102.5	2.95	0.4984				
Sum						39	$\chi^2 = 5.482$

With  $\alpha = 5\%$  dk = 6 - 1 = 5 from the chi-square distribution table, obtained  $\chi^2_{table} = 11,070$  and  $\chi^2_{count} = 5.482$ , because  $\chi^2_{count}$  (5.482) was lower than  $\chi^2_{table}$  (11,070) so the distribution list was normal.

b. Normality test of post-test for control group

Hypothesis:

$H_0$  : The distribution list was normal

$H_a$  : The distribution list was normal

With the criteria  $H_0$  accepted if  $X^2_{count} < X^2_{table}$

**Test of Hypothesis:**

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normally test:

Maximum Score : 90.00

Minimum Score : 50.00

Range : 40.00

Class with : 6.00

Length of class : 6.666 (7)

**Table 4.14**

Observation Frequency Value of Post-Test of the Control Group

Class	Bk	Z <sub>i</sub>	P(Z <sub>i</sub> )	Luas Daerah	E <sub>i</sub>	O <sub>i</sub>	$\frac{(O_i - E_i)^2}{E_i}$
	49.5	-1.53	0.4372				
50-56				0.1394	5.16	10	4.547
	56.5	-0.83	0.2978				
57-62				0.2437	9.02	8	0.114
	62.5	-0.14	0.0541				
63-69				0.2669	9.88	9	0.078
	69.5	0.56	0.2128				
70-76				0.1832	6.78	7	0.007
	76.5	1.26	0.3960				
77-83				0.0788	32.92	1	1.258
	83.5	1.96	0.4748				
84-90				0.7847	0.78	2	1.882
	90.5	2.65	0.4960				
Sum						37	$\chi^2 = 7.8869$

With  $\alpha = 5\%$  dk = 6 - 1 = 5 from the chi-square distribution table, obtained  $\chi^2_{table} = 11,070$  and  $\chi^2_{count} = 7.8869$ , because  $\chi^2_{count}$  (7.8869) was lower than  $\chi^2_{table}$  (11,070) so the distribution list was normal.

**Table 4.15**

The Normality Result of Post-Test

Class	N	Average	Variants	$X^2_{count}$	$X^2_{tabl}$	Criteria
Experim ental	39	71,795	108,536	5,482	11,070	Normal
Control	37	64,8649	100,676	7,8869		Normal

Based on analysis above, it can be seen that  $X^2_{count}$  both of class were lower than  $X^2_{table}$  ( $X^2_{count} < X^2_{table}$ ), so  $H_0$  is accepted. It can be concluded that the distribution data of experimental and control groups were normal.

c. Homogeneity test of post-test

Homogeneity test is used to find out the whether the group is homogeneous or not.

**Table 4.16**

The data source of homogeneity test in the class X IPA 1 and X IPA 2

Source of variant	Experimental	Control	Criteria
Sum	2800	2375	Same
N	39	37	
$\bar{X}$	71,795	64,8649	
Variance ( $S^2$ )	108,536	100,676	
Standard Deviation (S)	10,418	10.0337	

$$F = \frac{VB}{VK} = \frac{\text{Biggest Variant}}{\text{Smallest Variant}} = \frac{108,536}{100,676} = 1,078073$$

For = 5% with:

$$dk = nb - 1 = 39 - 1 = 38$$

$$dk = nk - 1 = 37 - 1 = 36$$

$$F_{table} = 1,726$$

Based on the computation above it was obtained that  $F_{count}$  is lower than  $F_{table}$  so  $H_0$  is accepted. It could be concluded that data of pre-test from experimental class and control class was homogeneous.

#### 4. Hypothesis test

Hypothesis test is used to know whether there is a difference on post-test of experimental class and control class. The data which is used to test the hypothesis is score post-test both of class. To test the difference of average used t-test.

$H_0: \mu_1 \leq \mu_2 \rightarrow$  it means there is no significant difference between the listening skill improvements of students who were taught by using conventional learning.

$H_a: \mu_1 > \mu_2 \rightarrow$  it means there is significant difference between the listening skill improvements of students who were taught by using conventional learning.

Formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With,

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

**Table 4.17**  
The Final Result of Homogeneity analysis

Class	N	Average	Variant	$X^2_{count}$	$X^2_{table}$	Criteria
Experimental	39	71,795	108,536	5,482	11,070	Homogeneous
Control	37	64,8649	100,676	7,8869		

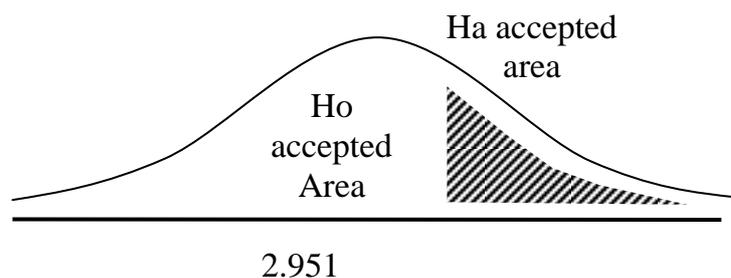
**Table 4.18**

The Average Test of Experiment and Control Class Post-test

Source of variant	Experimental	Control	Criteria
Sum	2800	2375	Same
N	39	37	
$\bar{X}$	71,795	64,8649	
Variance ( $S^2$ )	108,536	100,676	
Standard Deviation (S)	10,418	10,0337	

$$S = \sqrt{\frac{(39-1)108,536 + (37-1)100,676}{39+37-2}} = 10.233$$

$$t = \frac{71.79 - 64.86}{10.233 \sqrt{\frac{1}{39} + \frac{1}{37}}} = 2.951$$



After getting t-test result, then it would be consulted to the critical score of  $t_{table}$  to check whether the difference is significant or not. For  $\alpha = 5\%$  with  $df = 39 + 37 - 2 = 74$ , it was found  $t_{table} = 1.993$ . Because of  $t_{count} > t_{table}$  ( $2.951 > 1.993$ ), so  $H_0$  was rejected and  $H_a$  was accepted. There was significance different of average score from pre-test and post-test of control class. From the calculation of interaction X IPA 1 and X IPA 2, there was significant difference between students who taught by using audio short stories and students who taught by using non audio short stories.

### **C. Discussions**

The data were obtained from the students' achievement scores of the test of listening on short story narrative text. They were pre-test and post-test scores from the experiment and control group. The average score for experiment group was 62.4359 (pre-test) and 71.795 (post-test). The average score for control group was 57.4324 (pre-test) and 64.8649 (post-test).

#### **1. Students' Condition in Control Group**

In this study, source of data that become as control group was class X IPA 1. In control group, there was not a new treatment in a teaching learning process. They were given an usual treatment. They were taught listening on short stories using conventional method. Students could not enjoy in practicing their skill in listening because they only listen and write those speakers' said that unfamiliar words and different pronunciation. It was proven with the control group's average in the post-test (64.8649) which was lower than the experiment group (71.795).

#### **2. Students' Condition in Experimental Group**

##### **a. Students' listening Ability Before Treatment (Pre-test)**

In pre-test, students' listening ability on short stories was low. Pre-test was conducted before the treatment. From the result of pre-test, it was known that students faced many difficulties in listening on short stories.

##### **b. Students' Listening Ability After Treatment (Post-test)**

Based on the analysis of students' ability, it was found that students' ability on listening after getting treatment was improved. In the treatment, students using short story in teaching listening were more attractive and understand the stories well. The finding that shows students' ability is namely the increasing of students' average score. So, it could be concluded that the use

of short stories in teaching listening was effective. It was proven with students' average score in experimental group was higher than control group. By considering the students' final score after getting treatment, the teaching of listening using short stories as medium was better than conventional learning.

Based on t-test analysis that was done, it was found that the  $t_{count}$  (2.951) was higher than  $t_{table}$  by using 5% alpha of significance (1.993). Since  $t_{count} > t_{table}$ , it proved that there was a significant difference between the improvement of students achievement that was given a new treatment (short stories) and the improvement of students achievement that was given a usual treatment.

#### **D. Limitation of Research**

The researcher realized that there were some hindrances and barriers in doing this research. The hindrances and barriers occurred were not caused by inability of the researcher but caused by the limitation of the research like time, fund, and equipment of research.

## CHAPTER V CONCLUSION

In this chapter, the researcher concludes result of the research, and she would to suggest to the reader especially to the students and teachers in relation to the result of this research. The researcher hopes it will be useful for the readers to improve the quality of English teaching, especially in teaching listening to tenth grade of MA Sunan Prawoto Pati.

### A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. There are some significant differences between experimental and control class. The average score for the experimental class were 62.43589 for the pre-test and 71.795 for the post test. While the average scores of the control class were 57.43243 for the pre-test and 64.864 for the post test. It means that there was an improvement in the students' achievement in listening skill. Each class had different achievement. The achievement of the experimental class was higher than the control class.

In the result of posttest of experimental class were 71.795 which were higher than the control class 64.864. It means that teaching listening skill by using short stories as a medium was better than the teaching listening skill with conventional learning.

The result of the calculation using the t-test showed that  $t_{count}$  2.951 and  $t_{table}$  1.993 with  $\alpha = 5\%$  and  $df = 74$ . It means that  $t_{count}$  was higher than  $t_{table}$  ( $2.951 > 1.993$ ). It was meant that  $H_a$  was accepted while  $H_o$  was rejected. It can be concluded that there is a significant difference in the students' listening to score of the tenth grades of MA Sunan Prawoto Pati in the academic year of 2017/2018 between students that have been taught listening skill by using short stories and those who have been taught by using a conventional learning.

From the explanation above, it concludes that the use of short stories are effective to improve listening skills at the tenth grades of MA Sunan Prawoto Pati.

### B. Suggestions

In teaching English, the teacher has to create enjoyable and interesting situations. The enjoyment of the teaching learning process is important thing that hopefully will have good effects on the education. Because the enjoyment is the basic modal that has

to be noticed in order to get the attention to learning. When they can enjoy the situation, they will be easy to receive and master the instruction and material from the teacher. The researcher considers some suggestions in order to improve motivation in listening skill, especially for the teacher, the students, and next researcher. The researcher's suggestions are as follows:

1. For the teachers.
  - a. Teachers are suggested to being creative in all of the basic skills in English especially listening. One way is by giving interesting a medium, such as short stories. So, students will be interest to learn to listen seriously and intensively.
  - b. Teachers should prepare the equipment well. It means that before using audio as a medium in language teaching. It will be better if teachers make sure that the qualities of equipment which are used are good enough.
  - c. Teachers should can plan and manage the time well. They should be careful about selecting audio short stories and considering its time duration and the length of time for listening activity. So, the students will not be bored if the audio which is selected is appropriate.

2. For the students
  - a. Students should be more confidence in spoken foreign language being learned, they need to avoid scared feeling if they cannot pass the lesson and keep enthusiasm while they are trying to listen English stories, because they should at least have an interest and high enthusiasm to know the spoken foreign language.
  - b. Students could study and learn harder to improve their ability in listening. They can start by improving their vocabulary and grammar from the medium such as, English program in radio, television, or even by listening to English song.

3. From the next researcher

They can make this study as their reference to conduct other researcher on the same field. They are also expected to be able to cover the limitation of this; they can conduct a research with the same media but in different genres. The researcher hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.

Finally, the writer realizes that this paper is far from being perfect, so the constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of the teachers. Amin ya robbal ‘alamin.

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## Appendix 1

### NAME OF TRYOUT CLASS (IX IPA 1)

NO	NAME	CODE
1	Adi Setiawan	TO-01
2	Afiyatul Ulya	TO-02
3	Ahmad Abdur Rohman	TO-03
4	Ahmad Nizar	TO-04
5	Andhika Priantiara	TO-05
6	Anis Fanisa	TO-06
7	Anis Saifullah	TO-07
8	Anisa Rofita Sari	TO-08
9	Bimo Laksono	TO-09
10	Didik Siswanto	TO-10
11	Dwi Ulya Agustina	TO-11
12	Eka Bagus Kurniawan	TO-12
13	Farid Setia Ardianto	TO-13
14	Handika Budi Kusuma	TO-14
15	Khotibul Umam	TO-15
16	Laili Mufarrohah	TO-16
17	Lia Isworo	TO-17
18	Lilik Farikhah	TO-18
19	Maulida Ulfa	TO-19
20	Millati Azka Khanifah	TO-20
21	Millatul Khiftiyah	TO-21
22	Mu'allimin Fikri Musta'in	TO-22
23	Muhammad Taufiq Hidayat	TO-23
24	Namira Ainuzzahro	TO-24
25	Nuzila Alaihi Nisa	TO-25
26	Riki Andriyanto	TO-26
27	Rio Krisdian Toro	TO-27
28	Sarah Zuliana	TO-28
29	Vina Tasya Zunita	TO-29
30	Vivi Ayuningsih Rukilawati	TO-30
31	Zunita Rahmawati	TO-31

## Appendix 2

### TRY-OUT TEST QUESTION

Name	:
Class	:
Student no	:
Date	:

**Listen carefully and choose the right answers based on the story!**

1. What type of the text that you hear?
  - a. Recount text
  - b. Narrative text
  - c. Procedure text
  - d. Hortatory text
2. What is the purpose of the text?
  - a. To explain how the Beauty got married with the beast
  - b. To entertain the readers
  - c. To tell a news to the readers
  - d. To describe the story of the Beast
3. What is the tittle of that text?
  - a. Cinderella's story
  - b. Timun mas
  - c. Belle's story
  - d. Roro jonggrang
4. What is the character of Belle?
  - a. Kind
  - b. Cruel
  - c. Evil
  - d. Envious
5. "Belle wanted an adventure like those she read about in her beloved books". What is the same meaning of the underlined word?
  - a. Exploration
  - b. Journey
  - c. Trip
  - d. Camp

6. Who turned a handsome prince into a beast?
  - a. Witch
  - b. Fairy
  - c. Enchantress
  - d. Wizard
7. What would happen if the last rose petal fell before the prince find his true love?
  - a. He would remain a Beast forever
  - b. He would change to be Prince again
  - c. He would marry some girl
  - d. He would change to an animal
8. Where did Belle and her father live?
  - a. Town
  - b. Castle
  - c. Hill
  - d. Village
9. What did she want more than anything?
  - a. A rose
  - b. An adventure
  - c. A necklace
  - d. A book
10. Who did wanted to marry Belle?
  - a. The Prince
  - b. The Beast
  - c. Gaston
  - d. Argust
11. Did Belle agree to marry him?
  - a. Yes, she does
  - b. Yes, she did
  - c. No, she doesn't
  - d. No, she didn't
12. How did Belle think about him?
  - a. He was a beastly bore
  - b. He was charming
  - c. He was amazing
  - d. He was handsome

13. What was Belle's father name?
  - a. Richard
  - b. Ronald
  - c. Maurice
  - d. Jared
14. What was Belle's father profession?
  - a. An inventor
  - b. A scientist
  - c. A dentist
  - d. A doctor
15. What did he invent lastly?
  - a. An automatic bicycle
  - b. An automatic coach
  - c. An automatic woodchopper
  - d. An automatic chair
16. On his way to the fair, Bell's father..... In the woods.
  - a. Walk away
  - b. Got lost
  - c. Ran away
  - d. Turned away
17. What did chase him?
  - a. A pack of tigers
  - b. A pack of lions
  - c. A pack of foxes
  - d. A pack of wolves
18. Where did her father hide?
  - a. Behind the gates
  - b. A big house
  - c. A castle
  - d. A hut
19. What did Belle's father find inside?
  - a. A rose
  - b. A jasmine
  - c. A beast
  - d. A prince
20. What did the Beast do to Belle's father?
  - a. Asked him to stay away
  - b. Asked him to bring her daughter

- c. Locked him in the dungeon
  - d. Locked his daughter in the dungeon
21. What made Belle searched her father?
- a. When his father called her
  - b. When her father's horse came home alone
  - c. When someone told her that her father got lost
  - d. When she heard his father screamed
22. What did Belle beg the Beast for?
- a. Gaston freedom
  - b. The Beast freedom
  - c. The witch freedom
  - d. The father freedom
23. Which of the following is NOT TRUE about the castle servants?
- a. They were funny and friendly
  - b. They treated Belle like a special guest
  - c. Actually they were humans
  - d. The spell cast by the witch hand turned them into enchanted objects
24. At dinner time, what made the Beast roar with frustration?
- a. Belle asked him to release her father
  - b. Belle asked him to dance with her
  - c. Belle refused his invitation
  - d. Belle accepted his invitation
25. How many enchanted objects which is mentioned in the story?
- a. 3
  - b. 4
  - c. 5
  - d. 6
26. What did they tell to the Beast?
- a. To be honest and kind
  - b. To be honest and patient
  - c. To be patient and kind
  - d. To be impatient and kind
27. What did Belle find later at that night?
- a. A magic wand
  - b. A magic hat
  - c. A magic jasmine
  - d. A magic rose

28. What did the Beast do after saw Belle found it?
  - a. Yelled at her
  - b. Dragged her
  - c. Grabbed her
  - d. Left her
29. Who attacked Belle?
  - a. The beast
  - b. The wolves
  - c. Gaston
  - d. The enchanted objects
30. Who saved Belle?
  - a. The beast
  - b. The wolves
  - c. Gaston
  - d. The enchanted objects
31. What did Belle say to the Beast about his second invitation?
  - a. She agreed
  - b. She disagreed
  - c. She refused it
  - d. She ignored it
32. What did the Beast ask Belle to do after dinner?
  - a. To sleep
  - b. To read some books
  - c. To dance
  - d. To sing
33. What made the Beast let Belle see her father at their house?
  - a. He was kind
  - b. Belle asked it
  - c. Belle's father was sick
  - d. He was in love with Belle
34. Whaat made Gaston go to the Beast's castle?
  - a. Bele spoke fondly of the Beast
  - b. Belle's father asked him to do it
  - c. Belle asked him to do it
  - d. He wanted to thank to the Beast
35. What happened to the Beast after Gaston stabbed him?
  - a. He knocked of the roof
  - b. He bleed

- c. He unconscious
  - d. He fled
36. What did Belle tell to the Beast after pulled him to safety?
- a. To sleep
  - b. To wake up
  - c. To not leave her
  - d. To not wake up again
37. What did Belle say before the last rose petal fell?
- a. She said that she was happy
  - b. She said that she hate the Beast
  - c. She said that she was in love with the Beast
  - d. She said that she was afraid of the Beast
38. What happened to Beast after that?
- a. He woke up
  - b. He died
  - c. He turned back to a handsome prince
  - d. He didn't change at all
39. What happened to the enchanted objects after that?
- a. They disappeared
  - b. They flew away
  - c. They got lost
  - d. They turned back into humans too
40. What did they do after that?
- a. Watched Belle and the Prince fall in love
  - b. Went back into the castle
  - c. Ran away
  - d. Stayed still

## Appendix 3

### ANSWER KEY OF TRY OUT TEST

- |       |       |
|-------|-------|
| 1. B  | 21. B |
| 2. B  | 22. D |
| 3. C  | 23. D |
| 4. A  | 24. C |
| 5. A  | 25. B |
| 6. C  | 26. C |
| 7. A  | 27. D |
| 8. D  | 28. A |
| 9. B  | 29. B |
| 10. C | 30. A |
| 11. D | 31. A |
| 12. A | 32. C |
| 13. C | 33. D |
| 14. A | 34. A |
| 15. C | 35. A |
| 16. B | 36. C |
| 17. D | 37. C |
| 18. C | 38. C |
| 19. C | 39. D |
| 20. C | 40. A |

## Appendix 4

### Score of Try-Out Test

NO	CODE	SCORE
1	TO-01	82.5
2	TO-02	75
3	TO-03	75
4	TO-04	70
5	TO-05	60
6	TO-06	72.5
7	TO-07	65
8	TO-08	70
9	TO-09	67.5
10	TO-10	67.5
11	TO-11	62.5
12	TO-12	75
13	TO-13	65
14	TO-14	77.5
15	TO-15	62.5
16	TO-16	42.5
17	TO-17	65
18	TO-18	52.5
19	TO-19	57.5
20	TO-20	32.5
21	TO-21	47.5
22	TO-22	45
23	TO-23	42.5
24	TO-24	42.5
25	TO-25	50
26	TO-26	45
27	TO-27	35
28	TO-28	42.5
29	TO-29	37.5
30	TO-30	65
31	TO-31	15
	Sum= 1765	Average = 56,93548

# Appendix 5

## Try-Out Test Analysis

no	Kode	No Soal												
		1	2	3	4	5	6	7	8	9	10	11	12	
1	UC-01	1	1	1	1	1	1	1	1	0	1	1	1	
2	UC-02	0	1	1	1	1	1	1	1	1	1	1	1	
3	UC-03	1	1	0	1	1	1	1	1	1	1	1	1	
4	UC-04	0	1	1	1	1	1	1	1	1	1	0	1	
5	UC-05	1	1	0	1	1	1	1	0	0	1	1	1	
6	UC-06	1	1	0	1	1	1	1	1	1	1	0	0	
7	UC-07	1	1	1	1	1	1	1	1	0	1	0	1	
8	UC-08	1	1	0	1	1	1	1	1	1	1	1	1	
9	UC-09	1	0	0	1	1	1	1	0	0	1	1	1	
10	UC-10	1	1	0	1	0	1	1	1	1	1	1	1	
11	UC-11	1	0	1	1	0	1	0	0	1	0	0	1	
12	UC-12	1	1	1	1	1	0	0	0	1	1	0	1	
13	UC-13	1	1	1	1	0	1	1	1	0	1	0	1	
14	UC-14	0	1	1	0	1	1	0	1	0	1	0	1	
15	UC-15	1	1	1	0	0	0	0	1	1	0	0	1	
16	UC-16	0	1	1	1	1	0	0	0	0	0	0	0	
17	UC-17	1	1	1	1	0	0	1	0	1	1	0	0	
18	UC-18	0	1	0	0	1	1	0	1	0	0	0	1	
19	UC-19	1	1	1	1	0	0	0	1	1	0	0	0	
20	UC-20	0	1	0	0	0	0	0	0	0	0	1	0	
21	UC-21	0	1	0	0	0	1	0	0	0	1	0	0	
22	UC-22	0	1	0	1	0	0	0	1	0	0	0	0	
23	UC-23	0	1	1	0	0	0	0	1	0	0	0	1	
24	UC-24	1	0	0	1	0	0	1	0	1	1	0	0	
25	UC-25	0	1	1	1	1	1	0	0	1	0	0	0	
26	UC-26	0	0	0	0	0	0	1	1	0	1	0	0	
27	UC-27	0	0	0	1	0	0	1	0	1	0	0	1	
28	UC-28	0	0	1	1	0	1	1	1	0	0	0	0	
29	UC-29	0	0	0	0	0	0	0	1	1	0	0	0	
30	UC-30	1	0	1	1	0	1	1	0	0	1	0	1	
31	UC-31	1	0	1	0	0	0	0	0	0	0	0	0	
Jumlah	Uc.Jumlah	17	22	17	22	14	18	17	17	16	18	8	18	
Validity	Mo	25.18	24.69	23.88	24.59	26.71	25.94	26.06	24.94	24.06	26.39	26.50	26.00	
	Ma	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	
	P	0.55	0.71	0.55	0.71	0.45	0.58	0.55	0.55	0.52	0.58	0.26	0.58	
	g	0.45	0.29	0.45	0.29	0.55	0.42	0.45	0.45	0.48	0.42	0.74	0.42	
	Prq	1.21	2.44	1.21	2.44	0.82	1.38	1.21	1.21	1.07	1.38	0.35	1.38	
	Sdu	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	
	gphs	0.42	0.45	0.19	0.45	0.57	0.59	0.40	0.38	0.21	0.68	0.35	0.60	
	tabel	Dengan taraf signifikan 5% dan N = 31 di peroleh tabel =							0.355					
	Kriteria	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Invalid	Valid	Valid
	Difficult Level	B	17	22	17	22	14	18	17	17	16	18	8	18
JS		31	31	31	31	31	31	31	31	31	31	31	31	
P		0.55	0.71	0.55	0.71	0.45	0.58	0.55	0.55	0.52	0.58	0.26	0.58	
Kriteria		Sedang	Mudah	Sedang	Mudah	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sukar	Sedang	
Discriminating Power	BA	12	14	10	14	12	13	11	11	9	13	7	14	
	BB	5	8	7	8	2	5	6	6	7	5	1	4	
	JA	16	16	16	16	16	16	16	16	16	16	16	16	
	JB	15	15	15	15	15	15	15	15	15	15	15	15	
	D	0.42	0.34	0.16	0.34	0.62	0.48	0.29	0.29	0.10	0.48	0.37	0.61	
	Kriteria	Baik	Cukup	Jelek	Cukup	Baik	Baik	Cukup	Cukup	Jelek	Baik	Cukup	Baik	
Kriteria soal	Dipakai	Dipakai	Dibuang	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dipakai	Dibuang	Dipakai		

No Soal											
13	14	15	16	17	18	19	20	21	22	23	24
1	1	1	1	1	1	0	1	1	1	1	0
0	1	1	0	0	1	0	0	1	1	1	0
0	0	1	1	1	0	0	0	1	1	0	0
0	0	0	0	0	0	0	0	1	0	1	1
0	0	1	1	0	0	1	0	1	0	0	0
0	1	0	1	0	1	1	0	0	1	1	1
0	0	1	0	0	1	0	0	1	0	1	0
0	1	1	1	0	1	0	0	0	0	0	0
1	1	1	1	0	0	0	1	1	1	0	1
0	1	0	1	1	0	1	1	1	0	0	0
1	1	1	0	0	1	1	1	1	0	0	0
1	0	1	1	1	1	0	1	0	1	1	1
1	0	0	1	1	0	1	0	1	0	0	0
1	0	1	1	0	1	0	0	0	0	0	0
1	1	1	1	0	0	1	1	1	1	0	1
1	0	0	0	1	1	0	0	0	0	0	1
1	1	0	1	1	1	1	1	1	0	0	1
1	0	0	1	1	0	1	0	1	1	0	0
1	0	0	0	0	0	0	1	1	1	0	0
1	0	1	0	0	1	0	0	0	0	0	1
1	1	0	0	0	0	1	0	1	0	1	0
0	0	1	0	0	1	0	1	0	0	1	1
0	1	0	0	1	0	0	1	1	0	0	0
0	1	1	1	1	0	1	0	0	0	0	0
0	1	0	0	1	1	0	0	1	1	0	0
0	0	1	1	0	0	1	0	0	0	0	0
0	0	1	0	0	1	0	0	1	1	0	0
0	1	1	0	0	1	0	0	0	0	0	0
0	0	0	1	1	0	1	0	0	1	0	0
0	1	0	0	0	1	0	1	0	1	1	0
1	1	0	1	0	0	1	1	0	1	0	1
0	0	1	0	0	0	0	1	0	1	0	0
14	16	17	17	12	18	10	14	17	14	9	12
24.43	23.63	22.88	25.59	23.50	22.72	24.60	22.21	25.12	23.36	25.33	22.83
22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77
0.45	0.52	0.55	0.55	0.39	0.58	0.32	0.45	0.55	0.45	0.29	0.39
0.55	0.48	0.45	0.45	0.61	0.42	0.68	0.55	0.45	0.55	0.71	0.61
0.82	1.07	1.21	1.21	0.63	1.38	0.48	0.82	1.21	0.82	0.41	0.63
6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30
0.24	0.14	0.02	0.49	0.09	-0.01	0.20	-0.08	0.41	0.08	0.26	0.01
*31di peroleh rtabel =			0.355								
Invalid	Invalid	Invalid	Valid	Invalid	Invalid	Invalid	Invalid	Valid	Invalid	Invalid	Invalid
14	16	16	17	12	18	10	13	17	13	9	12
31	31	31	31	31	31	31	31	31	31	31	31
0.45	0.52	0.52	0.55	0.39	0.58	0.32	0.42	0.55	0.42	0.29	0.39
Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sukar	Sedang
8	8	11	11	6	9	6	6	11	7	6	6
6	8	6	6	6	9	4	8	6	7	3	6
16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15
0.30	-0.03	0.29	0.29	-0.03	-0.04	0.11	-0.16	0.29	-0.03	0.18	-0.03
Jelek	Sangat jelek	Cukup	Cukup	Sangat jelek	Sangat jelek	Jelek	Sangat jelek	Cukup	Sangat jelek	Jelek	Sangat jelek
Dibuang	Dibuang	Dibuang	Dipakai	Dibuang	Dibuang	Dibuang	Dibuang	Dipakai	Dibuang	Dibuang	Dibuang

No Soal																Y	Y <sup>2</sup>			
25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40					
1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	33	1089			
1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	30	900			
0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	30	900			
1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	28	784			
0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	24	576			
1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	29	841			
1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	26	676			
1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	28	784			
0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	27	729			
1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	0	27	729			
1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	25	625			
0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	30	900			
1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	26	676			
0	1	1	1	0	1	0	0	0	1	1	1	1	11	1	0	31	961			
1	1	1	1	0	1	1	0	1	1	1	0	1	0	0	0	25	625			
0	1	1	0	1	1	0	0	0	1	1	1	1	0	1	0	17	289			
0	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	26	676			
1	1	1	1	0	1	0	0	0	1	1	1	1	1	0	0	21	441			
1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	23	529			
0	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	13	169			
0	1	0	1	1	1	1	0	1	1	1	0	0	1	1	0	19	361			
0	1	1	0	0	1	1	1	0	1	1	1	1	1	0	0	18	324			
0	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	17	289			
0	1	1	1	0	0	0	1	0	1	1	1	1	1	0	0	17	289			
0	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	20	400			
1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	0	18	324			
0	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	14	196			
1	1	1	0	0	0	1	0	0	1	0	1	1	0	0	1	17	289			
0	0	0	1	1	1	0	1	1	1	1	0	0	0	1	0	15	225			
1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	26	676			
0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	6	36			
15	25	18	24	22	24	22	17	13	29	27	20	23	28	17	8	706	17308			
25.47	23.76	22.22	24.58	24.55	24.21	24.36	24.71	23.08	23.17	23.81	24.90	23.39	26.64	25.18	27.63					
22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77	22.77					
0.48	0.81	0.58	0.77	0.71	0.77	0.71	0.55	0.42	0.94	0.87	0.65	0.74	0.90	0.55	0.26					
0.52	0.19	0.42	0.23	0.29	0.23	0.29	0.45	0.58	0.06	0.13	0.35	0.26	0.10	0.45	0.74					
0.94	4.17	1.38	3.43	2.44	3.43	2.44	1.21	0.72	14.50	6.75	1.82	2.88	9.33	1.21	0.35					
6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30	6.30					
0.41	0.32	-0.10	0.53	0.44	0.42	0.39	0.34	0.04	0.24	0.43	0.46	0.17	1.88	0.42	0.45					
Dengan taraf signifikansi 5% dan N = 35 di peroleh tabel =									0.355											
Valid	Invalid	Invalid	Valid	Valid	Valid	Valid	Invalid	Invalid	Invalid	Valid	Valid	Invalid	Valid	Valid	Valid					
15	25	18	24	22	24	22	17	13	29	27	20	23	28	17	8					
31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31					
0.48	0.81	0.58	0.77	0.71	0.77	0.71	0.55	0.42	0.94	0.87	0.65	0.74	0.87	0.55	0.26					
Sedang	Mudah	Sedang	Mudah	Mudah	Mudah	Mudah	Sedang	Sedang	Mudah	Mudah	Sedang	Mudah	Mudah	Sedang	Sukar					
10	14	7	14	14	14	13	12	7	15	15	14	14	21	12	6					
5	11	11	10	8	10	9	5	6	14	12	6	10	7	5	2					
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15					
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15					
0.29	0.14	-0.30	0.21	0.34	0.21	0.21	0.42	0.04	0.00	0.14	0.48	0.15	0.85	0.42	0.24					
Cukup	Jelek	Sangat jelek	Cukup	Cukup	Cukup	Cukup	Baik	Jelek	Jelek	Jelek	Baik	Jelek	Baik sekali	Baik	Cukup					
Dipakai	Dibuang	Dibuang	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dibuang	Dibuang	Dibuang	Dipakai	Dibuang	Dipakai	Dipakai	Dipakai					

## Appendix 6

### The Computation of Item Validity

Formula:

$$r_{pbis} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Explanation:

$M_p$  : The average of subject score who can answer right on the items which the validity is looked for

$M_t$  : The average of total score

$SD_t$  : The deviation standard of total score

$p$  : The student proportion who can answer right

$q$  : The student proportion who answer wrong

Criteria:

If  $r_{count} > r_{table}$ , so the items of question was valid

Calculation:

Below is the example of the item validity of number 1

NO	CODE	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	U-1	1	33	1	1089	33
2	U-2	0	30	0	900	0
3	U-3	1	30	1	900	30
4	U-4	0	28	0	784	0
5	U-5	1	24	1	576	24
6	U-6	1	29	1	841	29
7	U-7	1	26	1	676	26
8	U-8	1	28	1	784	28
9	U-9	1	27	1	729	27
10	U-10	1	27	1	729	27
11	U-11	1	25	1	625	25
12	U-12	1	30	1	900	30
13	U-13	1	26	1	676	26
14	U-14	0	31	0	961	0

15	U-15	1	25	1	625	25
16	U-16	0	17	0	289	0
17	U-17	1	26	1	676	26
18	U-18	0	21	0	441	0
19	U-19	1	23	1	529	23
20	U-20	0	13	0	169	0
21	U-21	0	19	0	361	0
22	U-22	0	18	0	324	0
23	U-23	0	17	0	289	0
24	U-24	1	17	1	289	0
25	U-25	0	20	0	400	17
26	U-26	0	18	0	324	0
27	U-27	0	14	0	196	0
28	U-28	0	17	0	289	0
29	U-29	0	15	0	225	0
30	U-30	1	26	1	676	26
31	U-31	1	6	1	36	6
SUM		17	706	17	17308	428

From the table, obtained data:

$$\begin{aligned}
 M_p &= \frac{\text{Sum of total score who answered correctly on item number 1}}{\text{Number of students who answered on item number 1}} \\
 &= \frac{428}{17} \\
 &= 25.18
 \end{aligned}$$

$$\begin{aligned}
 M_t &= \frac{\text{Sum of total score}}{\text{Number of students}} \\
 &= \frac{706}{31} \\
 &= 22.77
 \end{aligned}$$

$$\begin{aligned}
 p &= \frac{\text{Sum of score wne answered correctly on number 1}}{\text{Number of students}} \\
 &= \frac{17}{31} \\
 &= 0.55
 \end{aligned}$$

$$q = 1 - p = 1 - 0.55 = 0.45$$

$$SD_t = \sqrt{\frac{17308 - \frac{(706)^2}{31}}{31}} = 6.30$$

$$\begin{aligned}
 r_{pbi} &= \frac{25.18 - 22.77}{6.30} \sqrt{0.45} \\
 &= 0.420
 \end{aligned}$$

With  $\alpha = 5\%$  and  $N = 40$   $r_{tabel} = 0.355$  and calculation above resulted  $r_{pbis} = 0.420$ . Because  $r_{pbis} > r_{tabel}$  ( $0.420 > 0.355$ ) so, question number 1 is valid. And for the other question analysis used the same way.



## Appendix 8

### Difficulty Level Calculation

Formula:

$$P = \frac{B}{JS}$$

Explanation:

P : Index of difficulty  
 B : The number of students who answer an item correctly  
 JS : The total number of students

**Criteria:**

Interval IK	Criteria
0,00 - 0,30	Difficult
0,31 - 0,70	Medium
0,71 - 1,00	Easy

Calculation for number 1:

Upper group			Lower group		
No	Code	Score	No	Code	Score
1	UC-01	1	17	UC-17	1
2	UC-02	0	18	UC-18	0
3	UC-03	1	19	UC-19	1
4	UC-04	0	20	UC-20	0
5	UC-05	1	21	UC-21	0
6	UC-06	1	22	UC-22	0
7	UC-07	1	23	UC-23	0
8	UC-08	1	24	UC-24	1
9	UC-09	1	25	UC-25	0
10	UC-10	1	26	UC-26	0
11	UC-11	1	27	UC-27	0
12	UC-12	1	28	UC-28	0
13	UC-13	1	29	UC-29	0
14	UC-14	0	30	UC-30	1
15	UC-15	1	31	UC-31	1
16	UC-16	0			
Sum		12	Sum		5

$$P = \frac{12 + 5}{31} = 0.55$$

Based on a criteria , item number 1 is easy level. And for the other questions use the some way

## Appendix 9

### Discriminating Power Calculation

Formula		$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$			
Explanation:					
D	:				
B <sub>A</sub>	:	Number of students in the upper group who answer the item correctly			
B <sub>B</sub>	:	Number of students in the lower group who answer the item correctly			
J <sub>A</sub>	:	Number of all students in the upper group			
J <sub>B</sub>	:	Number of all students in the lower group			
<b>Criteria:</b>					
Interval D					Criteria
		D	≥	0.00	Very Bad
0.00	<	D	≥	0.20	Poor
0.20	<	D	≥	0.40	Enough
0.40	<	D	≥	0.70	Good
0.70	<	D	≥	1.00	Very Good
<b>Calculation:</b>					
Below is calculation sample for number 1, for the other questions can be calculated with the same way.					
Upper group			Lower group		
No	Code	Score	No	Code	Score
1	UC-01	1	17	UC-17	1
2	UC-02	0	18	UC-18	0
3	UC-03	1	19	UC-19	1
4	UC-04	0	20	UC-20	0
5	UC-05	1	21	UC-21	0
6	UC-06	1	22	UC-22	0
7	UC-07	1	23	UC-23	0
8	UC-08	1	24	UC-24	1
9	UC-09	1	25	UC-25	0
10	UC-10	1	26	UC-26	0
11	UC-11	1	27	UC-27	0
12	UC-12	1	28	UC-28	0
13	UC-13	1	29	UC-29	0
14	UC-14	0	30	UC-30	1
15	UC-15	1	31	UC-31	1
16	UC-16	0			
Sum		12	Sum		5
DP	=	$\frac{12}{16}$	-	$\frac{5}{15}$	
	=	0.42			
Based on a criteria above, discriminating power of questions number 1 is good. To calculate the other question can use the same way.					

## Appendix 10

### List of Students Experimental Group (X IPA 2)

NO	NAME	KODE
1	Aji Saputro	EC-01
2	Alfina Himmatul Ulya	EC-02
3	Alya Rngganis	EC-03
4	Anggraini Evita Sofiani	EC-04
5	Arti Hana Lestari	EC-05
6	Arya Dewa Karang Tandan	EC-06
7	Ayu Fitria	EC-07
8	Bibit Musdalifah	EC-08
9	Calvin Rahmawan R	EC-09
10	Cholisotul Ilmiyah	EC-10
11	Elsa Widiastutik	EC-11
12	Era Susanti	EC-12
13	Erika Bima T	EC-13
14	Hana Bayu Trahsiwi	EC-14
15	Kholid Muayyanah	EC-15
16	Khotibul Fatwa	EC-16
17	Lailatul Wahidah	EC-17
18	Laili Mustaghfiroh	EC-18
19	M Syafiil Anam	EC-19
20	Milla Muhimmatul Alwiyah	EC-20
21	Noor Muslikhah	EC-21
22	Nuri Lestari	EC-22
23	Puju Lestari	EC-23
24	Putri Widiastutik	EC-24
25	Rilo Pambudi	EC-25
26	Risma Damayanti	EC-26
27	Sayyidatus Sabila	EC-27
28	Selly Anggi Ferdiana	EC-28
29	Shofiatul Fuadah	EC-29
30	Sofan Jalil	EC-30
31	Siti Miftahul Hoiriyah	EC-31
32	Sofia Hidayatun At Tadzkiah	EC-32

33	Tiara Maharani	EC-33
34	Uswatun Hasanah	EC-34
35	Vera Zuliana	EC-35
36	Wahyu Putra Aliyan	EC-36
37	Yulia Maghfiroh	EC-37
38	Zazuk Priastika	EC-38
39	Zulfa Khoiruna	EC-39

## Appendix 11

### List of Students of Control Group (X IPA 1)

No	Name	Code
1	Ahmad Masfuat	CC-01
2	Amirul Wasiah	CC-02
3	Azzah Qomariyah	CC-03
4	Cindy Faradila Milania	CC-04
5	Diah Ayu Arodhotul Ni'mah	CC-05
6	Edwin Hendriansyah	CC-06
7	Eva Dwi Ana Sari	CC-07
8	Faridatul Faizah	CC-08
9	Fisca Devi Triana Lestari	CC-09
10	Fiti Ndya Lestari	CC-10
11	Kevin Fergiansyah Mointi	CC-11
12	Khoirina Nuru Hasa	CC-12
13	Khotimatul Azhari	CC-13
14	M.Waladul Muhyiddin	CC-14
15	Malikah	CC-15
16	Mayka Ananda Pratama	CC-16
17	Mohammad Muslih	CC-17
18	Muhammad Mutathohirin	CC-18
19	Muhammad Siswanto	CC-19
20	Muhammad Tri Dwi Saputra	CC-20
21	Munawaroh	CC-21
22	Nanik Wijayanti	CC-22
23	Neli Sofiana	CC-23
24	Niatul Khasanah	CC-24
25	Noor Hidayah	CC-25
26	Nur Maidah	CC-26
27	Putri Alya Tifani	CC-27
28	Ratna Silfia Nika	CC-28
29	Ria Mutiara	CC-29
30	Rikna Njiwan Arindasari	CC-30
31	Risma Mutiara	CC-31
32	Salsa Aina Damayanti	CC-32

33	Sulistaningsih	CC-33
34	Suyit	CC-34
35	Wanda Saputra	CC-35
36	Widya Ardiyani	CC-36
37	Wijla Nailil Muna	CC-37

## **Appendix 12**

### INSTRUMENT OF PRE-TEST OF LISTENING ON NARRATIVE TEXT

Material : Narrative Text

#### Instruction !

1. Listen the audio short story carefully!
2. Answer these questions about story!
3. Collect your work after finish!

## **Appendix 13**

### **INSTRUMENT OF POST-TEST OF LISTENING ON NARRATIVE TEXT**

Material : Narrative Text

#### **Instruction !**

1. Listen the audio short story carefully!
2. Answer these questions about story!
3. Collect your work after finish!

## Appendix 14

Name	:
Class	:
Student no	:
Date	:

### PRE TEST

**Listen carefully and choose the right answers based on the story!**

1. What type of the text that you hear?
  - a. Recount text
  - b. Narrative text
  - c. Procedure text
  - d. Hortatory text
2. What is the purpose of the text?
  - a. To explain how the Beauty got married with the beast
  - b. To entertain the readers
  - c. To tell a news to the readers
  - d. To describe the story of the Beast
3. What is the character of Belle?
  - a. Kind
  - b. Cruel
  - c. Evil
  - d. Envious
4. "Belle wanted an adventure like those she read about in her beloved books". What is the same meaning of the underlined word?
  - a. Exploration
  - b. Journey
  - c. Trip
  - d. Camp
5. Who turned a handsome prince into a beast?
  - a. Witch
  - b. Fairy
  - c. Enchantress



- c. Grabbed her
  - d. Left her
14. Who attacked Belle?
- a. The beast
  - b. The wolves
  - c. Gaston
  - d. The enchanted objects
15. Who saved Belle?
- a. The beast
  - b. The wolves
  - c. Gaston
  - d. The enchanted objects
16. What did Belle say to the Beast about his second invitation?
- a. She agreed
  - b. She disagreed
  - c. She refused it
  - d. She ignored it
17. What did Belle tell to the Beast after pulled him to safety?
- a. To sleep
  - b. To wake up
  - c. To not leave her
  - d. To not wake up again
18. What happened to Beast after that?
- a. He woke up
  - b. He died
  - c. He turned back to a handsome prince
  - d. He didn't change at all
19. What happened to the enchanted objects after that?
- a. They disappeared
  - b. They flew away
  - c. They got lost
  - d. They turned back into humans too
20. What did they do after that?
- a. Watched Belle and the Prince fall in love
  - b. Went back into the castle
  - c. Ran away
  - d. Stayed still

## Appendix 15

### Answer Key of Pre Test

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

## Appendix 16

### Score Pre Test Between Experimental Group and Control Group

Control Group			Experimental Group		
No	Code	Score	No	Code	Score
1	C-1	45	1	E-1	60
2	C-2	65	2	E-2	55
3	C-3	70	3	E-3	60
4	C-4	60	4	E-4	70
5	C-5	30	5	E-5	65
6	C-6	70	6	E-6	65
7	C-7	40	7	E-7	50
8	C-8	50	8	E-8	70
9	C-9	65	9	E-9	45
10	C-10	70	10	E-10	55
11	C-11	35	11	E-11	50
12	C-12	50	12	E-12	65
13	C-13	55	13	E-13	45
14	C-14	40	14	E-14	70
15	C-15	50	15	E-15	75
16	C-16	50	16	E-16	45
17	C-17	70	17	E-17	55
18	C-18	55	18	E-18	45
19	C-19	70	19	E-19	65
20	C-20	55	20	E-20	80
21	C-21	75	21	E-21	70
22	C-22	40	22	E-22	50
23	C-23	65	23	E-23	50
24	C-24	55	24	E-24	70
25	C-25	60	25	E-25	70
26	C-26	75	26	E-26	55

27	C-27	75	27	E-27	60
28	C-28	65	28	E-28	75
29	C-29	65	29	E-29	70
30	C-30	45	30	E-30	65
31	C-31	50	31	E-31	75
32	C-32	75	32	E-32	45
33	C-33	55	33	E-33	70
34	C-34	55	34	E-34	80
35	C-35	70	35	E-35	65
36	C-36	50	36	E-36	75
37	C-37	60	37	E-37	50
			38	E-38	60
			39	E-39	90
Sum		2115	Sum		2435
N		37			39
$\bar{X}$		57.43243			62.43589
Variance ( $S^2$ )		145.3078			132.726
Standard Deviation (S)		11.49049			11.5207

## Appendix 17

### Normality Test for Pre-Test of the Experimental Group

<b>Hipotesis</b>					
H <sub>0</sub>	: The distribution list was normal				
H <sub>1</sub>	: Thes distribution list was not normal				
<b>Pengujian Hipotesis</b>					
$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$					
<b>Kriteria yang digunakan</b>					
diterima jika	$H_o = \chi^2_{hitung} < \chi^2_{tabel}$				
<b>Pengujian Hipotesis</b>					
Maximum score	=	90			
Minimum score	=	45			
Range (R)	=	90-45	=	45	
Number of Class (k)	=	$1 + 3,3 \log 39$	=	6.251	= 6 kelas
Length of class (P)	=	45/6	=	7.5	= 8
<b>Tabel perhitungan Rata-Rata dan Simpangan baku</b>					
No	X	$X - \bar{X}$	$(X - \bar{X})^2$		
1	60	-2	4		
2	55	-7	49		
3	60	-2	4		
4	70	8	64		
5	65	3	9		
6	65	3	9		
7	50	-12	144		
8	70	8	64		
9	45	-17	289		
10	55	-7	49		
11	50	-12	144		
12	65	3	9		
13	45	-17	289		
14	70	8	64		
15	75	13	169		
16	45	-17	289		
17	55	-7	49		
18	45	-17	289		
19	65	3	9		
20	80	18	324		
21	70	8	64		
22	50	-12	144		
23	50	-12	144		
24	70	8	64		
25	70	8	64		
26	55	-7	49		

27	60	-2	4
28	75	13	169
29	70	8	64
30	65	3	9
31	75	13	169
32	45	-17	289
33	70	8	64
34	80	18	324
35	65	3	9
36	75	13	169
37	50	-12	144
38	60	-2	4
39	90	28	784
$\Sigma$	2435		5051

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{2435}{39} = 62.4358974$$

Simpangan Baku (S):

$$S^2 = \frac{\sum (X - \bar{X})^2}{n - 1} = \frac{5051}{(39 - 1)} = \frac{132.726}{38} = 11.5207$$

**Daftar nilai frekuensi pre-test kelas eksperimen**

Kelas	Bk	Z <sub>i</sub>	P(Z <sub>i</sub> )	Luas Daerah	O <sub>i</sub>	E <sub>i</sub>	$\frac{(O_i - E_i)^2}{E_i}$
45	52	-1.56	0.4402	0.1345	10	5.2	4.3127
53	60	-0.86	0.3058	0.2391	8	9.3	0.1878
61	68	-0.17	0.0667	0.2674	6	10.4	1.881
69	76	0.53	-0.2007	0.1882	12	7.3	2.9569
77	84	1.22	-0.3889	0.0834	2	3.3	0.4812
85	92	1.92	-0.4723	0.0232	1	0.9	0.0100
Jumlah	92.5	2.61	-0.4955		39	$\chi^2 = 9.8293$	

keterangan:

Bk = batas kelas bawah - 0,5

Z<sub>i</sub> =  $\frac{Bk - \bar{X}}{S}$

P(Z<sub>i</sub>) = nilai Z<sub>i</sub> pada tabel luas di bawah lengkung kurva normal standar dari 0 s/d Z

Luas Daerah = P(Z<sub>1</sub>) - P(Z<sub>2</sub>)

E<sub>i</sub> = Luas Daerah x n

O<sub>i</sub> = f<sub>i</sub>

Untuk  $\alpha = 5\%$ , dengan  $dk = 6 - 1 = 5$  diperoleh  $\chi^2_{tabel} = 11.10$

Karena  $\chi^2_{hitung} < \chi^2_{tabel}$  maka data awal penalaran kelas X IPA 2 berdistribusi normal

## Appendix 18

### Normality Test for Pre Test of the Control Group

<b>Hipotesis</b>					
H <sub>0</sub> : The distribution list was normal					
H <sub>1</sub> : Thes distribution list was not normal					
<b>Pengujian Hipotesis</b>					
$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$					
<b>Kriteria yang digunakan</b>					
diterima jika					
<b>Pengujian Hipotesis</b>					
Nilai tertinggi		=	75		
Nilai terendah		=	30		
Rentang nilai (R)		=	75-30	=	45
Banyaknya kelas (k)		=	1 + 3,3 log 37	=	6.175 ≈ 6 kelas
Panjang kelas (P)		=	45/6	=	7.5 = 8
<b>Tabel perhitungan Rata-Rata dan Simpangan baku</b>					
No	X				
1	45	-12	144		
2	65	8	64		
3	70	13	169		
4	60	3	9		
5	30	-27	729		
6	65	8	64		
7	40	-17	289		
8	50	-7	49		
9	55	-2	4		
10	70	13	169		
11	35	-22	484		
12	50	-7	49		
13	55	-2	4		
14	40	-17	289		
15	50	-7	49		
16	50	-7	49		
17	70	13	169		
18	55	-2	4		
19	70	13	169		
20	65	8	64		
21	75	18	324		
22	40	-17	289		
23	65	8	64		
24	55	-2	4		
25	60	3	9		
26	75	18	324		
27	75	18	324		
28	65	8	64		
29	65	8	64		

30	45	-12	144
31	50	-7	49
32	75	18	324
33	55	-2	4
34	55	-2	4
35	70	13	169
36	50	-7	49
37	60	3	9
$\Sigma$	2125		5238

$$\text{Rata-rata } (\bar{X}) = \frac{2125}{37} = 57.4324324$$

Simpangan Baku (S):

$$S^2 = \frac{\sum (x - \bar{x})^2}{n - 1} = \frac{5238}{(37 - 1)} = \frac{145.308}{36} = 12.0544$$

**Daftar nilai frekuensi pre-test kelas kontrol**

Kelas	Bk	Z <sub>i</sub>	P(Z <sub>i</sub> )	Luas Daerah	O <sub>i</sub>	E <sub>i</sub>	$\frac{(O_i - E_i)^2}{E_i}$
	29.5	-2.32	0.4898				
30 - 37	37.5	-1.65	0.4509	0.0389	2	1.4	0.2197
38 - 45	45.5	-0.99	0.3389	0.1120	5	4.1	0.1767
46 - 53	53.5	-0.33	0.1279	0.2110	6	7.8	0.418
54 - 61	61.5	0.34	-0.1321	0.2600	6	9.6	1.3617
62 - 69	69.5	1.00	-0.3416	0.2095	9	7.8	0.2010
70 - 77	77.5	1.66	-0.4520	0.1104	9	4.1	5.9130
Jumlah					37	$\chi^2 =$	8.291

keterangan:

Bk = batas kelas bawah - 0,5

Z<sub>i</sub> =  $\frac{Bk - \bar{X}}{S}$

P(Z<sub>i</sub>) = nilai Z<sub>i</sub> pada tabel luas di bawah lengkung kurva normal standar dari 0 s/d Z

Luas Daerah = P(Z<sub>1</sub>) - P(Z<sub>2</sub>)

E<sub>i</sub> = Luas Daerah x n

O<sub>i</sub> = f<sub>i</sub>

Untuk  $\alpha = 5\%$ , dengan dk = 6 - 1 = 5 diperoleh  $\chi^2_{tabel} = 11.1$

Karena  $\chi^2_{hitung} < \chi^2_{tabel}$  maka data awal penalaran kelas X IPA 1 berdistribusi normal

## Appendix 19

### Homogeneity Test of Pre-Test

Source Data							
Sumber variasi	X IPA 1	X IPA 2					
Jumlah	2135	2435					
n	37	39					
$\bar{X}$	57.4324	62.44					
Varians ( $S^2$ )	145.308	132.73					
Standart deviasi (S)	<b>12.05</b>	<b>11.5207</b>					
F	=	$\frac{145.308}{132.7}$	=	1.0948			
Pada $\alpha = 5\%$ dengan:							
dk pembilang = nb - 1		=	(37-1)	=	36		
dk penyebut = nk - 1		=	(39-1)	=	38		
F <sub>tabel</sub>				=	1.726		
<p>Karena <math>F_{hitung}</math> lebih kecil daripada <math>F_{tabel}</math>, maka <math>H_0</math> diterima dan dapat disimpulkan bahwa kedua kelas homogen</p>							

## Appendix 20

### The Average of Pre Test Between Experimental and Control Group

Jumlah	2435	2125
n	39	37
$\bar{x}$	62.43589744	57.43243243
Varians ( $s^2$ )	132.7260459	145.3078078
Standar deviasi (s)	11.52067905	12.05436883

Berdasarkan tabel di atas diperoleh:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \quad s = \sqrt{\frac{39 - 1 \cdot 132.726 + 37 - 1 \cdot 145.3078078}{39 + 37 - 2}} = 11.78333$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad t = \frac{62.4359 - 57.4324}{11.78333 \sqrt{\frac{1}{39} + \frac{1}{37}}} = 1.850$$

Pada  $\alpha = 5\%$  dengan  $dk = 39 + 37 - 2 = 74$  diperoleh  $t_{(0,025)(74)} = 1.9925$



Karena  $t_{hitung}$  lebih besar dari  $t_{tabel}$  maka berada pada daerah penerimaan  $H_a$ .

Oleh karena itu, dapat disimpulkan bahwa ada perbedaan rata-rata antara kelompok eksperimen dan kelas kontrol

## Appendix 21

### LESSON PLAN (EXPERIMENTAL GROUP)

School	: MA Sunan Prawoto
Subject	: English
Class/Semester	: X/1
Material	: Narrative Text
Skill focus	: Listening
Time Allotment	: 6 X 45 min

#### I. Core Competence

1. Respect and comprehend the religion doctrine they believe.
2. Respect and comprehend the behaviors, such as honest, discipline, responsibility, tolerant, mutual cooperation, good manner, self confidence, in interaction with the social environment extend to society and its existence.
3. Understanding and applying a knowledge (factual, conceptual, and procedural) based on their curiosity about the knowledge, technology, art and culture related to the phenomena and an eye-seen event.
4. Processing, providing and thinking in concrete domain (using, analyzing, modifying, and making) and abstract domain based on the students learn in the school and some other education source which has same theory.

#### II. Basic Competence

- 3.8 Distinguish social function, text structure, and linguistic elements of some oral and written narrative texts by giving and soliciting information related to popular legend, simple, in accordance with the context of its use.

#### III. Aim of Learning

Students are able to identify the information of the narrative text.

#### IV. Indicators

- a. Students are able to identify the social function of narrative text.
- b. Students are able to identify the generic structure of narrative text.
- c. Students are able to identify Language feature of narrative text.

d. Students are able to explain the content of narrative text.

## V. Learning Material

### 1) Regular Material

Definition Narrative Text is a kind of text to retell the story that have happened in the past.

a. Social Function :

To amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

b. Generic structure

- Orientation : sets the scene and introduces the participants.
- Complication : a crisis arise.
- Resolution : the crisis is resolved, for better or for worse.
- Re-orientation : optional

c. Significant lexicogrammatical or Language Feature

- focus on specific and usually individualized participants
- use of material process ( and in this text, behavioural and verbal processes)
- use of relational processes and mental processes
- use of temporal conjunctions, and temporal circumstance
- use of past tense

e. Example of Narrative Text

#### Text I

#### Snow White

#### Orientation

Once upon a time there lived a little, named snow white. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving snow white in the castle because they wanted to go to America and

they didn't have enough money to take snow white with them.

**Complication**

Snow white didn't want her uncle and aunt to do this. So, she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw the cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside.

**Resolution**

There, they found snow white woke up. She saw the dwarfs. The dwarfs said; "what is your name?" Snow white said, "My name is Snow White". One of the dwarfs said, "If you wish, you may live here with us". Snow White told the whole story about her. Then, Snow White and the seven dwarfs lived happily ever after.

**2) Remedial Material**

To improve your ability in listening, listening short story is very interesting thing and can help you to reduce boredom in listening.

Students listen the teachres' speak about the materi narrative text:

The generic structure:

- Orientation
- Complication
- Resolution
- Re-orientation

Please listen to the audio and complete the following story!

## **Tekt II**

### The Little Girl and the Wolf

James Thurber

One afternoon, a big wolf (1)..... in the dark forest for a little girl to come along carrying (2)..... to her grandmother. Finally, the little girl came along and she was carrying a basket of food. "Are you carrying that basket to your grandmother?"(3)..... the wolf. The little girl said yes she was. So the wolf asked her where he grandmother lived and the little girl told him and he (4)..... into the woods.

When the little girl (5)..... the door of her grandmother's house, she saw there was somebody in bed with a nightcap and (6)..... . She had approached no nearer than twenty-five feet from the bed when she (7)..... it was not her grandmother but the wolf, for even in a nightcap a wolf doesn't look anymore like your grandmother than (8)..... lion looks like Calvin Coolidge. So the little girl took an automatic out of her basket and shot the wolf dead.

### **3) Enrichment Material**

Here students are able to identify narrative text about the language feature:

Using Past tense:

- Formula :

Verbal : S + V<sub>2</sub> + O

Nominal : S + Was/Were + Complement

- Time signal

Yesterday, last night, long ago and etc.

### **Text III**

#### Rapunzel

(Orientation)

Long ago, a king and queen had a baby daughter named Rapunzel. What her devoted parents didn't know was that Rapunzel's golden hair contained magical healing powers.

(Complication)

A selfish old woman named Mother Gothel knew of the magic in Rapunzel's hair and wanted it to keep herself young. So she kidnapped the baby and raised her in a tower deep in the woods, never telling her that she was a princess. As Rapunzel's hair grew and grew, she loved gazing out the tower window at the lights that floated in the night sky every year on her birthday. She longed to leave the tower and see them up close, but Mother Gothel refused.

Meanwhile, a young thief named Flynn Rider had stolen something special from the King's castle, and the royal guards were after him. Suddenly, he saw the perfect hiding place—a tower! When Flynn Rider climbed into the tower, Rapunzel knocked him out with a frying pan. Then she secretly inspected the satchel he carried. Inside, Rapunzel found a sparkling gold object. It was so familiar. Flynn Rider awoke and found himself tied to a chair with Rapunzel's long, golden hair. Rapunzel pointed to her painting of the floating

lights. Tomorrow was her eighteenth birthday. If Flynn took her to see the lights, she'd return his satchel.

After Flynn agreed to help, Rapunzel used her hair to climb down from the tower. She'd never been outside before! But when her feet touched the grass, Rapunzel nearly burst with excitement, exclaiming, "Woo-hoo!" Rapunzel and Flynn enjoyed their adventure, but they were being chased! Mother Gothel was looking for them.

The royal guards were after Flynn, and so were his angry partners in crime. They wanted the crown! Days passed, and Rapunzel and Flynn managed to escape their pursuers.

One morning, Rapunzel saw a breathtaking sight: a beautiful kingdom with a castle sitting high above. She headed straight to it! In the town, Rapunzel was drawn to a painting of the King, the Queen, and their baby, who was known as the lost princess. The child had golden hair and green eyes... just like her! Flynn rowed Rapunzel out to view the floating lights, which were actually lanterns! Flynn gave Rapunzel her own lantern to send into the night, and she returned the crown. Then the couple gazed into each other's eyes.

(Resolution)

They were falling in love. Later, Flynn and Rapunzel were separated. Mother Gothel told Rapunzel that Flynn had only wanted the crown. But she realized Mother Gothel was

lying! Rapunzel now knew that she was the lost princess! Suddenly, Flynn arrived to rescue Rapunzel! But Mother Gothel hurt him badly. She wanted Rapunzel to stay with her forever. If she did, she'd allow Rapunzel to heal Flynn. But before Rapunzel could act, Flynn cut off her hair, which lost its magic. Without the magic, Mother Gothel quickly aged and turned to dust. Rapunzel was now free, but Flynn was dying. "You were my new dream," he whispered. One of Rapunzel's tears fell on Flynn and began to glow... and healed him! Flynn brought Rapunzel back to the castle. The King and Queen rushed to embrace their lost princess.

That night, the entire kingdom celebrated her return by launching hundreds of lanterns—the lights that had guided her home.

find the synonyms of word below!

- Contained >< covered
- Climbed >< mounted
- Pointed >< jagged
- Managed >< operated
- Wanted >< desired

## **VI. Learning Method**

Audio Lingual Method

## **VII. Media and Source of Material**

1. Media
  - Paper - Laptop
  - Power point
2. Source :
  - Achmad doddy, Ahmad Sugeng, and Effendi, Developing English Competencies 1 : For Senior High

School (SMA/MA) Grade X, Jakarta: Pusat  
Perbukuan Departemen Pendidikan Nasional, 2008.

- Teacher's explanation.
- Audio in <http://Princess.disney.com>

## VIII. Learning Activities

### 1. First Meeting

	Activities	Time	Interaction Pattern
<b>Pre Activity</b>	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Teacher asks the students to pray together</li> <li>- Teacher checks students' attendance</li> </ul>	5 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
<b>Main Activity</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Teacher gives a brainstorming to the students and stimulates the students by giving a text about narrative short story.</li> <li>- The students observe the text sample which given by the teacher.</li> </ul>	5 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher gives a chance to the students to make a question about pictures in the text.</li> <li>- Teacher asks the students about the contain and the feature of the narrative text.</li> </ul>	10 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
	<p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- Teacher gives some explanation of the material on the slide.</li> <li>- Teacher guides students to ask question</li> </ul>	25 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> </ul>

	<p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Teacher divides students in to some groups</li> <li>- Teacher gives students the questions sheet</li> <li>- Teacher asks students listen the story and answer the question</li> <li>- Teacher plays the short story “Cinderella” in <a href="http://princes.disney.com">http://princes.disney.com</a> and asks students to listen carefully</li> <li>- Students discuss part of sequence that they have <b>(activity 1)</b></li> </ul>	30 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> <li>- S-Ss</li> </ul>
	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks one of students of each group to present result of discussion</li> <li>- Students present the result in front of class</li> </ul>	10 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- S-Ss</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>- Teacher makes a conclusion of the material.</li> <li>- Teacher motivates students to study hard</li> <li>- Teacher finishes the activities and close the lesson.</li> </ul>	5 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>

## 2. Second Meeting

	<b>Activities</b>	<b>Time</b>	<b>Interaction Pattern</b>
<b>Pre Activity</b>	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Teacher asks the students to pray together</li> <li>- Teacher checks students’</li> </ul>	5 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>

	attendance		
<b>Main Activity</b>	<b>Observing</b> - Teacher reviews the material last meeting	5 min	- T- Ss
	<b>Questioning</b> - Teacher gives a chance to the students to make a question about the material.	10 min	- T-Ss
	<b>Exploring</b> - Teacher continues the material last meeting - Teacher gives some explanation of the material on the slide. - Teacher guide students to ask question	25 min	- T-Ss - T-Ss - T-Ss
	<b>Associating</b> - Teacher asks students work in pairs - Teacher asks students listen the story and answer the question ( <b>activity 2</b> ) - Teacher asks students collect the result after finish.	30 min	- T- Ss - T- Ss - T-Ss
	<b>Communicating</b> - Teacher asks one of students to present result - Students present the result in front of class	10 min	- T-Ss - S-Ss
<b>Closing</b>	- Teacher makes a conclusion of the material. - Teacher motivates students to study hard - Teacher finishes the activities and close the lesson.	5 min	- T-Ss - T-Ss - T-Ss

### 3. Third Meeting

	<b>Activities</b>	<b>Time</b>	<b>Interaction Pattern</b>
<b>Pre Activity</b>	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Teacher asks the students to pray together</li> <li>- Teacher checks students' attendance</li> </ul>	5 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
<b>Main Activity</b>	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Teacher reviews the material last meeting</li> </ul>	5 min	- T- Ss
	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher gives a chance to the students to make a question about the material.</li> </ul>	10 min	- T-Ss
	<p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- Teacher continues the material last meeting</li> <li>- Teacher gives some explanation of the material on the slide.</li> <li>- Teacher guides students to ask question</li> </ul>	25 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
	<p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Teacher gives students a new short story</li> <li>- Teacher plays the audio “ Ariels' Story ”</li> <li>- Teacher asks students listen carefully</li> <li>- Teacher asks tudents to answer the question</li> <li>- Teacher asks students to do their task by themselves (<b>activity 3</b>)</li> </ul>	30 min	<ul style="list-style-type: none"> <li>- T- Ss</li> <li>- T- Ss</li> <li>- T – Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks one of students to present result</li> </ul>	10 min	- T-Ss

	- Students present the result in front of class		- S-Ss
<b>Closing</b>	- Teacher makes a conclusion of the material. - Teacher motivates students to study hard - Teacher finishes the activities and close the lesson.	5 min	- T-Ss - T-Ss - T-Ss

**IX. Assessment**

1. Type : listen test
2. Technique : students are assigned to answer the questions about narrative text.
3. Aspect, instrument, and scoring guidance :
  - a. Aspect  
Listen : pronunciation, vocabulary, structure, comorehension.
  - b. Instrument  
Please listen the audio Cinderellas' story and answer the question
  - c. Guidance scoring of narrative text
    - Pronunciation : 25 %
    - Vocabulary : 25 %
    - Structure : 25 %
    - Comorehension : 25 %

Score of each student =  $total\ score \times 4 = value$   
 Students' score =  $25 \times 4 = 100$  (total score)

Pati, 21<sup>th</sup> November 2017

Researcher

Nur Rosidah

Approved by

Headmaster



**Agus Salim, S.Ag., M. Pd.**  
NIP.197008171991031002

English Teacher

A handwritten signature in black ink, consisting of stylized letters and a vertical line.

**Khotim Muthi'ah, S. Pd.**

## WORK SHEET

### Activity 1 (Group)

#### Cinderella

Once upon a time, there was a kind girl named Cinderella. All of the animals loved her, especially two mice named Gus and Jaq. They'd do anything for the girl they called Cinderelly. Cinderella lived with her stepmother and her two stepsisters, Anastasia and Drizella.

They were very mean to Cinderella, making her work all day cleaning, sewing, and cooking. She tried her best to make them happy. Cinderella's stepmother, Lady Tremaine, was cold, cruel, and jealous of Cinderella's charm and beauty. She enjoyed giving Cinderella extra chores to do, such as bathing her cat, Lucifer.

One day, a messenger arrived with a special invitation. There was going to be a royal ball at the palace! The King wanted his son to find a bride. Every young woman in the kingdom was invited—including Cinderella! Cinderella was very excited about the ball. In the attic, she found a dress that had belonged to her mother. It was a bit old-fashioned, but Cinderella could make it beautiful! Lady Tremaine didn't want Cinderella to go to the ball. She wanted the Prince to meet Anastasia and Drizella. Maybe he would marry one of them! Lady Tremaine kept Cinderella busy with chores that would take her all night to finish.

While Cinderella was working, the mice and birds fixed her dress. They added ribbons and beads that the two stepsisters had thrown away. Working together, the animals turned a simple dress into a fabulous gown! Cinderella was overjoyed when she saw the dress. Now she could go to the ball! "Oh, thank you so much!" Cinderella said to Gus, Jaq, and the birds. When the stepsisters saw their old ribbons and beads on Cinderella's dress, they flew into a rage. They ripped the dress and pulled off the beads. Lady Tremaine didn't stop them.

Cinderella's dream of going to the ball was through. Cinderella ran away to the garden to cry. Suddenly, her fairy godmother appeared. With a wave of her wand, she turned a pumpkin into an elegant coach. Cinderella could now go to the ball, but her

dress was still ruined. With a wave of her wand, she turned a pumpkin into an elegant coach. Cinderella could now go to the ball, but her dress was still ruined. "Bibbidi-bobbidi-boo!" said the Fairy Godmother, waving her wand again. Cinderella was now wearing a beautiful gown and sparkling glass slippers. "Bibbidi-bobbidi-boo!" said the Fairy Godmother, waving her wand again. Cinderella was now wearing a beautiful gown and sparkling glass slippers. But all of this came with a warning: When the clock struck midnight, the magic spell would wear off! At the ball, Prince Charming couldn't take his eyes off Cinderella. The orchestra played, and the Prince began to dance with the wonderful girl whose name he still didn't know.

For Cinderella, the night was a dream come true. Before too long, the clock began to strike midnight. "Good-bye!" Cinderella said, hurrying away. "Come back!" called the Prince. "I don't even know your name!" As Cinderella fled, one of her glass slippers came off. The Prince sent the Grand Duke to find the girl who fit the glass slipper. Lady Tremaine locked Cinderella in the attic, but Cinderella's mouse friends freed her. Then Lady Tremaine tripped the Grand Duke, and the glass slipper shattered . . . but Cinderella had the other in her pocket. And it fit! Cinderella and the Prince were soon married. Everyone rejoiced, including Cinderella's mouse friends, who wore special outfits to the wedding. Filled with joy, Prince Charming and Cinderella lived happily ever after.

**A. Choose the right answers based on the story!**

1. Who is the main character of the story?
  - a. Cinderella
  - b. Bella
  - c. Theresa
  - d. Cynthia
2. Where was the setting of the story?
  - a. Forest
  - b. Town
  - c. House
  - d. Hill

3. What were the names of two mice that were mentioned in the story?
  - a. Ghost and Jack
  - b. Jez and Jack
  - c. Gus and Jack
  - d. Gus and jaq
4. Where was the royal ball would be held?
  - a. Cinderella's house
  - b. Castle
  - c. Town Square
  - d. Market
5. What was the purpose of holding a royal ball?
  - a. To hold a big party
  - b. So that everyone can dance together
  - c. To find a bride for the prince
  - d. To find a bride for the King
6. How did Cinderella manage to get a dress at the first time?
  - a. She found her mother's dress
  - b. She sewed her own dress
  - c. She repaired her sister's dress
  - d. She bought it
7. What was the reason of lady Tremaine didn't let Cinderella to go to the ball?
  - a. She would go to the ball by herself
  - b. Because she wanted to marry the prince
  - c. Because she wanted her daughters to meet the price
  - d. Because she wanted her daughters to marry the price
8. What did lady Tremaine do to keep Cinderella stay at home?
  - a. Command her to watching TV
  - b. Command her to study all night
  - c. Command her to sleep all night
  - d. Command her to do a lot of chores
9. Who ruined the gown?
  - a. Cinderella
  - b. Lady Tremaine
  - c. The mice and the birds
  - d. Anastasia and Drizella

10. What did Cinderella do after saw her gown was ruined?
  - a. Fixed the gown
  - b. Ran away
  - c. Sewed the gown
  - d. Went back to her work

**B. Answer the questions with the right answer!**

1. What did Cinderella do at the the garden?
2. Who changed a pumkin into an elegant coach and repaire cinderella's dress?
3. What was the warning given to Cinderella?
4. What was Cinderella left behind when she went out of the castle?
5. Where did lady Tremaine lock Cinderella?
6. Who saved her?
7. Lady Tremaine ..... the Grand Duke, and the glass slipper shattered.
8. How did they get another glass slipper?
9. Cinderella and the Prince ..... soon married.
10. Who did wore special outfits to the wedding?

**Activity 2 (pairs)**

**Listen the part of the story again when teachers' play!**

**a. Find 10 vocabularies that you heard in the story!**

<input type="text"/>	<input type="text"/>	tapped	<input type="text"/>	missed
<input type="text"/>	Watched	<input type="text"/>	used	<input type="text"/>
<input type="text"/>	<input type="text"/>	Sat	<input type="text"/>	<input type="text"/>
Switched	slept	slipped	ate	swept

**b. Arrange the picture based on the recording.**



**c. Write down the text and analyze the generic structure of the text**

Tittle.....

Orientation : .....

Complication : .....

Resolution : .....

### Activity 3 (individual)

#### Ariels' Story

Deep beneath the sea lived a little mermaid named Ariel. She loved exploring her underwater home with her friend flounder but dreamed of living on land as a human.

Ariel was always searching for human treasures. When she and Flounder found a strange forked object, they swam to the surface to find Scuttle the seagull. "It's a dinglehopper!" he proclaimed.

Ariel's father was King Triton, ruler of the sea. He thought humans were dangerous. When he learned that Ariel had been to the surface, he forbade her to ever go again! Then he asked Sebastian the crab to keep an eye on her. But Ariel continued to go to the surface. One night, a terrible storm swept across the sea. Ariel and Flounder watched as a prince fell off a huge ship. "I must save him!" she cried.

Ariel pulled Prince Eric to shore and sang to him. Then she swam away. Prince Eric only caught a glimpse of Ariel's face, but he knew he would remember her beautiful voice forever. Desperate to see Prince Eric again, Ariel agreed to give her voice to the evil sea witch Ursula. With bigger plans in mind, Ursula cast a spell... ..and turned Ariel into a human! But if Prince Eric didn't kiss Ariel by sunset on the third day, she would become a mermaid again.

Even worse, she would belong to the sea witch forever! Charmed by her silent beauty, Prince Eric showed Ariel his kingdom. Ariel loved being with the prince in the human world, but the two had not yet kissed. Worried that Prince Eric was falling in love with Ariel, Ursula transformed herself into the beautiful Vanessa. She was going to make the prince fall in love with her instead. Disguised as Vanessa and using Ariel's voice, the sea witch cast a spell on Prince Eric. He thought he was in love. He was going to marry Vanessa! Ariel had lost her true love. Just before sunset on the third day, Scuttle discovered that Vanessa was Ursula in disguise. He hurried to warn Ariel. As Sebastian went to find King Triton, Ariel and Flounder raced to catch Prince Eric's ship. With the help of her friends, Ariel was able to stop the wedding and get her voice back. Released from Ursula's spell,

Prince Eric realized that Ariel was the one he truly loved. But it was too late. The sun went down before Ariel and the prince could kiss. She was a mermaid once more, and she belonged to Ursula.

To save his daughter, King Triton gave Ursula his great powers and became her prisoner. "Now I am the ruler of all the ocean!" shouted Ursula. As Ursula grew in size and towered above the sea, Prince Eric jumped aboard an old ship. He steered its jagged bow through Ursula's heart. With a howl, the sea witch disappeared in the waves. With Ursula gone, King Triton regained his powers. Seeing Ariel's love for Prince Eric, the king granted her wish: She became human! Ariel and Prince Eric married and lived happily in a castle by the sea.

**Answer the questions below with the right answer based on the story!**

1. Mention the participants of the story!
2. Who did Ariel help when the storm happened at the sea?
3. What did the king do to prevent Ariel to go to the land?
4. Why did Ariel ask the witch to switch her into a human?
5. Why did Ariel exchange to grant her wish?
6. Mention the characteristic of Ariel?
7. How did the sea witch manage to get the Prince falling in love with her?
8. What do you think about Ariel who did some dangerous actions to be with the Prince on the land?
9. What is the moral value of the story?
10. Make your own ending of Ariel's story!

## Appendix 22

### LESSON PLAN CONTROL GROUP

School	: MA Sunan Prawoto
Subject	: English
Class/Semester	: X/1
Material	: Narrative Text
Skill focus	: Listening
Time Allotment	: 6 X 45 min

#### I. Core Competence

1. Respect and comprehend the religion doctrine they believe.
2. Respect and comprehend the behaviors, such as honest, discipline, responsibility, tolerant, mutual cooperation, good manner, self confidence, in interaction with the social environment extend to society and its existence.
3. Understanding and applying a knowledge (factual, conceptual, and procedural) based on their curiosity about the knowledge, technology, art and culture related to the phenomena and an eye-seen event.
4. Processing, providing and thinking in concrete domain (using, analyzing, modifying, and making) and abstract domain based on the students learn in the school and some other education source which has same theory.

#### II. Basic Competence

- 3.8 Distinguish social function, text structure, and linguistic elements of some oral and written narrative texts by giving and soliciting information related to popular legend, simple, in accordance with the context of its use.

#### III. Aim of Learning

Students are able to identify the information of the narrative text

#### IV. Indicators

- a. Students are able to identify the purpose of the narrative short stories that hear.
- b. Students are able to identify the content of the narrative text.

- c. Students are able to identify source of the narrative text.
- d. Students are able to explain the content of narrative text.

**V. Learning Material**

**1) Regular Material**

Definition Narrative Text is a kind of text to retell the story that have happened in the past.

1. Social Function :

To amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2. Generic structure

- Orientation : sets the scene and introduces the participants.
- Complication : a crisis arise.
- Resolution : the crisis is resolved, for better or for worse.
- Re-orientation : optional

3. Significant lexicogrammatical or Language Feature

- focus on specific and usually individualized participants
- use of material process ( and in this text, behavioural and verbal processes)
- use of relational processes and mental processes
- use of temporal conjunctions, and temporal circumstance
- use of past tense

4. Example of Narrative Text

**Text I**

Snow White

**Orientation**

Once upon a time there lived a little, named snow white. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving snow white in

the castle because they wanted to go to America and they didn't have enough money to take snow white with them.

### Complication

Snow white didn't want her uncle and aunt to do this. So, she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw the cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside.

### Resolution

There, they found snow white woke up. She saw the dwarfs. The dwarfs said; "what is your name?" Snow white said, "My name is Snow White". One of the dwarfs said, "If you wish, you may live here with us". Snow White told the whole story about her. Then, Snow White and the seven dwarfs lived happily ever after.

## 2) Remedial Material

To improve your ability in listening, listening short story is very interesting thing and can help you to reduce boredom in listening.

Students listen the teachres' speak about the material narrative text:

The generic structure:

- Orientation
- Complication
- Resolution
- Re-orientation

## Tekt II

### The Little Girl and the Wolf James Thurber

One afternoon, a big wolf (1)..... in the dark forest for a little girl to come along carrying (2)..... to her grandmother. Finally, the little girl came along and she was carrying a basket of food. "Are you carrying that basket to your grandmother?"(3)..... the wolf. The little girl said yes she was. So the wolf asked her where he grandmother lived and the little girl told him and he (4)..... into the woods.

When the little girl (5)..... the door of her grandmother's house, she saw there was somebody in bed with a nightcap and (6)..... . She had approached no nearer than twenty-five feet from the bed when she (7)..... it was not her grandmother but the wolf, for even in a nightcap a wolf doesn't look anymore like your grandmother than (8)..... lion looks like Calvin Coolidge. So the little girl took an automatic out of her basket and shot the wolf dead.

### 3) Enrichment Material

Here students are able to identify narrative text about the language feature:

Using Past tense:

- Formula :

Verbal : S + V<sub>2</sub> + O

Nominal : S + Was/Were + Complement

- Time signal

Yesterday, last night, long ago and etc.

### **Text III**

#### Rapunzel

(Orientation)

Long ago, a king and queen had a baby daughter named Rapunzel. What her devoted parents didn't know was that Rapunzel's golden hair contained magical healing powers.

(Complication)

A selfish old woman named Mother Gothel knew of the magic in Rapunzel's hair and wanted it to keep herself young. So she kidnapped the baby and raised her in a tower deep in the woods, never telling her that she was a princess. As Rapunzel's hair grew and grew, she loved gazing out the tower window at the lights that floated in the night sky every year on her birthday. She longed to leave the tower and see them up close, but Mother Gothel refused.

Meanwhile, a young thief named Flynn Rider had stolen something special from the King's castle, and the royal guards were after him. Suddenly, he saw the perfect hiding place—a tower! When Flynn Rider climbed into the tower, Rapunzel knocked him out with a frying pan. Then she secretly inspected the satchel he carried. Inside, Rapunzel found a sparkling gold object. It was so familiar. Flynn Rider awoke and found himself tied to a chair with Rapunzel's long, golden hair. Rapunzel pointed to her painting of the floating

lights. Tomorrow was her eighteenth birthday. If Flynn took her to see the lights, she'd return his satchel.

After Flynn agreed to help, Rapunzel used her hair to climb down from the tower. She'd never been outside before! But when her feet touched the grass, Rapunzel nearly burst with excitement, exclaiming, "Woo-hoo!" Rapunzel and Flynn enjoyed their adventure, but they were being chased! Mother Gothel was looking for them.

The royal guards were after Flynn, and so were his angry partners in crime. They wanted the crown! Days passed, and Rapunzel and Flynn managed to escape their pursuers.

One morning, Rapunzel saw a breathtaking sight: a beautiful kingdom with a castle sitting high above. She headed straight to it! In the town, Rapunzel was drawn to a painting of the King, the Queen, and their baby, who was known as the lost princess. The child had golden hair and green eyes... just like her! Flynn rowed Rapunzel out to view the floating lights, which were actually lanterns! Flynn gave Rapunzel her own lantern to send into the night, and she returned the crown. Then the couple gazed into each other's eyes.

(Resolution)

They were falling in love. Later, Flynn and Rapunzel were separated. Mother Gothel told Rapunzel that Flynn had only wanted the crown. But she realized Mother Gothel was

lying! Rapunzel now knew that she was the lost princess! Suddenly, Flynn arrived to rescue Rapunzel! But Mother Gothel hurt him badly. She wanted Rapunzel to stay with her forever. If she did, she'd allow Rapunzel to heal Flynn. But before Rapunzel could act, Flynn cut off her hair, which lost its magic. Without the magic, Mother Gothel quickly aged and turned to dust. Rapunzel was now free, but Flynn was dying. "You were my new dream," he whispered. One of Rapunzel's tears fell on Flynn and began to glow... and healed him! Flynn brought Rapunzel back to the castle. The King and Queen rushed to embrace their lost princess.

That night, the entire kingdom celebrated her return by launching hundreds of lanterns—the lights that had guided her home.

find the synonyms of word below!

- Contained >< covered
- Climbed >< mounted
- Pointed >< jagged
- Managed >< operated
- Wanted >< desired

## **VI. Method**

Audio Lingual Method

## **VII. Media and Source of Material**

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- Power point

### 2. Source :

- Achmad doddy, Ahmad Sugeng, and Effendi, Developing English Competencies 1 : For Senior High School (SMA/MA) Grade X, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008.

- Teacher's explanation.
- Audio in <http://Princess.disney.com>

## VIII. Learning Activities

### 1. First Meeting

	<b>Activities</b>	<b>Time</b>	<b>Interaction Pattern</b>
<b>Pre Activity</b>	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Teacher asks the students to pray together</li> <li>- Teacher checks students' attendance</li> </ul>	5 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
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	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher gives a chance to the students to make a question about pictures in the text.</li> <li>- Teacher asks the students about the contain and the feature of the narrative text.</li> </ul>	10 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
	<p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- Teacher gives some explanation of the material on the slide.</li> <li>- Teacher guides students to ask question</li> </ul>	25 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> </ul>

	<p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Teacher divides students in to some groups</li> <li>- Teacher gives students the questions sheet</li> <li>- Teacher asks students listen the story and answer the question</li> <li>- Teacher reads the short story “Cinderella” and asks students to listen carefully (<b>activity 1</b>)</li> <li>- Students discuss part of sequence that they have</li> </ul>	30 min	<ul style="list-style-type: none"> <li>- T- Ss</li> <li>- T- Ss</li> <li>- T- Ss</li> <li>- T-Ss</li> <li>- S-Ss</li> </ul>
	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks one of students of each group to present result of discussion</li> <li>- Students present the result in front of class</li> </ul>	10	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- S-Ss</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>- Teacher makes a conclusion of the material.</li> <li>- Teacher motivates students to study hard</li> <li>- Teacher finishes the activities and close the lesson.</li> </ul>	5 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>

## 2. Second Meeting

	<b>Activities</b>	<b>Time</b>	<b>Interaction Pattern</b>
<b>Pre Activity</b>	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Teacher asks the students to pray together</li> <li>- Teacher checks students’ attendance</li> </ul>	5 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Teacher reviews the material last meeting</li> </ul>	5 min	- T- Ss

<b>Main Activity</b>	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher gives a chance to the students to make a question about the material.</li> </ul>	10 min	- T-Ss
	<p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- Teacher continues the material last meeting</li> <li>- Teacher gives some explanation of the material on the slide.</li> <li>- Teacher guide students to ask question</li> </ul>	25 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
	<p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students work in pairs</li> <li>- Teacher asks students listen the story and answer the question (<b>activity 2</b>)</li> <li>- Teacher asks students collect the result after finish.</li> <li>- After students do the activity 2, teacher gives students script of the short story</li> <li>- Teacher reads the short story “Ariels' Story”</li> <li>- Teacher asks students listen carefully what the teacher story and answer the question</li> <li>- Teacher asks students to do their task by themselves (<b>activity 3</b>)</li> </ul>	30 min	<ul style="list-style-type: none"> <li>- T- Ss</li> <li>- T- Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks one of students to present result</li> <li>- Students present the result in front of class</li> </ul>	10 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- S-Ss</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>- Teacher makes a conclusion of the material.</li> <li>- Teacher motivates students to study hard</li> <li>- Teacher finishes the activities and close the lesson.</li> </ul>	5 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>

### 3. Third Meeting

	<b>Activities</b>	<b>Time</b>	<b>Interaction Pattern</b>
<b>Pre Activity</b>	<ul style="list-style-type: none"> <li>- Teacher greets the students</li> <li>- Teacher asks the students to pray together</li> <li>- Teacher checks students' attendance</li> </ul>	5 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
<b>Main Activity</b>	<p style="text-align: center;"><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Teacher reviews the material last meeting</li> </ul>	5 min	- T- Ss
	<p style="text-align: center;"><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Teacher gives a chance to the students to make a question about the material.</li> </ul>	10 min	- T-Ss
	<p style="text-align: center;"><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- Teacher continues the material last meeting</li> <li>- Teacher gives some explanation of the material on the slide.</li> <li>- Teacher guides students to ask question</li> </ul>	25 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
	<p style="text-align: center;"><b>Associating</b></p> <ul style="list-style-type: none"> <li>- teacher gives students a new story</li> <li>- Teacher reads the short story "Ariels' Story"</li> <li>- Teacher asks students listen carefully and answer the question</li> <li>- Teacher asks students to do their task by themselves (<b>activity 3</b>)</li> </ul>	30 min	<ul style="list-style-type: none"> <li>- T- Ss</li> <li>- T- Ss</li> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
	<p style="text-align: center;"><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- Teacher asks one of students to present result</li> <li>- Students present the result in front of class</li> </ul>	10 min	<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- S-Ss</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>- Teacher makes a conclusion of the material.</li> </ul>	5 min	- T-Ss

	<ul style="list-style-type: none"> <li>- Teacher motivates students to study hard</li> <li>- Teacher finishes the activities and close the lesson.</li> </ul>		<ul style="list-style-type: none"> <li>- T-Ss</li> <li>- T-Ss</li> </ul>
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**X. Assessment**

1. Type : listen test
2. Technique : students are assigned to answer the questions about narrative text.
3. Aspect, instrument, and scoring guidance :
  - a. Aspect
    - Listen : pronunciation, vocabulary, structure, comorehension.
  - b. Instrument
    - Please listen the audio Cinderellas' story and answer the question
  - c. Guidance scoring of narrative text
    - Pronunciation : 25 %
    - Vocabulary : 25 %
    - Structure : 25 %
    - Comorehension : 25 %

Score of each student =  $total\ score \times 4 = value$

Students' score =  $25 \times 4 = 100$  (total score)

Pati, 21<sup>th</sup> November 2017

Researcher

**Nur Rosidah**

Approved by

Headmaster



**Agus Salim, S.Ag., M.Pd.**  
NIP.197008171991031002

English Teacher

A handwritten signature in black ink, consisting of a vertical line with a horizontal bar at the top and a small flourish at the bottom.

**Khotim Muthi'ah, S.Pd.**

## WORK SHEET

### Activity 1 (Group)

#### Cinderella

Once upon a time, there was a kind girl named Cinderella. All of the animals loved her, especially two mice named Gus and Jaq. They'd do anything for the girl they called Cinderelly. Cinderella lived with her stepmother and her two stepsisters, Anastasia and Drizella.

They were very mean to Cinderella, making her work all day cleaning, sewing, and cooking. She tried her best to make them happy. Cinderella's stepmother, Lady Tremaine, was cold, cruel, and jealous of Cinderella's charm and beauty. She enjoyed giving Cinderella extra chores to do, such as bathing her cat, Lucifer.

One day, a messenger arrived with a special invitation. There was going to be a royal ball at the palace! The King wanted his son to find a bride. Every young woman in the kingdom was invited—including Cinderella! Cinderella was very excited about the ball. In the attic, she found a dress that had belonged to her mother. It was a bit old-fashioned, but Cinderella could make it beautiful! Lady Tremaine didn't want Cinderella to go to the ball. She wanted the Prince to meet Anastasia and Drizella. Maybe he would marry one of them! Lady Tremaine kept Cinderella busy with chores that would take her all night to finish.

While Cinderella was working, the mice and birds fixed her dress. They added ribbons and beads that the two stepsisters had thrown away. Working together, the animals turned a simple dress into a fabulous gown! Cinderella was overjoyed when she saw the dress. Now she could go to the ball! "Oh, thank you so much!" Cinderella said to Gus, Jaq, and the birds. When the stepsisters saw their old ribbons and beads on Cinderella's dress, they flew into a rage. They ripped the dress and pulled off the beads. Lady Tremaine didn't stop them.

Cinderella's dream of going to the ball was through. Cinderella ran away to the garden to cry. Suddenly, her fairy godmother appeared. With a wave of her wand, she turned a pumpkin into an elegant coach. Cinderella could now go to the ball, but her dress was still ruined. With a wave of her wand, she turned a pumpkin into an elegant coach. Cinderella could now go to the ball, but her dress was still ruined. "Bibbidi-bobbidi-boo!" said the Fairy Godmother, waving her wand again. Cinderella was now wearing a beautiful gown and sparkling glass slippers. "Bibbidi-bobbidi-boo!" said the Fairy Godmother, waving her wand again. Cinderella was now wearing a beautiful gown and sparkling glass slippers. But all of this came with a warning: When the clock struck midnight, the magic spell would wear off! At the ball, Prince Charming couldn't take his eyes off Cinderella. The orchestra played, and the Prince began to dance with the wonderful girl whose name he still didn't know.

For Cinderella, the night was a dream come true. Before too long, the clock began to strike midnight. "Good-bye!" Cinderella said, hurrying away. "Come back!" called the Prince. "I don't even know your name!" As Cinderella fled, one of her glass slippers came off. The Prince sent the Grand Duke to find the girl who fit the glass slipper. Lady Tremaine locked Cinderella in the attic, but Cinderella's mouse friends freed her. Then Lady Tremaine tripped the Grand Duke, and the glass slipper shattered . . . but Cinderella had the other in her pocket. And it fit! Cinderella and the Prince were soon married. Everyone rejoiced, including Cinderella's mouse friends, who wore special outfits to the wedding. Filled with joy, Prince Charming and Cinderella lived happily ever after.

**A. Choose the right answers based on the story!**

1. Who is the main character of the story?
  - a. Cinderella
  - b. Bella
  - c. Theresa
  - d. Cynthia
2. Where was the setting of the story?
  - a. Forest
  - b. Town

- c. House
  - d. Hill
3. What were the names of two mice that were mentioned in the story?
    - a. Ghost and Jack
    - b. Jez and Jack
    - c. Gus and Jack
    - d. Gus and jaq
  4. Where was the royal ball would be held?
    - a. Cinderella's house
    - b. Castle
    - c. Town Square
    - d. Market
  5. What was the purpose of holding a royal ball?
    - a. To hold a big party
    - b. So that everyone can dance together
    - c. To find a bride for the prince
    - d. To find a bride for the King
  6. How did Cinderella manage to get a dress at the first time?
    - a. She found her mother's dress
    - b. She sewed her own dress
    - c. She repaired her sister's dress
    - d. She bought it
  7. What was the reason of lady Tremaine didn't let Cinderella to go to the ball?
    - a. She would go to the ball by herself
    - b. Because she wanted to marry the prince
    - c. Because she wanted her daughters to meet the price
    - d. Because she wanted her daughters to marry the price
  8. What did lady Tremaine do to keep Cinderella stay at home?
    - a. Command her to watching TV
    - b. Command her to study all night
    - c. Command her to sleep all night
    - d. Command her to do a lot of chores
  9. Who ruined the gown?
    - a. Cinderella
    - b. Lady Tremaine
    - c. The mice and the birds

- d. Anastasia and Drizella
- 10. What did Cinderella do after saw her gown was ruined?
  - a. Fixed the gown
  - b. Ran away
  - c. Sewed the gown
  - d. Went back to her work

**B. Answer the questions with the right answer!**

1. What did Cinderella do at the the garden?
2. Who changed a pumkin into an elegant coach and repaire cinderella's dress?
3. What was the warning given to Cinderella?
4. What was Cinderella left behind when she went out of the castle?
5. Where did lady Tremaine lock Cinderella?
6. Who saved her?
7. Lady Tremaine ..... the Grand Duke, and the glass slipper shattered.
8. How did they get another glass slipper?
9. Cinderella and the Prince ..... soon married.
10. Who did wore special outfits to the wedding?

**Activity 2 (pairs)**

**Listen the part of the story again when teachers' play!**

**a. Find 10 vocabularies that you heard in the story!**

<input type="text"/>	<input type="text"/>	tapped	<input type="text"/>	missed
<input type="text"/>	Watched	<input type="text"/>	used	<input type="text"/>
<input type="text"/>	<input type="text"/>	Sat	<input type="text"/>	<input type="text"/>
Switched	slept	slipped	ate	swept

**b. Arrange the picture based on the recording.**

(1)

(2)

(3)



(4)

(5)

(6)



**c. Write down the text and analyze the generic structure of the text**

Title.....

Orientation : .....

Complication : .....

Resolution : .....

### Activity 3 (individual)

#### Ariels' Story

Deep beneath the sea lived a little mermaid named Ariel. She loved exploring her underwater home with her friend flounder but dreamed of living on land as a human.

Ariel was always searching for human treasures. When she and Flounder found a strange forked object, they swam to the surface to find Scuttle the seagull. "It's a dinglehopper!" he proclaimed.

Ariel's father was King Triton, ruler of the sea. He thought humans were dangerous. When he learned that Ariel had been to the surface, he forbade her to ever go again! Then he asked Sebastian the crab to keep an eye on her. But Ariel continued to go to the surface. One night, a terrible storm swept across the sea. Ariel and Flounder watched as a prince fell off a huge ship. "I must save him!" she cried.

Ariel pulled Prince Eric to shore and sang to him. Then she swam away. Prince Eric only caught a glimpse of Ariel's face, but he knew he would remember her beautiful voice forever. Desperate to see Prince Eric again, Ariel agreed to give her voice to the evil sea witch Ursula. With bigger plans in mind, Ursula cast a spell... ..and turned Ariel into a human! But if Prince Eric didn't kiss Ariel by sunset on the third day, she would become a mermaid again.

Even worse, she would belong to the sea witch forever! Charmed by her silent beauty, Prince Eric showed Ariel his kingdom. Ariel loved being with the prince in the human world, but the two had not yet kissed. Worried that Prince Eric was falling in love with Ariel, Ursula transformed herself into the beautiful Vanessa. She was going to make the prince fall in love with her instead. Disguised as Vanessa and using Ariel's voice, the sea witch cast a spell on Prince Eric. He thought he was in love. He was going to marry Vanessa! Ariel had lost her true love. Just before sunset on the third day, Scuttle discovered that Vanessa was Ursula in disguise. He hurried to warn Ariel. As Sebastian went to find King Triton, Ariel and Flounder raced to catch Prince Eric's ship. With the help of her friends, Ariel was able to stop the wedding and get her voice back. Released from Ursula's spell,

Prince Eric realized that Ariel was the one he truly loved. But it was too late. The sun went down before Ariel and the prince could kiss. She was a mermaid once more, and she belonged to Ursula.

To save his daughter, King Triton gave Ursula his great powers and became her prisoner. "Now I am the ruler of all the ocean!" shouted Ursula. As Ursula grew in size and towered above the sea, Prince Eric jumped aboard an old ship. He steered its jagged bow through Ursula's heart. With a howl, the sea witch disappeared in the waves. With Ursula gone, King Triton regained his powers. Seeing Ariel's love for Prince Eric, the king granted her wish: She became human! Ariel and Prince Eric married and lived happily in a castle by the sea.

**Answer the questions below with the right answer based on the story!**

1. Mention the participants of the story?
2. Who did Ariel help when the storm happened at the sea?
3. What did the king do to prevent Ariel to go to the land?
4. Why did Ariel ask the witch to switch her into a human?
5. Why did Ariel exchange to grant her wish?
6. Mention the characteristic of Ariel?
7. How did the sea witch manage to get the Prince falling in love with her?
8. What do you think about Ariel who did some dangerous actions to be with the Prince on the land?
9. What is the moral value of the story?
10. Make your own ending of Ariel's story!

## Appendix 23

Name	:
Class	:
Student no	:
Date	:

### POST TEST

**Listen carefully and choose the right answers based on the story!**

1. What type of the text that you hear?
  - a. Recount text
  - b. Narrative text
  - c. Procedure text
  - d. Hortatory text
2. What is the purpose of the text?
  - a. To explain how the Beauty got married with the beast
  - b. To entertain the readers
  - c. To tell a news to the readers
  - d. To describe the story of the Beast
3. What is the character of Belle?
  - a. Kind
  - b. Cruel
  - c. Evil
  - d. Envious
4. "Belle wanted an adventure like those she read about in her beloved books". What is the same meaning of the underlined word?
  - a. Exploration
  - b. Journey
  - c. Trip
  - d. Camp
5. Who turned a handsome prince into a beast?
  - a. Witch
  - b. Fairy
  - c. Enchantress
  - d. Wizard

6. What would happen if the last rose petal fell before the prince find his true love?
  - a. He would remain a Beast forever
  - b. He would change to be Prince again
  - c. He would marry some girl
  - d. He would change to an animal
7. Where did Belle and her father live?
  - a. Town
  - b. Castle
  - c. Hill
  - d. Village
8. Who wanted to marry Belle?
  - a. The Prince
  - b. The Beast
  - c. Gaston
  - d. Argust
9. How did Belle thinkt about him?
  - a. He was a beastly bore
  - b. He was charming
  - c. He was amazing
  - d. He was handsome
10. On his way to the fair, Bell's father..... In the woods
  - a. Walk away
  - b. Got lost
  - c. Ran away
  - d. Turned away
11. What made Belle searched her father?
  - a. When his father called her
  - b. When her father's horse came home alone
  - c. When someone told her that her father got lest
  - d. When she heard his father screamed
12. How many enchanted objects which is mentioned in the story?
 

a. 3	c. 5
b. 4	d. 6
13. What did the Beast do after saw Belle found it?
  - a. Yelled at her
  - b. Dragged her
  - c. Grabbed her

- d. Left her
- 14. Who attacked Belle?
  - a. The beast
  - b. The wolves
  - c. Gaston
  - d. The enchanted objects
- 15. Who saved Belle?
  - a. The beast
  - b. The wolves
  - c. Gaston
  - d. The enchanted objects
- 16. What did Belle say to the Beast about his second invitation?
  - a. She agreed
  - b. She disagreed
  - c. She refused it
  - d. She ignored it
- 17. What did Belle tell to the Beast after pulled him to safety?
  - a. To sleep
  - b. To wake up
  - c. To not leave her
  - d. To not wake up again
- 18. What happened to Beast after that?
  - a. He woke uo
  - b. He died
  - c. He turned back to a handsome prince
  - d. He didn't change at all
- 19. What happened to the enchanted objects after that?
  - a. They disappeared
  - b. They flew away
  - c. They got lost
  - d. They turned back into humans too
- 20. What did they do after that?
  - a. Watched Belle and the Prince fall in love
  - b. Went back into the castle
  - c. Ran away
  - d. Stayed still

## Appendix 24

### Answer Key of Post Test

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

## Appendix 25

### Score Post Test Between Experimental Class and Control Class

Control Class			Experimental Class		
No	Code	Score	No	Code	Score
1	C-1	70	1	E-1	75
2	C-2	50	2	E-2	60
3	C-3	65	3	E-3	65
4	C-4	75	4	E-4	80
5	C-5	75	5	E-5	55
6	C-6	60	6	E-6	75
7	C-7	60	7	E-7	80
8	C-8	85	8	E-8	75
9	C-9	70	9	E-9	55
10	C-10	55	10	E-10	75
11	C-11	50	11	E-11	75
12	C-12	75	12	E-12	80
13	C-13	70	13	E-13	55
14	C-14	60	14	E-14	75
15	C-15	65	15	E-15	80
16	C-16	75	16	E-16	60
17	C-17	55	17	E-17	75
18	C-18	80	18	E-18	60
19	C-19	65	19	E-19	70
20	C-20	55	20	E-20	90
21	C-21	60	21	E-21	75
22	C-22	50	22	E-22	75
23	C-23	55	23	E-23	55
24	C-24	55	24	E-24	75
25	C-25	50	25	E-25	75
26	C-26	55	26	E-26	60

27	C-27	75	27	E-27	65
28	C-28	55	28	E-28	80
29	C-29	90	29	E-29	70
30	C-30	60	30	E-30	65
31	C-31	65	31	E-31	85
32	C-32	60	32	E-32	80
33	C-33	70	33	E-33	75
34	C-34	75	34	E-34	80
35	C-35	60	35	E-35	65
36	C-36	75	36	E-36	80
37	C-37	65	37	E-37	55
			38	E-38	70
			39	E-39	100
Sum		2400	Sum		2800
N		37			39
$\bar{X}$		64,8649			71,795
Variance ( $S^2$ )		100.676			108,53576
Standard Deviation (S)		10.0337			10.418

## Appendix 26

### Normality Test for Post Test of the Experimental Group

<b>Hipotesis</b>							
H <sub>0</sub>	:	The distribution list was normal					
H <sub>1</sub>	:	This distribution list was not normal					
<b>Pengujian Hipotesis</b>							
$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$							
<b>Kriteria yang digunakan</b>							
diterima jika		H <sub>0</sub>	=	$\chi^2_{hitung}$	<	$\chi^2_{tabel}$	
<b>Pengujian Hipotesis</b>							
Maximum score	=	100					
Minimum score	=	55					
Range (R)	=	100-55	=	45			
Number of Class (k)	=	$1 + 3,3 \log 39$	=	6.251	≈	6 kelas	
Length of class (P)	=	45/6	=	7.5	=	8	
<b>Tabel perhitungan Rata-Rata dan Simpangan baku</b>							
No	X	$\bar{X} - \bar{X}$	$(X - \bar{X})^2$				
1	75	3	9				
2	60	-12	144				
3	65	-7	49				
4	80	8	64				
5	55	-17	289				
6	75	3	9				
7	80	8	64				
8	75	3	9				
9	55	-17	289				
10	75	3	9				
11	75	3	9				
12	80	8	64				
13	55	-17	289				
14	75	3	9				
15	80	8	64				
16	60	-12	144				
17	75	3	9				
18	60	-12	144				
19	70	-2	4				
20	90	18	324				
21	75	3	9				
22	75	3	9				
23	55	-17	289				
24	75	3	9				
25	75	3	9				
26	60	-12	144				
27	65	-7	49				
28	80	8	64				

29	70	-2	4
30	65	-7	49
31	85	13	169
32	80	8	64
33	75	3	9
34	80	8	64
35	65	-7	49
36	80	8	64
37	55	-17	289
38	70	-2	4
39	100	28	784
<b>Σ</b>	<b>2800</b>		<b>4126</b>

$$\text{Rata-rata } (\bar{X}) = \frac{\sum X}{N} = \frac{2800}{39} = 71.7948718$$

Simpangan Baku (S):

$$S^2 = \frac{\sum (x - \bar{x})^2}{n-1} = \frac{4126}{(39-1)} = \frac{108.53576248}{1} = 10.418$$

**Daftar nilai frekuensi post-test penalaran matematis kelas X IPA 2 (experiment)**

Kelas	Bk	Z <sub>i</sub>	P(Z <sub>i</sub> )	Luas Daerah	O <sub>i</sub>	E <sub>i</sub>	$\frac{(O_i - E_i)^2}{E_i}$
	54.5	-1.66	0.4516				
55 - 62	62.5	-0.89	0.3139	0.1377	9	5.4	2.4534
63 - 70	70.5	-0.12	0.0495	0.2644	7	10.3	1.0635
71 - 78	78.5	0.64	-0.2401	0.2895	12	11.3	0.044
79 - 86	86.5	1.41	-0.4210	0.1809	9	7.1	0.5370
87 - 94	94.5	2.18	-0.4853	0.0644	1	2.5	0.9097
95 - 102	102.5	2.95	-0.4984	0.0130	1	0.5	0.4740
Jumlah					39	$\chi^2 =$	8.931

keterangan:

Bk = batas kelas bawah - 0,5

Z<sub>i</sub> =  $\frac{Bk - \bar{X}}{S}$

P(Z<sub>i</sub>) = nilai Z<sub>i</sub> pada tabel luas di bawah lengkung kurva normal standar dari 0 s/d Z

Luas Daerah = P(Z<sub>1</sub>) - P(Z<sub>2</sub>)

E<sub>i</sub> = Luas Daerah x n

O<sub>i</sub> = f<sub>i</sub>

Untuk α = 5%, dengan dk = 6 - 1 = 5 diperoleh  $\chi^2_{tabel} = 11,1$

karena  $\chi^2_{hitung} < \chi^2_{tabel}$  maka distribusi data awal kelas X IPA 2 berdistribusi **normal**

## Appendix 27

### Normality Test for Post Test of the Control Group

<b>Hipotesis</b>						
H <sub>0</sub>	:	The distribution list was normal				
H <sub>1</sub>	:	The distribution list was not normal				
<b>Pengujian Hipotesis</b>						
$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$						
<b>Kriteria yang digunakan</b>						
diterima jika		H <sub>0</sub>	$\chi^2_{hitung}$	<	$\chi^2_{tabel}$	
<b>Pengujian Hipotesis</b>						
Nilai tertinggi	=		90			
Nilai terendah	=		50			
Rentang nilai (R)	=		90-50	=	40	
Banyaknya kelas (k)	=		1 + 3,3 log	=	6.175	≈ 6 kelas
Panjang kelas (P)	=		40/6	=	6.666	= 7
<b>Tabel perhitungan Rata-Rata dan Simpangan baku</b>						
No	X	X - $\bar{X}$	(X - $\bar{X}$ ) <sup>2</sup>			
1	70	5	25			
2	60	-5	25			
3	65	0	0			
4	75	10	100			
5	75	10	100			
6	60	-5	25			
7	60	-5	25			
8	85	20	400			
9	70	5	25			
10	55	-10	100			
11	50	-15	225			
12	75	10	100			
13	70	5	25			
14	60	-5	25			
15	65	0	0			
16	75	10	100			
17	55	-10	100			
18	80	15	225			
19	65	0	0			
20	55	-10	100			
21	60	-5	25			
22	50	-15	225			
23	55	-10	100			
24	55	-10	100			
25	50	-15	225			
26	55	-10	100			
27	75	10	100			
28	55	-10	100			
29	90	25	625			
30	60	-5	25			

31	65	0	0						
32	60	-5	25						
33	70	5	25						
34	75	10	100						
35	60	-5	25						
36	75	10	100						
37	65	0	0						
$\Sigma$	2400		3625						
Rata-rata ( $\bar{X}$ )	=	$\frac{\Sigma X}{N}$	=	$\frac{2400}{37}$	=	64.8648649			

Simpangan Baku (S):

$S^2$	=	$\frac{\Sigma (x - \bar{x})^2}{n-1}$							
		$\frac{2375}{37-1}$							
		$\frac{100.6756757}{37-1}$							
S	=	10.03372691							

**Daftar nilai frekuensi post-test penalaran kelas X IPA 1(control)**

Kelas	Bk	Z <sub>i</sub>	P(Z <sub>i</sub> )	Luas Daerah	O <sub>i</sub>	E <sub>i</sub>	$\frac{(O_i - E_i)^2}{E_i}$
	49.5	-1.53	0.4372				
50	56			0.1394	13	5.2	11.9262
	56.5	-0.83	0.2978				
57	63			0.2437	5	9.0	1.7886
	63.5	-0.14	0.0541				
64	70			0.2669	5	9.9	2.407
	70.5	0.56	-0.2128				
71	77			0.1832	11	6.8	2.6280
	77.5	1.26	-0.3960				
78	84			0.0788	1	2.9	1.2582
	84.5	1.96	-0.4748				
85	91			0.0252	2	0.9	1.2252
	91.5	9.12	-0.5000				
Jumlah					37	$\chi^2 =$	8.658

keterangan:

Bk	=	batas kelas bawah - 0,5
Z <sub>i</sub>	=	$\frac{Bk - \bar{X}}{S}$
P(Z <sub>i</sub> )	=	nilai Z <sub>i</sub> pada tabel luas di bawah lengkung kurva normal standar dari 0 s/d Z
Luas Daerah	=	$P(Z_1) - P(Z_2)$
E <sub>i</sub>	=	Luas Daerah x n
O <sub>i</sub>	=	f <sub>i</sub>

Untuk  $\alpha = 5\%$ , dengan  $dk = 6 - 1 = 5$  diperoleh  $\chi^2_{tabel} = 11,1$

Karena  $\chi^2_{hitung} < \chi^2_{tabel}$  maka data awal penalaran kelas X IPA 1 berdistribusi normal

## Appendix 28

### Homogeneity Test of Post Test

Uji Homogenitas Post-test Penalaran Matematis			
Source Data			
Sumber variasi	X IPA 1	X IPA 2	
Jumlah	2400	2800	
n	37	39	
$\bar{X}$	64,649	71,795	
Varians ( $S_i^2$ )	100.676	108.53576	
Standart deviasi (S)	<b>10.0337</b>	<b>10.418</b>	
F	=	$\frac{109}{100.7}$	= 1.07807
Pada $\alpha = 5\%$ dengan:			
dk pembilang = nb - 1	=	(37-1)	= 36
dk penyebut = nk - 1	=	(39-1)	= 38
F <sub>tabel</sub>			= 1.72582
<p>Karena <math>F_{hitung}</math> lebih kecil daripada <math>F_{tabel}</math>, maka <math>H_0</math> diterima dan dapat disimpulkan bahwa kedua kelas homogen</p>			

## Appendix 29

### The Average Test Between Experimental and Control Class

$\Sigma$	2800	2400
n	39	37
$\bar{x}$	71.79487	64.86486486
$s^2$	108.5358	100.6756757
s	10.41805	10.03372691

Berdasarkan tabel di atas diperoleh:

$$s = \sqrt{\frac{39-1}{39} \cdot 108.54 + \frac{37-1}{37} \cdot 100.68} = 10.23289$$

$$t = \frac{71.79 - 64.86}{10.23 \sqrt{\frac{1}{39} + \frac{1}{37}}} = 2.951$$

Pada  $\alpha = 5\%$  dengan  $dk = 39+37 - 2 = 74$  diperoleh  $t_{\alpha}$  1.99254



Karena  $t_{\text{hitung}} > t_{\text{tabel}}$ , maka data  $H_a$  diterima

## Appendix 30

### Sample of Students Answer Try Out Test

70

Name	Anisa Rofika Sari
Class	XI IPA 1
Student no	8
Date	27/10. 2017.

TRY-OUT TEST

Listen carefully and choose the right answers based on the story!

10. What type of the text that you hear?
  - a. Recount text
  - b. Narrative text
  - c. Procedure text
  - d. Hortatory text
11. What is the purpose of the text?
  - a. To explain how the Beauty got married with the beast
  - b. To entertain the readers
  - c. To tell a news to the readers
  - d. To describe the story of the Beast
12. What is the title of that text?
  - a. Cinderella's story
  - b. Timun mas
  - c. Belle's story
  - d. Roro jonggrang
13. What is the character of Belle?
  - a. Kind
  - b. Cruel
  - c. Evil
  - d. Envious
14. Belle wanted an adventure like those she read about in her beloved books". What is the same meaning of the underlined word?
  - a. Exploration
  - b. Journey
  - c. Trip
  - d. Camp
15. Who did turn a handsome prince into a beast?
  - a. Witch
  - b. Fairy
  - c. Enchantress
  - d. wizard
16. What would happen if the last rose petal fell before the prince find his true love?

$B = \frac{28}{100} \times 100 = 70$

- a. He would remain a Beast forever  
 b. He would change to be Prince again  
 c. He would marry some girl  
 d. He would change to an animal
- 8) Where did Belle and her father live?  
 a. Town  
 b. Castle  
 c. Hill  
 d. Village
- 9) What did she want more than anything?  
 a. A rose  
 b. An adventure  
 c. A necklace  
 d. A book
- 10) Who did want to marry Belle?  
 a. The Prince  
 b. The Beast  
 c. Gaston  
 d. Argus
- 11) Did Belle agree to marry him?  
 a. Yes, she does  
 b. Yes, she did  
 c. No, she doesn't  
 d. No, she didn't
- 12) How did Belle thought about him?  
 a. He was a beastly bore  
 b. He was charming  
 c. He was amazing  
 d. He was handsome
- 13) What was Belle's father name?  
 a. Richard  
 b. Ronald  
 c. Maurice  
 d. Jared
- 14) What was Belle's father profession?  
 a. An inventor  
 b. A scientist  
 c. A dentist  
 d. A doctor
- 15) What did he invent lastly?

- a. An automatic bicycle
  - b. An automatic coach
  - c. An automatic woodchopper
  - d. An automatic chair
16. On his way to the fair, Bell's father..... In the woods
- a. Walk away
  - b. Got lost
  - c. Ran away
  - d. Turned away
17. What did chase him?
- a. A pack of tigers
  - b. A pack of lions
  - c. A pack of foxes
  - d. A pack of wolves
18. Where did Belle's father hide ?
- a. Behind the gates
  - b. A big house
  - c. A castle
  - d. A hut
19. What did Belle's father find inside?
- a. A rose
  - b. A jasmine
  - c. A beast
  - d. A prince
20. What did the Beast do to Belle's father?
- a. Asked him to stay away
  - b. Asked him to bring her daughter
  - c. Locked him in the dungeon
  - d. Locked his daughter in the dungeon
21. What made Belle searched her father?
- a. When his father called her
  - b. When her father's horse came home alone
  - c. When someone told her that her father got lost
  - d. When she heard his father screamed
22. What did Belle beg the Beast for?
- a. Gaston freedom
  - b. The Beast freedom
  - c. The witch freedom
  - d. The father freedom

23. Which of the following is NOT TRUE about the castle servants?
- a. They were funny and friendly
  - b. They treated Belle like a special guest
  - c. ~~Actually they were humans~~
  - d. The spell cast by the witch hand turned them into enchanted objects
24. At dinner time, what made the Beast roar with frustration?
- a. Belle asked him to release her father
  - b. ~~Belle asked him to dance with her~~
  - c. Belle refused his invitation
  - d. Belle accepted his invitation
25. How many enchanted objects which is mentioned in the story?
- a. 3
  - b. 4
  - c. 5
  - d. 6
26. What did they tell to the Beast?
- a. To be honest and kind
  - b. To be honest and patient
  - c. ~~To be patient and kind~~
  - d. To be impatient and kind
27. What did Belle find later at that night?
- a. A magic wand
  - b. A magic hat
  - c. A magic jasmine
  - d. ~~A magic rose~~
28. What did the Beast do after saw Belle found it?
- a. ~~Yelled at her~~
  - b. Dragged her
  - c. Grabbed her
  - d. Left her
29. Who did attack Belle?
- a. The beast
  - b. ~~The wolves~~
  - c. Gaston
  - d. The enchanted objects
30. Who did save Belle?
- a. The beast
  - b. ~~The wolves~~
  - c. Gaston
  - d. The enchanted objects

39. What happened to the enchanted objects after that?
- a. They disappeared
  - b. They flew away
  - c. They got lost
  - d. They turned back into humans too
40. What did they do after that?
- a. Watched Belle and the Prince fall in love
  - b. Went back into the castle
  - c. Ran away
  - d. Stayed still

## Appendix 31

### Sample of Students Answer Pre-Test (high)

Name	: Zulfa Khoiruna
Class	: X - IPA - 2
Student no	: 39
Date	: 25 oktober 2017

90

#### PRE TEST

Listen carefully and choose the right answers based on the story!

1. What type of the text that you hear?
  - a. Recount text
  - b. Narrative text
  - c. Procedure text
  - d. Hortatory text
2. What is the purpose of the text?
  - a. To explain how the Beauty got married with the beast
  - b. To entertain the readers
  - c. To tell a news to the readers
  - d. To describe the story of the Beast
3. What is the character of Belle?
  - a. Kind
  - b. Cruel
  - c. Evil
  - d. Envious
4. "Belle wanted an adventure like those she read about in her beloved books". What is the same meaning of the underlined word?
  - a. Exploration
  - b. Journey
  - c. Trip
  - d. Camp
5. Who did turn a handsome prince into a beast?
  - a. Witch
  - b. Fairy
  - c. Enchantress
  - d. wizard
6. What would happen if the last rose petal fell before the prince find his true love?
  - a. He would remain a Beast forever
  - b. He would change to be Prince again
  - c. He would marry some girl
  - d. He would change to an animal
7. Where did Belle and her father live?
  - a. Town
  - b. Castle
  - c. Hill
  - d. Village
8. Who did want to marry Belle?
  - a. The Prince
  - b. The Beast
  - c. Gaston
  - d. Argust
9. How did Belle thought about him?
  - a. He was a beastly bore
  - b. He was charming
  - c. He was amazing
  - d. He was handsome
10. On his way to the fair, Bell's father..... In the woods
  - a. Walk away
  - b. Got lost
  - c. Ran away
  - d. Turned away

$$B: 18 \times 1 = 90$$

11. What made Belle searched her father?  
a. When his father called her  
 b. When her father's horse came home alone  
c. When someone told her that her father got lost  
d. When she heard his father screamed
12. How many enchanted objects which is mentioned in the story?  
a. 3  
 b. 4  
c. 5  
d. 6
13. What did the Beast do after saw Belle found it?  
 a. Yelled at her  
b. Dragged her  
c. Grabbed her  
d. Left her
14. Who did attack Belle?  
a. The beast  
 b. The wolves  
c. Gaston  
d. The enchanted objects
15. Who did save Belle?  
 a. The beast  
b. The wolves  
c. Gaston  
d. The enchanted objects
16. What did Belle say to the Beast about his second invitation?  
 a. She agreed  
b. She disagreed  
c. She refused it  
d. She ignored it
17. What did Belle tell to the Beast after pulled him to safety?  
a. To sleep  
b. To wake up  
 c. To not leave her  
d. To not wake up again
18. What happened to Beast after that?  
a. He woke up  
b. He died  
 c. He turned back to a handsome prince  
d. He didn't change at all
19. What happened to the enchanted objects after that?  
a. They disappeared  
b. They flew away  
c. They got lost  
 d. They turned back into humans too
20. What did they do after that?  
a. Watched Belle and the Prince fall in love  
 b. Went back into the castle  
c. Ran away  
d. Stayed still

## Appendix 32

### Sample of Students Answer Pre-Test (medium)

Name	: Ariya Dewa Karang Tanjung
Class	: X - IPA - 2
Student no	: 2
Date	: 25 Oktober 2017

55

#### PRE TEST

Listen carefully and choose the right answers based on the story!

1. What type of the text that you hear?
  - a. Recount text
  - b. Narrative text
  - c. Procedure text
  - d. Hortatory text
2. What is the purpose of the text?
  - a. To explain how the Beauty got married with the beast
  - b. To entertain the readers
  - c. To tell a news to the readers
  - d. To describe the story of the Beast
3. What is the character of Belle?
  - a. Kind
  - b. Cruel
  - c. Evil
  - d. Envious
4. "Belle wanted an adventure like those she read about in her beloved books". What is the same meaning of the underlined word?
  - a. Exploration
  - b. Journey
  - c. Trip
  - d. Camp
5. Who did turn a handsome prince into a beast?
  - a. Witch
  - b. Fairy
  - c. Enchantress
  - d. wizard
6. What would happen if the last rose petal fell before the prince find his true love?
  - a. He would remain a Beast forever
  - b. He would change to be Prince again
  - c. He would marry some girl
  - d. He would change to an animal
7. Where did Belle and her father live?
  - a. Town
  - b. Castle
  - c. Hill
  - d. Village
8. Who did want to marry Belle?
  - a. The Prince
  - b. The Beast
  - c. Gaston
  - d. Argust
9. How did Belle thought about him?
  - a. He was a beastly bore
  - b. He was charming
  - c. He was amazing
  - d. He was handsome
10. On his way to the fair, Belle's father..... In the woods
  - a. Walk away
  - b. Got lost
  - c. Ran away
  - d. Turned away

B = 11 x 5 = 55

11. What made Belle search for her father?  
a. When his father called her  
b. When her father's horse came home alone  
 c. When someone told her that her father got lost  
d. When she heard his father screamed
12. How many enchanted objects are mentioned in the story?  
a. 3  
 b. 4  
c. 5  
 d. 6
13. What did the Beast do after he saw Belle find it?  
a. Yelled at her  
 b. Dragged her  
c. Grabbed her  
d. Left her
14. Who did attack Belle?  
a. The beast  
b. The wolves  
c. Gaston  
 d. The enchanted objects
15. Who did save Belle?  
a. The beast  
b. The wolves  
 c. Gaston  
d. The enchanted objects
16. What did Belle say to the Beast about his second invitation?  
 a. She agreed  
b. She disagreed  
c. She refused it  
d. She ignored it
17. What did Belle tell the Beast after pulling him to safety?  
a. To sleep  
b. To wake up  
 c. To not leave her  
d. To not wake up again
18. What happened to the Beast after that?  
a. He woke up  
b. He died  
 c. He turned back to a handsome prince  
d. He didn't change at all
19. What happened to the enchanted objects after that?  
a. They disappeared  
b. They flew away  
c. They got lost  
 d. They turned back into humans too
20. What did they do after that?  
 a. Watched Belle and the Prince fall in love  
b. Went back into the castle  
c. Ran away  
d. Stayed still

## Appendix 33

### Sample of Students Answer Pre-Test (low)

Name	: <i>As Lady Mustaghfirah</i>
Class	: <i>X - MIA 2</i>
Student no	: <i>18</i>
Date	: <i>25 October 2017</i>

(45)

#### PRE TEST

Listen carefully and choose the right answers based on the story!

1. What type of the text that you hear?
  - a. Recount text
  - b. Narrative text ✓
  - c. Procedure text
  - d. Hortatory text
2. What is the purpose of the text?
  - a. To explain how the Beauty got married with the beast ✓
  - b. To entertain the readers
  - c. To tell a news to the readers
  - d. To describe the story of the Beast
3. What is the character of Belle?
  - a. Kind ✓
  - b. Cruel
  - c. Evil
  - d. Envious
4. "Belle wanted an adventure like those she read about in her beloved books". What is the same meaning of the underlined word?
  - a. Exploration
  - b. Journey
  - c. Trip ✓
  - d. Camp
5. Who did turn a handsome prince into a beast?
  - a. Witch ✓
  - b. Fairy
  - c. Enchantress
  - d. wizard
6. What would happen if the last rose petal fell before the prince find his true love?
  - a. He would remain a Beast forever ✓
  - b. He would change to be Prince again
  - c. He would marry some girl
  - d. He would change to an animal
7. Where did Belle and her father live?
  - a. Town
  - b. Castle
  - c. Hill
  - d. Village ✓
8. Who did want to marry Belle?
  - a. The Prince
  - b. The Beast ✓
  - c. Gaston
  - d. Argust
9. How did Belle thought about him?
  - a. He was a beastly bore
  - b. He was charming
  - c. He was amazing
  - d. He was handsome ✓
10. On his way to the fair, Bell's father..... In the woods
  - a. Walk away ✓
  - b. Got lost
  - c. Ran away
  - d. Turned away

$$B = 9 \times 5 = 45$$

11. What made Belle searched her father?
- When his father called her
  - When her father's horse came home alone
  - When someone told her that her father got lost
  - When she heard his father screamed
12. How many enchanted objects which is mentioned in the story?
- 3
  - 4
  - 5
  - 6
13. What did the Beast do after saw Belle found it?
- Yelled at her
  - Dragged her
  - Grabbed her
  - Left her
14. Who did attack Belle?
- The beast
  - The wolves
  - Gaston
  - The enchanted objects
15. Who did save Belle?
- The beast
  - The wolves
  - Gaston
  - The enchanted objects
16. What did Belle say to the Beast about his second invitation?
- She agreed
  - She disagreed
  - She refused it
  - She ignored it
17. What did Belle tell to the Beast after pulled him to safety?
- To sleep
  - To wake up
  - To not leave her
  - To not wake up again
18. What happened to Beast after that?
- He woke up
  - He died
  - He turned back to a handsome prince
  - He didn't change at all
19. What happened to the enchanted objects after that?
- They disappeared
  - They flew away
  - They got lost
  - They turned back into humans too
20. What did they do after that?
- Watched Belle and the Prince fall in love
  - Went back into the castle
  - Ran away
  - Stayed still

## Appendix 34

### Sample of Students Answer Post Test (high)

Name	: Zulfa Khairuna
Class	: X IPA 2
Student no	: 39
Date	: 11 November 2017

100

#### POST TEST

Listen carefully and choose the right answers based on the story!

1. What type of the text that you hear?
  - a. Recount text
  - b. Narrative text
  - c. Procedure text
  - d. Hortatory text
2. What is the purpose of the text?
  - a. To explain how the Beauty got married with the beast
  - b. To entertain the readers
  - c. To tell a news to the readers
  - d. To describe the story of the Beast

$B = 20 \times 5 = 100$
3. What is the character of Belle?
  - a. Kind
  - b. Cruel
  - c. Evil
  - d. Envious
4. "Belle wanted an adventure like those she read about in her beloved books". What is the same meaning of the underlined word?
  - a. Exploration
  - b. Journey
  - c. Trip
  - d. Camp
5. Who did turn a handsome prince into a beast?
  - a. Witch
  - b. Fairy
  - c. Enchantress
  - d. wizard
6. What would happen if the last rose petal fell before the prince find his true love?
  - a. He would remain a Beast forever
  - b. He would change to be Prince again
  - c. He would marry some girl
  - d. He would change to an animal
7. Where did Belle and her father live?
  - a. Town
  - b. Castle
  - c. Hill
  - d. Village
8. Who did want to marry Belle?
  - a. The Prince
  - b. The Beast
  - c. Gaston
  - d. Argust
9. How did Belle thought about him?
  - a. He was a beastly bore
  - b. He was charming
  - c. He was amazing
  - d. He was handsome
10. On his way to the fair, Belle's father..... In the woods
  - a. Walk away
  - b. Got lost
  - c. Ran away
  - d. Turned away

11. What made Belle searched her father?  
a. When his father called her  
 b. When her father's horse came home alone  
c. When someone told her that her father got lost  
d. When she heard his father screamed
12. How many enchanted objects which is mentioned in the story?  
a. 3  
 b. 4  
c. 5  
d. 6
13. What did the Beast do after saw Belle found it?  
 a. Yelled at her  
b. Dragged her  
c. Grabbed her  
d. Left her
14. Who did attack Belle?  
a. The beast  
 b. The wolves  
c. Gaston  
d. The enchanted objects
15. Who did save Belle?  
 a. The beast  
b. The wolves  
c. Gaston  
d. The enchanted objects
16. What did Belle say to the Beast about his second invitation?  
 a. She agreed  
b. She disagreed  
c. She refused it  
d. She ignored it
17. What did Belle tell to the Beast after pulled him to safety?  
a. To sleep  
b. To wake up  
 c. To not leave her  
d. To not wake up again
18. What happened to Beast after that?  
a. He woke up  
b. He died  
 c. He turned back to a handsome prince  
d. He didn't change at all
19. What happened to the enchanted objects after that?  
a. They disappeared  
b. They flew away  
c. They got lost  
 d. They turned back into humans too
20. What did they do after that?  
 a. Watched Belle and the Prince fall in love  
b. Went back into the castle  
c. Ran away  
d. Stayed still

## Appendix 35

### Sample of Students Answer Post Test (medium)

Name	: Stephanie Jasadah
Class	: X-10A2
Student no	: 29
Date	: 11-NOV-2017

70

#### POST TEST

- Listen carefully and choose the right answers based on the story!
1. What type of the text that you hear?
- a. Recount text
  - b. Narrative text
  - c. Procedure text
  - d. Hortatory text
2. What is the purpose of the text?
- a. To explain how the Beauty got married with the beast
  - b. To entertain the readers
  - c. To tell a news to the readers
  - d. To describe the story of the Beast
3. What is the character of Belle?
- a. Kind
  - b. Cruel
  - c. Evil
  - d. Envious
4. "Belle wanted an adventure like those she read about in her beloved books". What is the same meaning of the underlined word?
- a. Exploration
  - b. Journey
  - c. Trip
  - d. Camp
5. Who did turn a handsome prince into a beast?
- a. Witch
  - b. Fairy
  - c. Enchantress
  - d. wizard
6. What would happen if the last rose petal fell before the prince find his true love?
- a. He would remain a Beast forever
  - b. He would change to be Prince again
  - c. He would marry some girl
  - d. He would change to an animal
7. Where did Belle and her father live?
- a. Town
  - b. Castle
  - c. Hill
  - d. Village
8. Who did want to marry Belle?
- a. The Prince
  - b. The Beast
  - c. Gaston
  - d. Argust
9. How did Belle thought about him?
- a. He was a beastly bore
  - b. He was charming
  - c. He was amazing
  - d. He was handsome
10. On his way to the fair, Bell's father..... In the woods
- a. Walk away
  - b. Got lost
  - c. Ran away
  - d. Turned away

$$B = 14 \times 5 = 70$$

11. What made Belle searched her father?  
a. When his father called her  
 b. When her father's horse came home alone  
c. When someone told her that her father got lost  
d. When she heard his father screamed
12. How many enchanted objects which is mentioned in the story?  
a. 3  
 b. 4  
c. 5  
d. 6
13. What did the Beast do after saw Belle found it?  
a. Yelled at her  
b. Dragged her  
 c. Grabbed her  
d. Left her
14. Who did attack Belle?  
a. The beast  
 b. The wolves  
c. Gaston  
d. The enchanted objects
15. Who did save Belle?  
a. The beast  
 b. The wolves  
c. Gaston  
d. The enchanted objects
16. What did Belle say to the Beast about his second invitation?  
 a. She agreed  
b. She disagreed  
c. She refused it  
d. She ignored it
17. What did Belle tell to the Beast after pulled him to safety?  
a. To sleep  
b. To wake up  
 c. To not leave her  
d. To not wake up again
18. What happened to Beast after that?  
a. He woke up  
b. He died  
 c. He turned back to a handsome prince  
d. He didn't change at all
19. What happened to the enchanted objects after that?  
a. They disappeared  
b. They flew away  
c. They got lost  
 d. They turned back into humans too
20. What did they do after that?  
 a. Watched Belle and the Prince fall in love  
b. Went back into the castle  
c. Ran away  
d. Stayed still

## Appendix 36

### Sample of Students Answer Post Test (low)

Name : Calvin Rahmatullah Puzaw  
Class : ~~11A~~ 2  
Student no : ~~1109~~ 9  
Date : 11 November 2017

55

#### POST TEST

Listen carefully and choose the right answers based on the story!

1. What type of the text that you hear?
  - a. Recount text
  - b. Narrative text
  - c. Procedure text
  - d. Hortatory text
2. What is the purpose of the text?
  - a. To explain how the Beauty got married with the beast
  - b. To entertain the readers
  - c. To tell a news to the readers
  - d. To describe the story of the Beast
3. What is the character of Belle?
  - a. Kind
  - b. Cruel
  - c. Evil
  - d. Envious
4. "Belle wanted an adventure like those she read about in her beloved books". What is the same meaning of the underlined word?
  - a. Exploration
  - b. Journey
  - c. Trip
  - d. Camp
5. Who did turn a handsome prince into a beast?
  - a. Witch
  - b. Fairy
  - c. Enchantress
  - d. wizard
6. What would happen if the last rose petal fell before the prince find his true love?
  - a. He would remain a Beast forever
  - b. He would change to be Prince again
  - c. He would marry some girl
  - d. He would change to an animal
7. Where did Belle and her father live?
  - a. Town
  - b. Castle
  - c. Hill
  - d. Village
8. Who did want to marry Belle?
  - a. The Prince
  - b. The Beast
  - c. Gaston
  - d. Argust
9. How did Belle thought about him?
  - a. He was a beastly bore
  - b. He was charming
  - c. He was amazing
  - d. He was handsome
10. On his way to the fair, Bell's father..... In the woods
  - a. Walk away
  - b. Got lost
  - c. Ran away
  - d. Turned away

11. What made Belle searched her father?
- When his father called her
  - When her father's horse came home alone
  - When someone told her that her father got lost
  - When she heard his father screamed
12. How many enchanted objects which is mentioned in the story?
- 3
  - 4
  - 5
  - 6
13. What did the Beast do after saw Belle found it?
- Yelled at her
  - Dragged her
  - Grabbed her
  - Left her
14. Who did attack Belle?
- The beast
  - The wolves
  - Gaston
  - The enchanted objects
15. Who did save Belle?
- The beast
  - The wolves
  - Gaston
  - The enchanted objects
16. What did Belle say to the Beast about his second invitation?
- She agreed
  - She disagreed
  - She refused it
  - She ignored it
17. What did Belle tell to the Beast after pulled him to safety?
- To sleep
  - To wake up
  - To not leave her
  - To not wake up again
18. What happened to Beast after that?
- He woke up
  - He died
  - He turned back to a handsome prince
  - He didn't change at all
19. What happened to the enchanted objects after that?
- They disappeared
  - They flew away
  - They got lost
  - They turned back into humans too
20. What did they do after that?
- Watched Belle and the Prince fall in love
  - Went back into the castle
  - Ran away
  - Stayed still

## Appendix 37

### Documentation of Experimental Group Activity



**Teacher was explaining about narrative text**



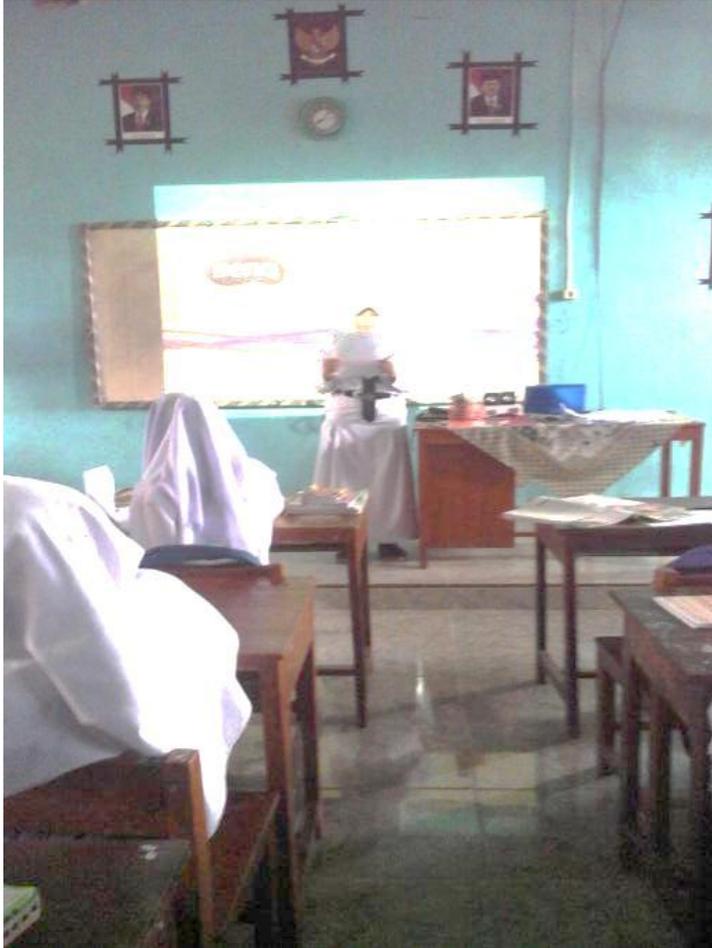
**Students were paying attention and listen the audio short stories**



**Teacher was monitoring student's activity**



**Students were discussing content the story**



**Student was presenting the result they have discussed**

## Documentation of Control Group Activity



**Teacher was explaining about narrative text**



**Students were paying attention listen the teacher's story**



**Teacher was monitoring student's activity**



**Students were discussing content the story**



**Student was presenting the result they have discussed**







KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof Dr. Hamka Kampus 11 Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185  
Website: www.walisongo.ac.id

---

Nomor : B.3934/Un.10.3/D.1/TL.00./10/2017 Semarang, 17 Oktober 2017  
Lamp : 1 (satu) proposal  
Hal : Mohon Izin Riset  
A.n : Nur Rosidah  
NIM : 133411044

Kepada Yth.  
Kepala Sekolah MA Sunan Prawoto  
Di Pati

Assalamualaikum Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Nur Rosidah  
NIM : 133411044  
Alamat : Desa.Prawoto RT.06 RW.04, Kec.Sukolilo, Kab.Pati  
Judul Skripsi : **The Effectiveness of Short Stories in <http://princess.disney.com> to Teach Listening Skills (An Experimental Research at Tenth Grade of MA Sunan Prawoto Pati in the Academic Year of 2017/ 2018)**  
Pembimbing : 1. Daviq Rizal, M.Pd  
2. Nadiyah Makmun, M.Pd

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama 23 hari, mulai tanggal 21 Oktober 2017 sampai dengan tanggal 12 November 2017.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.  
Wassalamu'alaikum Wr. Wb.

A.n. Dekan  
Wakil Dekan Bagian Akademik



**Tembusan:**  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**YAYASAN SUNAN PRAWOTO  
MADRASAH ALIYAH SUNAN PRAWOTO  
TERAKREDITASI A**

Jl. H. Hasyim No. 05 Desa Prawoto Kecamatan Sukolilo Kabupaten Pati Kode POS 59172  
Telp. 081285946841, 0811297844 e-mail : [sunanprawoto\\_ma@yahoo.co.id](mailto:sunanprawoto_ma@yahoo.co.id) website : [masupra.sch.id](http://masupra.sch.id)

**SURAT KETERANGAN**

Nomor : Ma.11.001/PP.00.6/502/2017

Yang bertanda tangan di bawah ini :

Nama : Agus Salim, S.Ag, M.Pd  
NIP : 19700817 199103 1 002  
Pangkat / Golongan : Pembina / IV a  
Jabatan : Kepala MA Sunan Prawoto

Dengan ini menerangkan bahwa :

Nama : Nur Rosidah  
NIM : 133411044  
Alamat : Desa. Prawoto RT. 06 RW. 04 Kec. Sukolilo Kab. Pati  
Program Study : S1 / Pendidikan Bahasa Inggris  
Universitas : Universitas Islam Negeri Walisongo Semarang

nama tersebut di atas benar-benar melakukan penelitian di MA Sunan Prawoto kelas X-IPA sejak tanggal 21 Oktober s/d 12 November 2017 pada mata pelajaran Bahasa Inggris untuk penyusunan skripsi guna memenuhi persyaratan memperoleh gelar S1 di UIN Walisongo Semarang dengan judul penelitian "The Effectiveness of Short Stories in <http://princess.disney.com> to Teach Listening Skills (An Experimental Research at Tenth Grade of MA Sunan Prawoto Pati in the Academic Year of 2017/ 2018)".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Prawoto, 18 November 2017

Kepala MA Sunan Prawoto

Agus Salim, S.Ag, M.Pd.  
NIP. 19700817 199103 1 002



# AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 087/SK/BAN-PT/Akred/Dpl-III/III/2015

Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185

Telp. (024) 7608786 Fax (024) 7619177 - *website* : aismuh.ac.id

**PENELITI** : Nur Rosidah  
**NIM** : 133411044  
**JURUSAN** : Pendidikan Bahasa Inggris  
**JUDUL** : The Effectiveness of Short Stories in <http://princess.disney.com> to Teach Listening Skills  
(An Experimental Research at Tenth Grade of MA Sunan Prawoto Pati in the Academic Year 2017/2018)

## HIPOTESIS :

a. Hipotesis Varians :

$H_0$  : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

$H_1$  : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

b. Hipotesis Rata-rata :

$H_0$  : Rata-rata hasil belajar siswa kelas eksperimen  $\leq$  kontrol.

$H_1$  : Rata-rata hasil belajar siswa kelas eksperimen  $>$  kontrol.

## DASAR PENGAMBILAN KEPUTUSAN :

$H_0$  DITERIMA, jika nilai  $t_{\text{hitung}} \leq t_{\text{tabel}}$

$H_0$  DITOLAK, jika nilai  $t_{\text{hitung}} < t_{\text{tabel}}$  atau  $t_{\text{hitung}} > t_{\text{tabel}}$

## HASIL DAN ANALISIS DATA :

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai_awal	eksperimen	39	62.4359	11.52068	1.84479
	kontrol	37	57.4324	12.05437	1.98173
Nilai_akhir	eksperimen	39	71.7949	10.41805	1.66822
	kontrol	37	64.8649	10.03373	1.64953

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai_awal	Equal variances assumed	.071	.790	1.850	74	.068	5.00347	2.70422	-38481	10.39174
	Equal variances not assumed			1.848	73.288	.069	5.00347	2.70748	-39219	10.39912
nilai_akhir	Equal variances assumed	.013	.911	2.951	74	.004	6.93001	2.34840	2.25072	11.60929
	Equal variances not assumed			2.954	73.982	.004	6.93001	2.34605	2.25539	11.60463

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,790. Karena sig. = 0,790 > 0,005, maka  $H_1$  DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknya varians rata-rata prestasi belajar kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata prestasi belajar kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t hitung pada baris pertama (*Equal variances assumed*), yaitu t hitung = 2,951.
3. Nilai  $t_{tabel}(74;0,05) = 1,993$  (*two tails*). Berarti nilai  $t_{hitung} = 2,951 > t_{tabel} = 1,993$  hal ini berarti  $H_0$  DITOLAK, artinya, rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata prestasi belajar kelas kontrol.

Semarang, 03 Januari 2018  
Ketua Prodi Statistika



Atika Nurani A, S.Si, M.Si



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
LEMBAGA PENELITIAN DAN PENGABDIAN  
KEPADA MASYARAKAT (LP2M)

Jalan Walisongo Nomor 3-5 Semarang 50185  
Telp/fax: (024) 7615923, website: lppm.walisongo.ac.id, email: lppm@walisongo.ac.id

# PIAGAM

Nomor : B-289/Un.10.0/L.1/PP.03.06/05/2017

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam

Negeri (UIN) Walisongo Semarang, menerangkan bahwa :

Nama : **NUR ROSIDAH**

NIM : **133411044**

Fakultas : **ILMU TARBİYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Reguler Angkatan ke-68

Semester Genap Tahun Akademik 2016/2017 dari tanggal 29 Maret 2017 sampai tanggal

12 Mei 2017 di Kabupaten Semarang, dengan nilai :

**84** (Lulus) dengan nilai **4,07 A**



19 Mei 2017

Sholihan, M.Ag.

NIP. 19600604 199403 1004

# CURRICULUM VITAE

## A. Personal Identity

Name : Nur Rosidah  
Place, Date and Birth : Pati, 12<sup>th</sup> of August 1993  
Sex : Female  
Nationality : Indonesian  
Marital status : Single  
Home Address : DK Karangtandan RT. 06 RW. 04  
Desa. Prawoto Kec. Sukolilo Kab. Pati  
Phone : 085741581033  
Email : rosipp123@gmail.com

## B. Educational Background

- a. RA Masitoh
- b. SDN Prawoto 02
- c. MTs Sunan Prawoto
- d. MA Sunan Prawoto
- e. Walisongo State Islamic University Semarang





