THE EFFECTIVENESS OF FAIRY TALES STORY IN TEACHING LISTENING FOR STUDENTS IN GRADE 8 AT THE SMPN 3 PRAYA TENGAH

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
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THE EFFECTIVENESS OF FAIRY TALES STORY IN TEACHING LISTENING FOR STDUENTS IN GRADE 8 AT THE SMPN 3 PRAYA TENGAH IN ACADEMIC YEAR 2022/2023

A Thesis

Presented to State Islamic University of Mataram to Fulfil of the Requirements for the Attainment the Degree of Sarjana in English Language Education
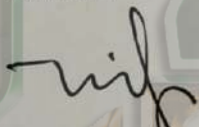

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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
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ADVISORS' APPROVAL

Thesis by Yuli Handayani, student's number (NIM) 180107104 entitled "The Effectiveness of Fairy Tales Story in teaching Listening for Students in Grade 8 at The SMPN 3 Praya Tengah Academic Year 2022/2023" has fulfilled the requirement and has been approved to be examined.

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ADVISORS' OFFICIAL NOTE

Mataram,   2023

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Assalamu'alaikum, Wr. Wb.

Respectfully, after doing guidance, direction, and correction, we are of the opinion that a thesis of:

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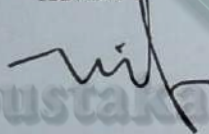Study Program   : English Language Education
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has fulfilled the requirements to be submitted in the thesis examination session of the Faculty of Education and Teacher Training. State Islamic University of Mataram. Therefore, we hope that this thesis can be examined immediately.

Wassalamu'alaikum, Wr Wb.

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THESIS RECTIFICATION

Thesis by: Yuli Handayani, NIM: 180107104 entitled "The Effectiveness of Fairy Tales Story in Teaching Listening for Students in Grade 8 at The SMPN 3 Praya Tengah" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on _____

The Board of examiner

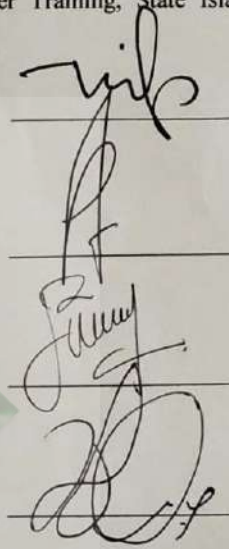Dr. Muhsinin, M.A

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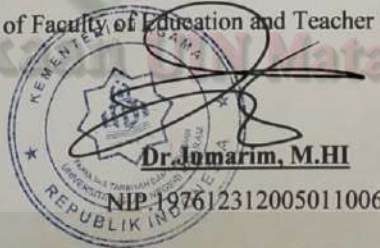H. Ibnu Hizam, M.Pd

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MOTTO

"Your god know best what is in your heart; if you are good person, then
indeed, he is forgiving to those who repents"
(QS: Al-Isra: 25)
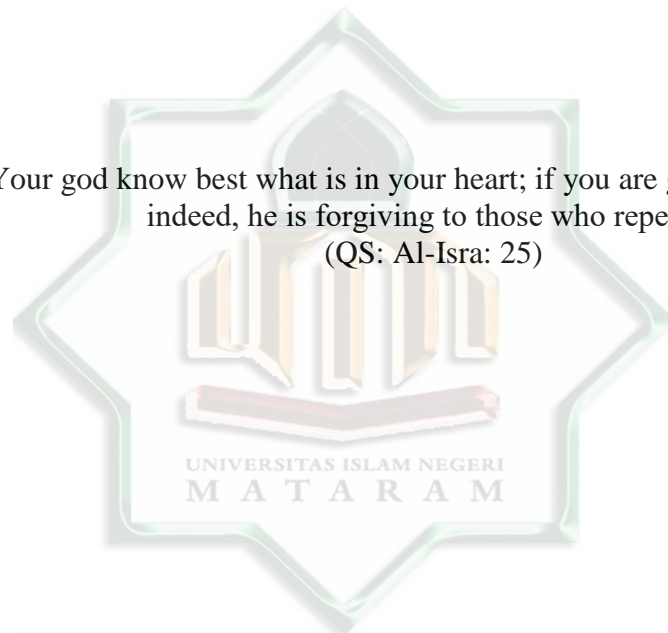
DEDICATION

"This thesis is dedicated to: My beloved Mother, Suarne and MY beloved father, Rajab and MY beloved sister, Rini Aulia and All of my big families, All of my teachers and lectures, and My Almamater, UIN Mataram"
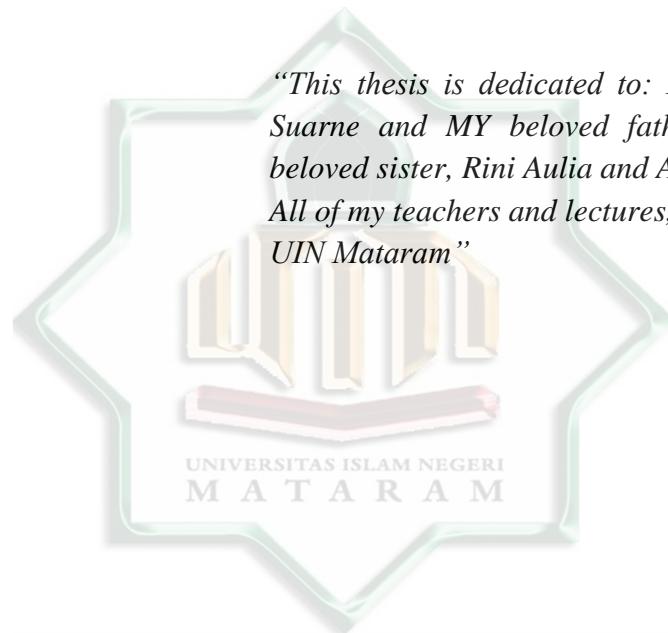
ACKNOWLEDGEMENTS

Finally, I realize that this thesis is far from being perfect since there are lots of mistakes in the writing of this thesis. It is needed to get suggestions and advice from the readers in order to get better in the next writing. Hopefully, this thesis can be helpful for everyone who needs more knowledge and references for the purpose and development of education.

Mataram,

Yuli Handayani

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THE EFFECTIVENESS OF FAIRY TALES STORY IN TEACHING LISTENING FOR STUDENTS IN GRADE 8 AT THE SMPN 3 PRAYA TENGAH

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ABSTRACT

This study is about the effectiveness of fairy tale story in teaching listening for students in grade 8th at the SMPN 3 Praya Tengah in the 2023/2024 academic year. The purpose of this study is to know whether fairy tales effective or not in teaching listening. Based on the research objectives above, the researcher formulated the problem namely is the fairy tale story effective teaching listening for grade 8 students at the SMPN 3 Praya Tengah?.

To answer the problem formulation, the researcher used quasi-experimental study design. The sample of this study consisted of 46 students who were divided into two classes, where class VIII B with 23 students and class A with 23 students. The data were obtained from the pre-test and post- test. This study was analyzed using the independence t-test which referred to the significance of 2-tailed = 0.001 the p-value of the post-test $0.001 > sig$ 2 tailed 0.05.

It means that there was significant difference between the result of students' mean score between control class and experimental class. So, (H_o) was rejected (H_a) was accepted. The results showed that there was significance results in students listening using fairy tales.

Keywords: Listening Ability, Fairy tales, SMPN 3 Praya Tengah

PENGARUH PENGGUNAAN CERITA DONGENG DALAM PEMBELAJARAN
MENDENGARKAN PADA SISWA KELAS 8 DI SMPN 3 PRAYA TENGAH

Oleh:

Yuli Handayani
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ABSTRAK

Penelitian ini tentang efektivitas cerita dongeng dalam pengajaran mendengarkan siswa kelas 8 SMPN 3 Praya Tengah pada tahun ajaran 2023/2024. Tujuan dari penelitian ini adalah untuk mengetahui apakah dongeng efektif atau tidak dalam pengajaran mendengarkan. Berdasarkan tujuan penelitian di atas, peneliti merumuskan masalah yaitu apakah cerita dongeng efektif dalam pembelajaran listening pada siswa kelas 8 SMPN 3 Praya Tengah?

Untuk menjawab rumusan masalah, peneliti menggunakan desain penelitian kuasi eksperimen. Sampel penelitian ini berjumlah 46 siswa yang dibagi menjadi dua kelas, dimana kelas VIII B berjumlah 23 siswa dan kelas A berjumlah 23 siswa. Data diperoleh dari pre-test dan post-test. Penelitian ini dianalisis menggunakan uji t independensi yang mengacu pada signifikansi 2-tailed = 0. 001 nilai p-value post-test $0,001 > $ sig 2 tailed 0,05.

Artinya terdapat perbedaan yang signifikan antara hasil nilai rata-rata siswa antara kelas kontrol dan kelas eksperimen. Jadi (Ho) ditolak (Ha) diterima. Hasil penelitian menunjukkan bahwa terdapat hasil yang signifikan pada siswa menyimak dengan menggunakan dongeng.

Kata Kunci: Pembelajaran Mendengarkan, Cerita Dongeng, SMPN 3 Praya Tengah

فاعلية قصة الحكايات الخرافية في تعليم الاستماع للطلاب في الصف الثامن في مدرسة SMPN 3 برايا تنغاه

بواسطة:

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180107104

خلاصة

\تدور هذه الدراسة حول فعالية قصة الحكاية الخيالية في تعليم الاستماع للطلاب في الصف الثامن في مدرسة SMPN 3 برايا تينجاه في العام الدراسي 2024/2023. الغرض من هذه الدراسة هو ما إذا كانت الحكايات الخرافية فعالة أم لا في تعليم الاستماع. بناءً على أهداف البحث المذكورة أعلاه، قامت الباحثة بصياغة المشكلة وهي هل القصة الخيالية فعالة في تدريس الاستماع لطلاب الصف الثامن في مدرسة SMPN 3 برايا تينجا؟

وللإجابة على صياغة المشكلة استخدم الباحث تصميم الدراسة شبه التجريبية. وتكونت عينة هذه الدراسة من 46 طالبا تم تقسيمهم إلى فصلين، حيث الفصل الثامن (ب) والذي يضم 23 طالبا والفصل (أ) والذي يضم 23 طالبا. وتم الحصول على البيانات من الاختبار القبلي والاختبار البعدي. تم تحليل هذه الدراسة باستخدام اختبار الاستقلال الذي يشير إلى أهمية 2-الذيل = 0. 001 القيمة p للاختبار البعدي 0.001 > 2 sig ذيل 0.05.

ويعني ذلك وجود فروق ذات دلالة إحصائية بين نتيجة متوسط درجات الطلاب بين الفصل الضابط والفصل التجريبي. لذلك، (هو) تم رفضه (ها) تم قبوله. وأظهرت النتائج أن هناك نتائج ذات دلالة إحصائية في استماع الطلاب باستخدام القصص الخيالية.

الكلمات المفتاحية: تعليم الاستماع، القصة الخيالية، SMPN 3 برايا تنغاه

CHAPTER I

INTRODUCTION

A. Background of Research

English is an international language which is used as language of communication that connects all nations and countries around the world. The ability to speak English is one of the most important skills for students because English has become a universal language used in the world of technology, education, politics, commerce, and is the most frequently used communication tool in the world.

The ability to speak English is one of the skills that are important for students. English is one of the subjects in the UN (National Examination). English lessons are also one of the things important for continuing education up to university. Therefore, early learning should be done to make it easier in accessing more comprehensive English learning.

Teaching and learning English should concern more on mastering English communication. The learning objectives of the English language programs should cover language skill (listening, speaking, reading, and writing).[1] Listening is an important skill in language learning and it cannot be

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[1] Darwissyah Irwan D, Nunun Indrasari "*Designing listening tasks for English students* English education: jurnal tadris bahasa inggris", vol 12 (1) 2019, p.11.

taken lightly especially in an academic context and separated in a language therefore, listening has important role in teaching language as well as teaching English.

In fact, understanding spoken language is very important in communication. In order master the spoken, however, in language classroom, listening tends to be neglected; many language educators assume that listening is automatically acquired while the learners learn to speak a language. It seems not easy have to consider what the students like and what methods are interesting for them losing the gist of learning.

As a first language skill, listening is considered to be the key to learning communication. According to Nation in Darwissyah Irwan, listening is the natural precursor 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.[2]

There are many methods that can be used in teach listening subject including audio lingual methods, interpersonal activities, groups activities, direct methods, and visual media. One of the methods used in this research is to use visual media such as videos, for example, fairy tales. Fairy tales are an

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[2] *Ibid*

old form of literature which tells of an extraordinary, imaginary event that is considered by society to be something that did not really happen.

A fairy tales are stories that are generally intended for children, contains fantastic and imaginative characters including magicians, elves, and goblins. According to Silverman the term "fairy" tale seems to refer more to the fantastic and magical setting or magical influences within a story, rather than the presence of character of a fairy within that story.[3] Fairy tales are considered an effective teaching tool to help spread knowledge and among students, values character.

Fairy tales have the potential for strengthen imagination, humanize individuals, increase empathy and understanding, reinforce values and ethics, and stimulate thought processes critical and creative. Fairy tales can be used as a medium of formation character in students' fairy tales will provide a learning experience for students.

Based on interview conducted whit 8th grade teachers of the SMPN 3 Praya Tengah, the information obtained that students' mastery in listening was still low. Students still have difficulty in developing listening skill to teaching

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[3] Sayer, I., Kristiawan, M., & Agustina, M. "Fairy tale as medium for children's character cooperation building. Al-Ta Lim Journal, Vol. 25(2), July 2018, p. 109

learning. In this case the researcher chose to use fairy tale story in teaching listening for students at the SMPN 3 Praya Tengah class 8.

Based on explanation above the writer is interested in researching the title: "The effectiveness of fairy tales story in teaching listening for students in grade 8 at the SMPN 3 Praya Tengah"

B. Statement of Problem

Based on background, the statement of problem that can be formulated; is fairy tale story effective in teaching listening for students in grade 8 at the SMPN 3 Praya Tengah in Academic year 2023/2024?

C. The Limitation Of Research

Based on the problem, this research focuses on teaching English listening by using Fairy Tales Story at Eighth Grade of the SMPN 3 Praya Tengah in Academic Year 2023/2024.

D. Objective and Significance of Research

The objectives and significance of research are following:

1. Objective of Research

   Based on the statement problem of the research, the objective of this research is to know whether or not fairy tale stories are effective in teaching listening skills for students.

2. Significance of Research

With this research it is expected to have both theoretical and practical

benefits:

   a) Theoretical significance

      1) The value of the research outcomes is hoped to enrich

         the scientific resources of education especially in the

         application of fairy tales.

      2) As a model for teachers to develop and improve the

         quality of learning and create new innovations used in

         teaching

   b) Practical significance

      1) For students, this research can improve students' ability

         in listening English through fairy tales.

      2) For teacher, this research hopes to provide information

         to teachers that using fairy tales can improve students'

         listening skills.

      3) For research, this research gives invaluable insight that

         the researcher can utilize to the next study effectively in

         the future. The researcher can utilize the findings to

         advice students in the future as a teacher because the

         study gives the researcher valuable experience.

Additionally, it anticipated that this research will give readers necessary knowledge.

E. Definition of Key terms

1. Listening

Listening is an important skill in language learning and it cannot be taken lightly especially in academic contest and separated in a language therefore, listening has important role in teaching language as well as teaching English. If they are good at listening; as result, they will understand and even have good competency in productive skills namely speaking and writing.[4] According to Nation and Jonathan "Listening is the natural precursor to speaking; the early staes of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.[5] Helgesen states that Listening is an active, purposeful process of making sense of what we hear

In this research listening is defined receiving something through ears, it is important in communication that is way it needs to focus and pay attention to understand of what the speaker sad. There are four type of listening including intensive, responsive, selective, and extensive. To help students enhance their listening skills, several methods and approach have

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[4] Nurmala hendrawaty, "*Loquen English Studies Journal*", vol . 12, Nomor 1, January-June 2019, p. 57

[5] I. S. P. Nation and J. Newton, Teaching *ESL/EFL Listening and speaking* (Routledge : New York, 2009), p. 37.

been created the tested. Direct method, audio-lingual, discrete item, communicative, task-based, and intergraded approaches are some of the techniques and approaches.[6]

2. Definition of fairy tales

A fairy tale is a narrative, frequently created for young audiences, that includes fantastical creature's elves, goblins, wizards, and sometimes even fairies. The weird and magical seem to be more prevalent in "fairy" tales. Instead of the presence of a magical setting or magical forces, the fairy figure that appears in that tale. Fairy tales are frequently timeless; numerous were told from one storyteller to another before being written down in books. According to the previous remark, a typical fairy tale goes something like a literary of folktale with a sense of the ethereal, the fantastical sense or sensation of the eerie or uncanny. However, and this is important, it is a story that takes place in the past tense and is unrelated to any particular events. It is a myth if it occurs "at the beginning of the world" a legend is a story that mentions a particular "actual" person, even if it also describes a miraculous occurrence.[7]

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[6] Flowerdew, and Lindsy Miller, *"Second Language Listening: Theory and Practice"*,(Ney York, Cambridge University Press, 2005), p. 3

[7] Tri Yuci Ayundini, Improving The Students' Listening Ability Through Fairy Tale at MTS Islamiyah Medan (*Thesis*) State Islamic University of North Sumatera Medan, 2019 p. 23

In this research fairy tale is defined a fairy tale is a story-literary or folk-that has a sense of numinous, the feeling of the supernatural or the mysterious and contains a moral for listeners. A fairy tale is a genre of magical story, usually originating in folklore. There are several stories that are included in fairy tales that is Cinderella, Little Red Riding Hood, Snow White and The Seven Dwarfs, Beauty and The Best, Sleeping Beauty, Little Mermaid and etc. Meanwhile this research takes fairy tale story about little mermaid and golden cucumber as the instrument.
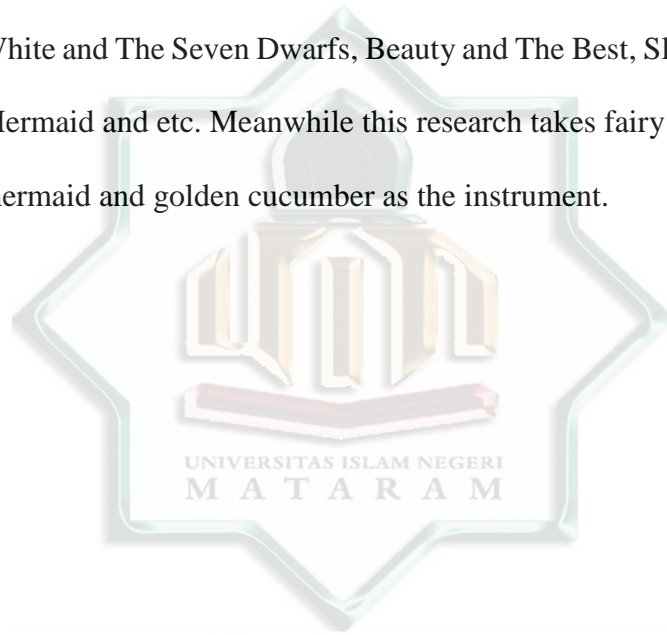
CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Review of Previous Research

In this research, the researcher take some references from previous research. The first review research conducted by Aliye Ilkay Yeminici and Abdurrahman Guzel entitled "The effect of teaching aesthetic listening strategies with fairy tales on the listening skills of fifth grades students".[8] The learning group of this study consists of 57 students' grade 5 studying in the spring semester of the 2013-2014 academic year of a state school located in the center Afyonkarahisar city. The research used quasi-experimental pre-test and post-test design with control groups. This research is a quasi-experimental study examining the effect of teaching aesthetic listening strategies with fairy tales on the students' grades 5 attitudes toward listening and their listening comprehension skills. Two groups of 5th grades at the same level were selected for research; one of these classes was designated as the experimental group and the other as the control group at random assignment. In this research students in both groups were measured before and after the experimental. During the experimental

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[8] Aliye Ilkay Yemenici and Abdurrrahman Guzel, "The Effect of Aesthetic Listening Strategies Whit Fairy Tales on The Listening Skills of Fifth Grade Students", *international Journal of Eurasian Education and Culture, Vol. 6, No. 13, July 2021, p.777*

process, the students in the experimental groups were aesthetic listening strategies with fairy tales for eight weeks and two hours every week. The researcher used through the SPSS package program to analyzed data. The finding showed that the students' listening comprehension scores in the experimental group were higher than those in the control group.

From this previous research, the researchers found the similarity and differences. The similarity is previous research used quasi-experimental research and the presents study also used quasi-experimental research. The second similarity is using SPSS package program to analysis' data. The similarity is that the preceding study conducted of students studying in the elementary school while this research is conducted of students in junior high school.

The second research has been conducted by Tri Yuci Ayundini entitled "Improving the students listening ability though fairy tale at MTs Islamiyah Medan".[9] The researcher used fairy tale media to improve the students' listening ability. This study aims to enhance the students' listening ability using fairy tale. The researcher used some tests to collect the data namely pre-test, cycle I (post-test), and cycle II (post-test II). The researcher use a class action research (CAR) as the methodology. The sample of this study

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[9] *Ibid*

was taken from the eighth grade students of MTs Islamiyah Medan. This research used two types of data, namely quantitative data and qualitative data. The qualitative of data were obtained through an interview, observation sheet and field note. Furthermore for the quantitative data, the researcher used test that done before the implementation of the actions (pre-test) and after the implementation of the actions (post-test I and post-test II). The finding showed that use of fairy tale can increase the students' ability in listening.

This previous research has similarity and difference from the present research. The first similarity is the use of fairy tale as media to improve students listening skill. The second similarity is the subject of previous research and present research was for student Junior High School. The difference is that the previous study used class action research (CAR) while this study used quantitative research.

The third research has been conducted by Novia Fitriana and Cahyo Hasanudin entitled "The use of animation-based fairy tales media to improve the listening skill of elementary schools students".[10] The purpose of this study is to determine how fairy tale animations can help kids in elementary school develop their listening abilities. The methods of the

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[10] Nofia Fitriana and Cahyo Hasanudin "The Use of Animation-Based Fairy Tales Media to Improve the Listening Skills of Elementary Schools Students", *International Conference on Education Innovation and Social Science (ICEISS), August 2022, p.95*

study involved literary study methods with secondary data sources originating in national and international journal and books. The procedure in this study uses the Mary W. George theory that has been developed. In this study, the modification of George's techniques were be developed in stages, starting with 1) selecting a topic that will center on the usage of animated fairy tales, 2) helping children's listening abilities at the elementary school level by using fairy tales with animation, 3) deciding on a plan of action like as a concept for an animation-based fairy tale media project, 4) deciding whether to use an animation-based students in elementary schools can take part in fairy tale media to help with their listening abilities. Utilizing the animation-based fairy tale media can offer a lot of animated versions of a range of fairy tales are available for elementary-aged youngsters. The finding showed that the role animation-based of fairy tale media to improve children's listening skills in elementary schools as listening material that can attract learning, improve motivation, and make it easier for educators to implement learning, can be done by designing animation-based fairy tale media.

From previous research, the researcher found the similarity and differences between the previous study and current study, the first one is: the research subject chosen by previous research took research in elementary schools, while the current research was junior high school as

the research subject. The second difference between the previous study and current research is that the method used by the previous research is literature study while the current research uses a quantitative with the quasi experimental design. Meanwhile the similarity is used fairy tale to improve students listening ability.

The last previous research is conducted by Kartika Ardhia Saputri, Rhayu Apriliaswati, and Eusabinus Bunau entitled "Improving student's listening comprehension on Fairy tale through dictogloss technique.[11] The research show how dictogloss improved students' listening comprehension on fairy tale at tenth grade students of SMA Islamiyah Pontianak. The subject of the research was the tenth grade students in class XA which consisted of 30 students. The type of this research was Class Action Research (CAR). In collecting the data, this research used field note, observation checklist, and listening test. The finding showed that the dictogloss could improve students' listening comprehension and concentration in discriminating sound of past tense action verbs, finding specific information and main idea of fairy tale.

The previous research has similarity and the difference from the presents research, it can be seen that the difference with this research is that

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[11] Kartika Ardhia Saputri, Rahayu Apriliaswati, Eusabinus Bunau, "Improving Students' Listening Comprehension on Fairy Tales Through Dictogloss Technique", *Jurnal Pendidikan dan Pembelajaran Khatulistiwa, Vol. 7, No. 5, 2019, p.1*

the method used is Class Action Research, while this study uses Quasi-experimental. The second difference is the research subject chosen by previous research where it took research in senior high schools, while the current research was junior high school as the research subject.

B. Theoretical Framework

The theoretical review is aimed to give a clear concept of this research. Some theoretical points are mentioned in this section, such as fairy tales and listening. The fairy tales itself consists of definition and benefit. Meanwhile, listening itself consists of definition, type, and top-down and bottom-up.

1) Listening

a) Definition of listening skills

English consist of four skills, their namely speaking, reading, writing and listening. In learning English language, there are some basic skills that the students have to master, one of this basic skill is listening. Listening is part of communication, humans engage in listening situations in daily life, listening to us paying our attention to what people are saying and trying to understand what it means.

According to Howatt and Dankin in Ahkam Hasan Assaf Listening is a basic of language skill and ability to identify and

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understand what the speakers say. [12] Understanding the accent, grammar, and vocabulary of the speakers is part of the listening process. It is not a simple thing because it is an important medium of information gathering in daily life.[13]

According to Harmer, listening is a receptive skill in which people gain idea based on what they heard.[14] From the definition above, it can be concluded that listening is an activity to paying attention to someone or something in order to understand someone saying.

Helgesen states that Listening is an active, purposeful process of making sense of what we hear.[15] Herbert J. Walberg on to say that listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others. [16] Moreover Nunan listening is an active purposeful process of making sense of what we hear.[17]

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[12] Ahkam Hasan Assaf "The Difficulties Encountered by EFL learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin, (*A Thesis*, An-Najah National University, Nablus, Plaestine, 2015), p. 3

[13] Fatimah Mulya Sari, Muhammad Sukirlan, Ramlan Ginting Suka, "Improving Students' Listening Ability Through Dictation Technique at The First Year Students", *Unila Journal of English Teaching Vol. 2, No. 3, 2013, p. 3.*

[14] Jeremy Harmer, *The Practice Of English Language Teaching*, (New York: Longman. 2011) Third Edition, p. 181

[15] March Helgesen, *Practical English language teaching,* (Singapore. 2003). First Edition, p. 23

[16] Herbert J. Walberg, *Teaching speaking, listening and writing,* (IAE: Education Practices Series, 2004), p. 14

[17] Yahmun, Endang Sumarti, Dwbby Setyowati, "Listening difficulties faced by the first semester students at basic listening class" *Jurney,* Vol.1, No.3, 2020. p.58

Based on several definitions above, it can be concluded that more often we hear, more we can understand something. Listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. The process of listening is not only what they hear but also connect and understand whit the information that they have already known.

It means that, we have to hide the meaning of what we hear, because listening is an active skill. So we can say that listening is ability to identify and understand what the other person is saying. This is also a complex they hear by activating their prior knowledge. Listening is an active process because listening is not just about listening, listening includes many processes. Listening really determines the meaning and message of the sound.

b) Types of listening

Brown specifies four sorts of listening performances in his work, consideration, duties, and evaluation techniques are all included in each. [18]

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[18] Brown H. D, "*Language Assessment: Principles and Classroom Practice*". (New York: Person Education, Inc: 2004), p.120

1. Intensive.

Phonemes, word, intonation, discourse creators, and other components are the focus on this category. Students listen to signals in group/individual exercises, the teacher repeats word/sentences numerous times in order to "print" them in students' minds, and students listen and pay attention to specific components such as intonation, emphasis, construction, grammatical structure, and so on.

2. Responsive

The student's job is process the teacher's speech/audio as quickly as possible and respond appropriately. Ask questions, issue, directions, request clarification, and double-check knowledge to assess receptive listening

3. Selective

Students selectively scan material for specific information (typically in lengthier discourses). In the context of lengthier information. Listening to cloze (filling in the blanks), image cues, information transfer, and phrase repetition can all be used to assess selective listening.

4. Extensive

Its goal to create universal top-down knowledge of spoken language. This is a style of listening that focusses on obtaining a complete message or intent. Dictation (listening and writing paragraphs), narrative storytelling (speaking stories), and lectures are examples of tasks that can be used to measure broad hearing (taking notes, summarizing, listing main points, etc

c) Process of Listening

According to Babita Tyagi on her journal, the process of listening occur in five stages. [19] They are hearing, understanding, remembering, evaluating, and responding.

1. Hearing

Hearing referred to the response caused by sound waves stimulating the sensoryreceptors of the ear; it is physical response; hearing is perception of sound waves; youmust hear to listen, but you need not listen to hear (perception necessary for listeningdepends on attention). Brain screens stimuli and permits only a select few to comeinto focus-

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[19] Babita Tyagi, "Listening: An Important Skill and Its Various Aspects", *International Journal in English, Vol.1,No. 12, February 2013, p.1-2*

these selective perception is known as attention, an important requirement for effective listening.

2. Understanding

   This step to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds that have symbolic meanings as well. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

3. Remembering

   Remembering means that an individual has not only received and interpreted amessage but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory. What is remembered may be quite different from what was originally seen or heard.

4. Evaluating

   At this point the active listener weighs evidence, sorts' fact from opinion, and determines the presence or absence of bias or prejudice in a message. The effective listener makes

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sure that he or she doesn't begin this activity too soon beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result.

5. Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage the only overt means by which the sender may determine the degree of success in transmitting the message.

d) Potential problem in learning listening in English language

The main reason students find it difficult to listen to English is that their first language is not English; they were confused when they heard about it, because they were different from their first language, were different in their words, meaning and pronunciation. According to Marry, there are also some problem[20]. That makes students may have difficulty learning to listen:

1) Lack of control over the speed at which speakers speak

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[20] Mary Underwood, *Teaching Listening* (London: Longman, 1989), p. 70

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When the teacher play recorded conversations in English for the students in the class, the students find it difficult to understand what speaker said because they can't handle the pace when the speaker speaks; this makes it impossible for the students to follow his words.

2) Not able to get things repeated

As students listen to something, another difficulty is that students are not always in a position to ask the speaker to repeat an utterance, such as repetition cannot be asked when listening to the radio or watching television. When teaching in a language laboratory or a listening center, students can be given the opportunity to control their own machinery and process in any way they wish, returning to the class areas they want to hear again as often as they necessary or suppress and find themselves to listen at record speed.

3) The listener's limited vocabulary

To listen to a foreign language, an unfamiliar word can cause students to stop and think about the meaning of the word so as to make the miss the next part of the speech, which means the lack of vocabulary affect listening, students need to focus on word for word get the meaning but it is very difficult when students do not know the word at the beginning.

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4) Failure to recognize the signals

When listening to a foreign language, students can easily lose points as defenders move from one points to another, or give examples, or repeat points, and so on.

5) Problems of interpretation

Students who are not familiar with the context may experience significant difficulties. *"The snow's very bad so there's nobody in the office"* can be difficult for students who have never experienced snow to relate to it properly.

6) Established learning habits

Traditionally, teacher aim to teach students to understand everything in English lessons by repeating and pronouncing words carefully, speaking slowly and pausing frequently, this makes students worry about their lack of success.[21]

e) Teaching listening

Kimtafsirah said, "Teaching is a change for students' behavior in order to obtain the knowledge."[22] In other words, teachers can give all of what they have based on their experiences, their knowledge to students. It is to make students get new experiences

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[21] Mary Underwood, *Teaching Listening* (London: Longman, 1989), p. 70

[22] Kimtafsirah, *English Learning and Teaching Startegy* (2011)

and new knowledge that will be used by students in future, Kimtafsirah also wrote four steps in her book about a process how the way teachers give their knowledge to students. It is teach, input, intake and output. In this case, teachers should be able to give all their knowledge to students especially in their subject then teachers are making every effort to convey a subject to students, to make students get a lot of intake of what they receive. Finally, students are expected to be able to apply what they get in the real life.

In this case, the writer focuses on teaching listening, especially English as foreign language, students must study it every day, in order they are accustomed in listening. Harmer explained, "Students can improve their listening skills through a combination of extensive and intensive listening material. In extensive listening, teachers usually encourage students to study listening skill outside of classroom. Such as at the students' home, they study listening skill through watching English movie or listening English music. They can also go out to others place to improve their listening ability." [23] Harmer divided intensive listening into three types.

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[23] Jeremy Harmer, *The Practice Of English Language Teaching*, (New York: Longman. 2011) Fourth Edition, p. 303

Intensive listening: using audio material, intensive listening: 'live' listening and intensive listening: the role of the teacher.[24]

1. Intensive listening: using audio material

    In this case, teachers use audio material such as tape or CD as their learning process in listening skill. Students practice to catch what they hear on the tape or CD.

2. Intensive listening: 'live' listening

    This type is very popular. Many teachers use live listening as their learning process in listening skill. According to Jeremy Hammer, there are four techniques in live listening. Reading aloud, story-telling, interviews and conversation.

    1. Reading aloud: teachers usually read something loudly in other students can listen it clearly.

    2. Story telling: teachers are ideally placed to tell stories. It is good technique because in this case, students not only imagine about that story but also they will predict what is coming next in that story. Finally, it will help for students in increasing their listening ability.

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[24] *Ibid,* p. 304

3. Interviews: teachers can also use live interviews as their learning process in listening ability. Students will think about all kinds of questions that they ask, indirectly they will also hear the answer about what they have asked.

4. Conversation: in this case, teachers usually ask the students to conduct English conversation in the class. It is in pair or group.

5. Intensive listening: the roles of the teacher.[25]

In this type, teachers conduct listening task. Teachers want to know about difficulty of students and usually teachers will give suggestion about students' problem in listening skill.

As Harmer, Brown wrote in his book about types of classroom listening performance. Brown divides six types of classroom listening performance. It is reactive, intensive, responsive, selective, extensive and interactive

1. Reactive: teachers use tape recorder as media, it focuses on pronunciation

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[25] Jeremy Harmer, *The Practice Of English Language Teaching*, (New York: Longman. 2011) Fourth Edition, p. 307

2. Intensive: teachers focus on components such as phonemes (English sound), morpheme (word), syntax (grammar and structure) lexicon (meaning) and so on.

3. Responsive: teachers encourage students to be able to response a conversation immediately such as asking question, giving commands, seeking clarification and many more

4. Selective: teachers encourage students to able to summarize or to find important information every speech, stories and anecdotes, conversation and many more.

5. Extensive: in this type, teachers encourage students to be able to develop a top down global understanding to spoken language. Top-down processing, it emphasizes on students' knowledge and experiences in understanding the message.

6. Interactive: teachers encourage students to be able to interactive in the classroom. Generally, students do some activities such as discussion, debates, conversation, role-play and many more. In this case, we can find combination between listening and speaking.

In teaching listening for the students in the classroom, there are three stages that the teacher has to follow:

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1. The pre-listening stage

      Pre-listening stage is an activity that the teacher usually give to the students before listening, it is hard to give the students straight into the listening, it is better if the teacher give the students a preparation so that the student can achieve the material. There are variety of activities that the teacher can do in the classroom during the preparation before listening:

  a. The teacher giving background

      It is important to give the students about background information of the topic, give them an idea about who is speaking, where and why. It will help them to know about the context of the topic that they will listen.

  b. The students looking at pictures

      In the teaching of the listening, usually teachers give the students some pictures that relevant to the topic to help the students of guessing what they will hear, whether from the text book or a printed out pictures.

  c. Generating interest

      Motivating the students by stimulate their interest about the

topic. For instance, if they are going to do a listening about sports, give them some dramatic pictures of sports players or events that will raise their interest.

d. Activating current knowledge

It is a hard situation for student if we go straight in to the listening, the students have had no time to transfer or activate their knowledge. For instance, they are going to listen about a descriptive text of Kuta beach, give them some questions '*what do they know about Kuta beach?, 'where is the location of Kuta beach?, 'whyis it a good place to go on a vocation?'*, it will help them to set the context.

e. Activating vocabulary

It is important to activiating vocabulary that may be used in the listening text. For instance, the students are going to listen to a dialogue between a parent and a teenager who wants to stay overnight at a friend's house, let the students to do a role play the situation before listening. They can perform the scene and having time to think about the language needs of the situation

so that they will be prepared with the listening.[26]

2. The while-listening stage

While-listening stage is the activity what the students are asked to do during the time that they are listening to the text, the purpose of while-listening activities is to help learners develop the skill of eliciting messages from spoken language. In the while-listening stage the teacher gives the student a sentence to complete or an exercise based on the text that they have been listened.

3. The post-listening stage

Post listening activities embrace all the work related to a particular listening text (whether recorded or spoken by the teacher) which are done after the listening is completed. This can be done by the teacher giving the answer orally, by pairschecking each other's answers, by the teacher showing the answer on the overheadprojector/blackboard, by asking the students check against answers given in a book and so on.[27]

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[26] "Pre Listening Activities'', (https://www.teachingenglish.org.uk/article/pre-listening-activities) (accessed May 6, 2023)

[27] Mary Underwood, *Teaching Listening* (London: Longman, 1989), p. 75.

f) Top Down and Bottom Up Processing

Richard stated that listening process divided into two; top down and bottom up, two different kinds of process are involved in understanding of spoken discourse.

1. Top Down

Top down in listening processes refers to the use of background knowledge in understanding the meaning of the message such as events or the situation that happening.[28] While based on Martines on his journal, he stated that top down focus on the main point and general meaning of listening text, often the starting points is to discuss the topic and then use a 'gist' or 'extensive' task to listen for the overall meaning, top down processing rely on students knowing something about the topic, knowing how particular exchanges in certain social situations work or a particular topic or situation.[29] Top down activities for extance such as to get the students predict the content of a listening activity beforehand, by using their background information about the topic or situation, pictures or keyword to

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[28] Jack Richards, *"Teaching Listening and Speaking From Theory to Practice"*, (New York: Cambridge, 2009). p. 5

[29] Harder Arturo Martinez Garcia, " The Impact of Top-down and Bottom-up Listening on The Students' Listening Comprehension: Case of Intermediate Intensive English II Students of The Departments of Foreign Language", p. 10

help them understand the content.[30] For example, consider how we might respond to the following words:

"I heard on the news there was a big earthquake in China last night"

On recognizing the word earthquake, we produced a series of question that we wanted to answer:

1. Where exactly was the earthquake?

2. How big was it?

3. Did it cause lot damage?

4. Were many people killed or injured?

5. What rescue efforts are under way?

Exercises that require top-down processing develop the learner's ability to do the following:

1. Use key words to construct the schema of a discourse

2. Infer the setting for a text

3. Infer the role of the participation and their goals

4. Infer causes of effects

5. Infer unstated details of a situation

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[30]Rezky Jayhan, *"Using Top Down and Bottom up Processing As a Startegy to Enhance Students' Llistening Ability at The First Grade of SMK Negeri 2 ParePare"*, (Skripsi of State Islamic Institute (IAIN) Parepare 2019)

6. Anticipate questions related to the topic or situation

In the top-down processing, listeners use previous knowledge about context and situations where listening processes occur to understand what they hear. The top-down process includes knowledge of topics, listening context, a type of text, culture, or other information stored in long-term memory.

This listening style is highly inferential and listeners must develop hypotheses based on the contextual clues provided in the information in message. When the top-down strategy is successful, listeners can easily understand some of the minimum information or insufficient events expressed by the speaker. This is because background of knowledge works well.

2. Bottom up

Bottom up in the in the listening process refers to using incoming ones as a basis to understand the message being analyzed as a sequential level of organization sounds, words, and sentences. The bottom up is also thought to be a coding process. In this decoding process, the process model translates linear sound that heard from the smallest meaningful unit to

complex text. The listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to generate relationships between sentence elements, such as the following words:

1. (listeners) take in raw speech and hold a phonological representation of in working memory

2. They immediately attempt to organize the phonological representation into constituents, identifying their content and function.

3. They identify each constituent and then construct underlying propositions building continually onto a hierarchical representation of proposition.

4. One they have identified the propositions for a constituent they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.[31]

For example in this illustrate:

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[31] Jack Richard, *Teaching Listening and Speaking From Theory to Practice9,*(New York: Cambridge, 2009), p. 4.

"The guy I sat next to on the bus this morning on the way to work was telling me he runs a Thai restaurant in Chinatown. Apparently, it's very popular restaurant at the moment"

To understand this utterance using the bottom-up processing, we should mentally break it down into components. This called "chunking". The following sections lead us to the statements' fundamental meaning:

1. The guy
2. I sat next to on the bus
3. This morning
4. Was telling me
5. He run a Thai restaurant in Chinatown
6. Apparently it's very popular restaurant
7. At the moment

The chunks assist us in determining what lies beneath the utterance express, especially:

1. I was on the bus
2. There was a guy next to me
3. We talked
4. He said he runs a Thai restaurant
5. It's in Chinatown

6. It's very popular now

It's is these units of meaning that we remember, and not to form in which we initially heard them. Our knowledge of grammar helps us find the appropriate chunks, and the speaker also assists in the process through intonation and pausing.[32]

Bottom-up focus on listening for details and involve tasks that focus on understanding at a sound or word level. Tasks are 'intensive' as they focus on looking for particular details.[33]

Top-down and bottom-up listening processing as a strategy has been accepted as a capability to significantly improve listening comprehension. Likewise learners need to learn how to use both processes to succeed. In listening activities, students need to use their background knowledge (top down) to determine the meaning of the context, and then students must hear several sounds (bottom-up) and hold them in working memory long enough to relate them to one another and then reveal what they heard. Before new information is

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[32] Rezky Jayhan, *"Using Top Down and Bottom up Processing As a Strategy to Enhance Students' Llistening Ability at The First Grade of SMK Negeri 2 ParePare"*, (Skripsi of State Islamic Institute (IAIN) Parepare 2019

[33] Jack Richard, *Teaching Listening and Speaking From Theory to Practice9,*(New York: Cambridge, 2009), p. 6

introduced and at the same time. Both types of processing are needed in developing courses, materials, and lessons to help students not only distinguish between different sounds, but also what they already know to make sense of they hear.

2) Fairy tales

   a.   Definition of fairy tales

Since ancient times, fairy tales have been known to our ancestors. Fairy tales are used as media to instill social as well as humanitarian values. It is through this fable that children are expected to apply those values in their lives. Until now, fairy tales are also used as a medium to instill social and human values. Even in fairy tale curriculum it became the basic material for the low class.

According to Hanlon fairy tales are enjoyable and meaningful.[34] They emphasize human experience, history and values. Fairy tales have universal values and plots that add intimacy to students. And students are also familiar whit fairy tales. Most of them still love to red and listen to fairy tales. Thus, their knowledge of fairy tales can make it easier for them to learn more about the narrative text. So using a media fairy tales

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[34] Sri Sulastri, Moh Nur Arifin, As'ari "The Effectiveness of Using Fairy Tale in Teaching Writing Narrative Text", *Indonesian Journal of English Students (IJES)*, Vol. 1, No. 1, January-June 2020, p. 31

in teaching English can stimulate students in learning. Furthermore of course as a creative teacher's ability to process existing media learning became very interesting.

b. The benefits of fairy tales

There are several benefits of fairy tales for students, including;

1. Improve students language skills

2. Early literacy development; it acts as an essential building block to literacy

3. Positive problem solving skills children learn from the character within stories and this helps them relate the situation to their own lives.

4. Building resilience in children; fairy tale can help them develop emotional resilience by helping them connect the stories to real life issues where most of the time the hero triumphs.

5. Cultural literacy: given emphasis to various cross cultural various and behaviors.

6. Fairy tales teaches the basic of a story: fairy tales are a great tool for teaching children about story development, conflict resolution, character development, heroes and villains, and

simply expanding their imaginations. Also, it helps them differentiate fiction from non- fiction stories.

c. Teaching Listening Comprehension Using Fairy Tales Story

Harmer said above that one of the techniques in listening is stories. Using story or fairy tales story teacher can conduct storytelling, read story out loud, playing drama using fairy tales or teacher can use audio such as CD, or Tape.

1) Storytelling: story telling can be used by teacher in teaching listening English using fairy tales story. Sophy said "storytelling is an activity that is conducted by someone to serve a story to someone else, either using tool or without tool. In fairy tales story, teachers can use storytelling in learning process for improving students listening ability." Teachers can use a tool in their learning process such as picture or without a tool.

2) Reading aloud: teachers also can conduct reading aloud in their learning process of fairy tales story. In this case, teacher reads a text of fairy tales story or students who read a text of fairy tales story.

3) Playing drama using fairy tales story: playing drama can be used by teacher in the learning and teaching process using fairy tales story. In this case, students play drama based on fairy tales story that has been given

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4) Audio: this activity is familiar conducted by teacher. Students hear a story through CD or Tape.

Fairy tales story can be used by teacher to improving students listening ability. In the reality, many schools uses CD, DVD and tape in listening. In customarily, students answer some question that they heard in CD, DVD or tape. The big question is, is technique effective or not especially in junior high school. Brown and Nunen said that one of the factors that make listening difficult is different accent. We will be easier catching Indonesian speaking in English than native speaker. When students especially junior high school are asked to answer some question from what they heard in CD, DVD, or Tape, they will be confusion and stress in teaching and learning process.

The writer has suggestion, when fairy tales story is used by teacher in listening skill, hopefully teachers can improve students listening ability. As Harmer said that when fairy tales story is used in classroom as listening skill, students will tend to imagine a story that they heard and then they also will predict what is coming next in that story without they must know about the meaning word by word in that story. The finally class will be more interesting and more effective.

6. Research Hypothesis

   1) Null Hypothesis (H_o)

   The null hypothesis of study is using fairy tales story does not have any significant effect on eight grade students' listening ability of the SMPN 3 Praya Tengah.

   2) Alternative Hypothesis (Ha)

   The alternative Hypothesis of this study is using fairy tales story has significant effect on eight grade students' listening ability of the SMPN 3 Praya Tengah.

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The researcher uses quasi-experimental research whit two classes as the sample. Two classes were given pre-test and post-test to find out the difference between experiment class and control class.

B. Population and sample

The population in this research is all of the students at second grade of SMPN 3 Praya Tengah. The total population is 137 students those were spreaded over six classes. The samples as many as 46 students that will be taken by using purpose sampling. The sample of this research consist 23 students in the class A (control class) and 23 students in the class B (experimental class) at second grade.

C. Setting and time of research

The research was quasi experimental research which was aimed to compare between control class and experimental class. The research were conducted for five meetings to take the students' data. It is including one meeting for pre-test, three meetings for treatments, and one more meeting for post-test. The research were conducted in the SMPN 3 Praya Tengah.

The school is located on Jl. Pengadang, Dakung district Central Lombok, West Nusa Tenggara. The school is surrounded by house and the location of this school beside the main street.

D. Variable of research

According to Sugiyono a variable is something that can be focus of study to learn what there is to know about it and come to a conclusion.[35] There are two variables in this research including independent variable and dependent variable. Independent variable is the major variable which investigated. It is the variable that selected, manipulated, and measured in this research. The consequence of the independent variable is dependent variable. [36] In this research, the researcher uses fairy tales story as independent variable (X), and teaching listening as dependent variable (Y).

E. Design of research

The design of this research is quasi experimental research. It used two classes as experimental class and control class. The students in experimental class will be taught by fairy tales story as treatment methods of study. It is dissimilar for the control class. There are not methods implemented in teaching listening ability. Quasi experimental is the

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[35] Sugiono, *Metode penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung: AlfaBeta, 2014), p. 38

[36] John W. Creswell, Research design (*Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*). p. 115-116

designation of experimentation which is not confronting rules and regulation to control the effect of unknowing variables. [37]

F. Instruments of research

Test is one of the data collecting techniques to know the students' ability. There were two kinds of test that use in this research, which were pretest and posttest. Below was the explanation of the instruments.

The test is a data collection technique that measures students' ability. two types of tests used in this study were, pre-test and post-test. The pre-test was designed to measure students' listening performance before applying the fairy tales story in the class and was conducted in the first session. There were a total of questions in the pre-test, which could be divided into two forms. The first was multiple choises with total of 10 questions, and the second completing sentences with a total of 10 questions. In this experiment, students were asked about the meaning of words that are given. The last time we met, the researcher did a post-test.

The post-test was used to measure how well students perform in listening after fairy tales story used in class. Students were given post-test after treatment. Students take a written test. The test was designed to find out after class using fairy tales story to master students listening ability.

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[37] Larry B, Christensen, *Research Methods, Design, and Analysis*, (England: Pearson Education Limited, 2015), p. 290.

The test same as in pre-test, but with some new questions added. There were 20 question that consisting of multiple choises with a total of 10 questions and completing sentences with a total of 10 questions. Finally, the researcher compared the results for both classes with pre-test and post-test.

G. Procedure of data collection

In this research, the researcher used quasi experimental design. In this research, the researcher used a test technique for collecting the data. In order to find out the effect of using fairy tales story toward students' in teaching listening, the researcher gave the test to students. The test consists of pre-test, treatment and post-test.

1. Pre-test

Pre-test aims to measure the students' listening ability before the treatment applied in the class and it was be given at the first meeting. The pre-test contains 20 questions which could be divided into two forms. The first form is multiple choises, and the second form is completing sentences. Every form of test consists of 10 questions. In the test, the students were asked to answer the questions from the test was given to them. The pre-test was given for the experimental and control class to know the students' listening ability.

2. Treatment

   The treatment was given only to the experimental class based on the activity in fairy tales story technique. The treatment was given to the experimental class to know the effect of fairy tales story technique in teaching listening for students. The researcher taught listening in the three meetings by using fairy tales story as the treatment.

3. Post-test

   After conducting three meetings, then the post-test were given for the experimental and control class. Post-test was used to measure how the students listening skill ability after fairy tales story technique applied in the class. After the different treatment was given, so the post-test will be shared to students both experimental and control groups. The test was aimed to measure the students' achievement in fairy tales story. The data were compared after the pre-test and post-test have been scored to see it the treatment has improved the students' listening and support the hypothesis.

H. Technique of Data Analysis

In this research, the researcher used pre-test and post-test of the experimental and control groups to analyze the data. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test (independent sample T-test). Before calculating the independent t test

formula, the sample used the prerequisite analysis. There are normality test and homogeneity test.

a. Normality test

A normality test is performed to determine whether the sample under study is normality distributed. Normality kolmogorov-sminortests and Shapiro-wilk tests are performed by using SPSS. Before running the test, statistical assumptions were determined as follows:

1) H_o = sample is from non-normally distributed data.

2) H_a = sample from normality distributed data

The criteria for determining statistical hypotheses are as follows:

1) If its significance (p-value) is more than 0.5 so the data is normal

2) But if its significance (p-value) is less than 0.5 the data is not normal

After using normality test, we must now the homogeneity test.

b. Homogeneity test

Homogeneity is performed to determine whether the data from the two groups have the same variant. Leaven's test is tested using SPSS. Therefore, the basic decision main processes were:

1) If the significant value > 0, 05 then the data distribution is homogenous.

2) If the significant value < 0, 05 then the data distribution is not homogeneous.

The formula of homogeneity test is:[38]

$$Fmax = \frac{var.highest}{var.lowest}$$

c. Independent Sample t Test

It aims to find the unpaired difference mean of the data. The data that analyzed in this test the experiment's post-test and control's post-test. The basic of decision, as follows:

1) If the value of *Sig. (2-tailed)>0.05,* the null hypothesis (H_o) is accepted and the null hypothesis (H_a) is rejected.

2) If the value of *Sig. (2-tailed) <0.05*, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

The T-table was used to see whether or not there was significant different between the mean score both of experimental and control groups.

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[38]Tulus Winarsunu, *Statistic in Psychology and Educational Research,* (Malang: Universitas Muhammadiyah, 2006), hal. 100

I. Validity and Reliability

A good instrument should be valid and reliable.[39] The researcher needs to analyze the validity and the reliability of the instruments which was used in this research. The terms "validity" and "reliability" were described as follows:

a. Validity

Validity means the extent to which an instrument measure what should be measured.[40] The instrument is valid while the instrument which is used in the research can be used to measure the researcher wants to measure.[41] So that, the validity and the instrument of this research is validity could be done by comparing the contents between instruments with the subject matter that has been taught.

According to Sugiono, validity is the determination to measure that an item has to measure what should be measured. The aspect that is measured is the students' thematic learning outcomes. Based on good questions for the pretest, it ss used to determine the normal distribution and homogeneity of the experimental group and the control group.

[39] Arikunto Suharsimi, *Research Procedure*, (Jakarta: RinakaCipta, 1975), 143

[40] Donald Ary, et. Al. *Introduction to Research in Education* (Wadsworth: Cengage Learning, 2010), 316

[41] Sugiono, *Quantitative and Qualitative Research,* (Bandung: AlfaBeta, 2014), p. 38

Based on good questions for the posttest, it is used to measure student learning outcomes in the experimental group and the control group.[42]

According to Wardani Naniek Sulistya, et al, The item validity index is divided into five interpretations, namely very high, high, sufficient, low, and very low. A more detailed explanation is presented in the following table:[43]

Table 3.1

Interpretation of Correlation Coefficient Product Moment

Coefficient correlation	Information
0. 800 – 1.000	Test have Very high validity
0. 600 – 0. 800	Test have High validity
0.400 – 0.600	Test have Moderate validity
0. 200 – 0. 400	Test have Low validity
0. 000 – 0. 200	Test have Very low validity

b. Reliability

Reliability is a measure of how good or a reliable instrument is used as a means of collecting data. A good tool will guide respondents

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[42] *Ibid*

[43] Wardani Naniek Sulistya, 2012. *Development of Learning Models*, Salatiga:Widya Sari Press, 4087

to a specific answer without bias. Reliable also means dependable, repeat it several times, regardless of whether the results remain the same or consistent.

Arikunto said reliability shows as instrument that can be trusted use as a toll of collecting the data because it has already a good enough. A test should be reliable. According to Arikunto, the reliability refers to the consistency of the test elements. It means that when the test has already given to the students of the research on different action, the result of the test must be consistent.[44]

According to Arikunto, the criterion of instruments'' reliability can be classified as follows.[45]

Table 3.2

Interpretation of Test Reliability Coefficient

Size of coefficient r	Category
0.0 – 0. 02	The reliability is very low
0.20 – 0.40	The reliability is low
0.40– 0.60	The reliability is enough
0.60- 0. 80	The reliability is high

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[44] Arikunto Suharsimi, *Research Procedure,* (Jakarta: RinakaCipta, 1975), 143
[45] Ibid.

0.80 – 1.00	The reliability is very high

There are said that the basic for a decision in the reliability test's as follows:

1) If the value of Cronbach's Alpha > 0.600 the questionnaire items dictated reliable

2) If the value of Cronbach's Alpha < 0.600 then dictated questionnaire items unreliability.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of Research

1. The Data Description

In this chapter, the researcher presented the description of pre-test and post-test data. The data was collected from students' pre-test and post-test in both classes; experimental and control class. The experimental class and control class was taught differently. In the experimental class, the students' was taught by fairy tale story, meanwhile, in the control class, the students' was taught without fairy tales story. In order to find out the effect of fairy tales story in teaching listening, the data was collected by using test a main instrument. The data was gathered from the result of pre-test and post-test that was conducted in the beginning and the end of meeting.

After completing the fieldwork, researcher presented the results of the data as following:

a. The Pre-Test and Post-Test Scores of The Experiment Class

The experimental class in this research was students of class VIII B at SMPN 3 Praya Tengah. There were 23 students in this class; 17 of them are female students, and 6 of them are male students. The pre-test that was given to the experiment class contained 20 questions which could be divided into four forms, namely: multiple choises, and

completing sentences. Every form of test consisted of 10 questions. The pre-test was done in order to see the students' listening score before they were taught by fairy tales story. After the data was obtained from pre-test, the treatments for the experimental class were conducted by using fairy tales story. The score of students' Pre-test and post-test in this study can be seen as follows:

Table 4.1
Test Score of Experimental Class

NO	RESPONDENTS	SCORE	
		PRE TEST	POST-TEST
1	AS	50	70
2	AOS	55	80
3	AA	40	65
4	AFQ	45	70
5	DW	45	65
6	EPS	55	75
7	HA	70	80
8	IA	25	60
9	IR	35	70
10	MY	20	50
11	MF	40	65
12	NA	55	85
13	RAS	35	65
14	RAA	70	80
15	RF	50	75
16	RF	45	75
17	SS	55	80
18	SR	75	85
19	TR	50	60

20	WS	25	45
21	YI	20	50
22	ZH	45	75
23	ZA	75	85
∑		1080	1610
Mean		47	70
Minimum Score		20	45
Maximum Score		75	85
Success Rate		17.4	60.8

Mean of Pre – test:

$$M = \frac{\sum X1}{N} = \frac{1080}{23} = 47$$

Mean of Post-test:

$$M = \frac{\sum X1}{N} = \frac{1610}{23} = 70$$

M = Mean

X_1 = Total score Pretest

X_2 = Total score Posttest

N = the number of class

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The mean pre-test score was 46 which categorized as moderate level according to Wardani[46] that can be seen in table 3.1. The highest score was 75 and the lowest was 20. There were. There were 4 students who got the success in minimum completeness criteria of school. Meanwhile the mean score of post-test was 70 which categorized as high level. The highest score was 85 and the lowest score was 45. There were 14 students who got the success in minimum completeness criteria of school.

The mean pre-test score was 47 and the mean post-test score was 70. It was clear that after performing the treatment, the students' scores improved. Finally, the enhancement percentage was calculated by using the formula below:

$$P = \frac{y1 - y}{y} \times 100\%$$

$$P = \frac{70 - 47}{47} \times 100\%$$

$$P = \frac{23}{47} \times 100\%$$

$$P = 49\%$$

Based on the result, the students' listening scores after implementing fairy tale story is improved. The pre-test mean score was

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[46] Wardani Naniek Sulistya, "Development of Learning Models", (Salatiga: Widya Sari Press, 2012), p. 4087.

47 and the post-test mean score was 70. The percentage of enhancement
is 49%.

b. The pre-test and post-test scores of the Control class

In the control class, it submitted from 23 students of class VIII
A; 12 of them are female students, and 13 of them are male students.
The pre-test and post-test that was given to the control class was same
with the test that was given to the experimental class. The score of
students' pre-test and post-test in this study can be seen as follows:

Table 4.2

Test Score of Control Class

NO	RESPONDENTS	SCORE	
		PRE TEST	POST-TEST
1	AP	35	50
2	AU	55	60
3	CAF	70	80
4	DA	35	45
5	EF	55	70
6	HA	70	85
7	HA	20	40
8	LH	40	60
9	LH	45	60
10	LH	20	35
11	MF	45	65
12	MHA	25	45
13	RS	30	50
14	RS	45	50
15	RE	25	35
16	RJ	30	50

17	LM	55	70
18	TA	40	70
19	UA	30	45
20	YA	50	60
21	ZL	75	80
22	ZH	30	50
23	ZK	35	45
$\sum$		970	1300
Mean		42	57
Minimum Score		20	35
Maximum Score		75	85
Success Rate		13.4%	26.8%

To calculate the mean score of pre-test and post-test the, the following formula is used:

Mean of Pre – test:

$$M = \frac{\sum X1}{N} = \frac{970}{23} = 42$$

Mean of Post-test:

$$M = \frac{\sum X1}{N} = \frac{1300}{23} = 57$$

M = Mean

X_1 = Total score Pretest

X_2 = Total score Posttest

N = The number of class

The mean score of pre-test is 42 which categorized as moderate level. The highest score was 75 and the lowest score was 20. There were 3 students who got the success in minimum completeness criteria of school. Meanwhile, the mean of the post-test relatively ascended with 57 mean score which categorized as high level. The highest score is 85 and 35 as the lowest score. There were 6 students who got the success in minimum completeness criteria of school.

The mean pre-test score was 42 and the mean post-test score was 57. It was clear that without the treatment, the students' scores improved. Finally, the enhancement percentage was calculated by using the formula below:

$$P = \frac{y1-y}{y} \text{ x}100\%$$

$$P = \frac{57-42}{42} \text{ X } 100\%$$

$$P = \frac{15}{42} \text{ X } 100\%$$

$$P = 36\%$$

c. **Overview of the Data Result**

From the table 4.1 shows the different score obtained from the pre-test and post-test in experimental class. Meanwhile, the result of the post-test showed that there was a difference compared to the result of the pre-test. It was found that the range between a mean score from the

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pre-test (47) to post-test (70) is 23.

From the table 4.2 shows the different score obtained from the pre-test and post-test in control class. Meanwhile, the result of the post-test showed that there was a difference compared to the result of the pre-test. The difference a mean score between pre- test and post-test showed that the post-test (57) was higher than the pre-test (42) with 15.

As the data result that had been shown in descriptive statistics above, it was compared to figure out the general explanation of the scores between experimentaland control class and then it would be used to see the progress in each class. It could be seen by following figure:

Figure 4.1

Overview Both of Classes Score Progress
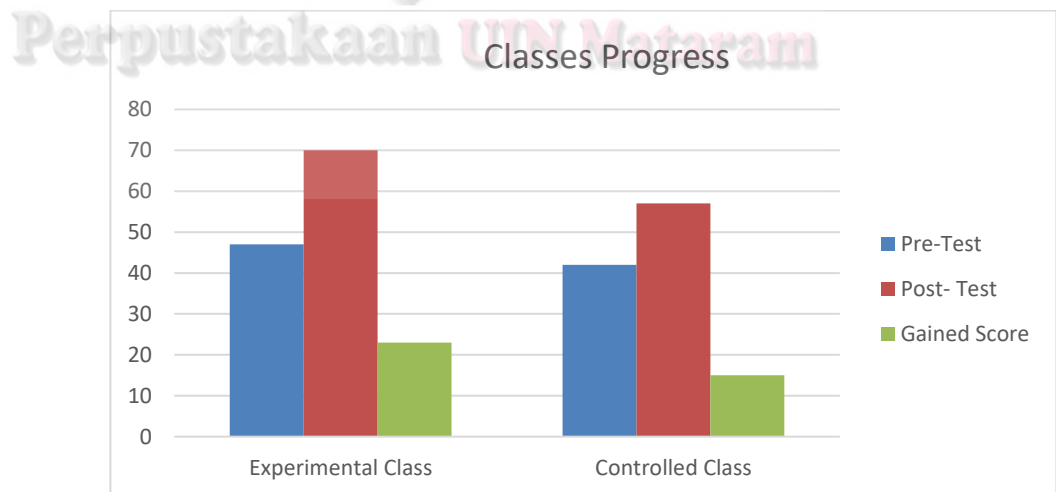
The Figure 4.1 shows the progress from pre-test to post-test. Based on the Figure above, it is indicated that the result of post-test in experimental class increase significantly from the pre-test that is 47 to 70. In control class also increased from pre-test and post-test score. That is 42 to 57. Although the experimental class and control class gained the improvements but the control class is not high as the experimental class gained. It could be seen in the mean gained scores that was significantly different (23>15).

2. **The Data Analysis**

    a. Normality Test

        To calculate the normality of the test, in this case to find out whether the data from two classes is normally distributed or not, the researcher used *Kolmogorov-Smirnov*. SPSS was used to analyze the data. The result can be seen as follow:

Table 4.3

Test of Normality

Class	Test	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Experiment	Pre Test	.135	23	.200	.949	23	.280
	Post Test	.147	23	.200	.930	23	.110
Control	Pre Test	.122	23	.200	.938	23	.161
	Post Test	.197	23	.021	.942	23	.202

The result showed that the normality significance of pre-test in experimental class and control class is 0.200. Both of the significance result in pre-test proved that the data were normality distributed because the significance is above α= 0.05 (0.200>0.05). In the hand, the post-test showed that the significance in experimental class is 0.200 and 0.031 in control class. The result also proved that the significance result in post-test proved that the data are normality distributed because the significance is above α= 0.05 (0.200>0.05; 0.031>0.05).

b. Homogeneity test

After normality test, the researcher did the homogeneity test in order to test the similarity of the sample in both classes. The researcher used *Levene* statistic to calculate the homogeneity test. The results are presented as follows:

Table 4.4

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre-test	.000	1	44	.994
Post-test	1.942	1	44	.170

The homogeneity test result shows that from both of pre-test classes are 0.994. It is the significance of the data, which is higher than

α= 0.05 (0.994>0.05). Moreover, the result of the post-test from both

classes are 0.170 as the significance of the data which is higher also than

α= 0.05 (0.107>0.05). From the result of the data the researcher could

conclude that the both of the classes are homogeneous.

c. Independent Sample t Test

Table 4.5
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score of Post Test of Two Classes	Equal variances assumed	1.942	.170	-.3.519	44	.001	-13.47826	3.82981	-21.19674	-.5.75978
	Equal variances not assumed			-.3.519	41.995	.001	-13.47826	3.82981	-21.20716	-5.74936

In the table it shows the result of t test analysis of post-test score

in experimental class and control class. It can be seen from the table

presents as the result of t-test data analysis. It uses the Independent

Sample Test.

The Independent Sample Test was used to read the result. In analyzing the data, the *equal variances assumed* was used to read the result because the data was homogeneous as previously recognized. From the table, the independent sample test showed a result of p-value or *sig* (2-tailed) = 0.001

From the result, it can be concluded that the null hypothesis (H0) is reject and the alternative hypothesis (Ha) is accepted because p-value = (0.001) is lower to *sig* α= 0.05 (5%). Because there is a significance difference between before and after treatment on student score. It can be concluded that the finding of this research shows that the use of fairy tale story has significant in improving students listening ability.

B. **Discussion**

The researcher conducted a study on how the effect of fairy tale story to improve students listening in grade eight students at the SMPN 3 Praya Tengah. Two classes, VIII A (control class) and VIII B (experimental), were used as subjects. In the description of the data which was taken from 23 students of the experimental class, Table 4.1 showed the description of the experimental class score which has the mean score of pre-test 47 before using fairy tale story treatment. After given fairy tales story treatment as a media in learning process, the mean score of the experimental class increased to 70. Meanwhile, in the Table 4.2 showed the mean score of the control class in pre-test was 42, less than the mean score

in experimental class and the post-test mean score was 57. Based on the statistical analysis, the increasing mean point of theexperimental class was 23 points; from 47 to 70. For the control class, it increase 15 points; from 42 to 57. It meant that both classes in post-test scores have increased.

The normality tests conducted on pre-test and post-test data for both the experimental and control classes indicated that the data were normally distributed, as the significance values were greater than 0.05. The Levene's test for homogeneity of variance also showed that the data had similar variance also showed that the data had similar variances in both classes, as the significance values were higher than 0.05. After confirming normality and homogeneity, the posttest scores from the experimental class and the control class were tested by the independent sample t test, the results obtained were significant. The result were obtained using SPSS 16. Where that Sig. (2-tailed) was 0.001<0.05.

Based on these results, it can be said that the alternative hypothesis (Ha) is accepted, while the null hypothesis (Ho) is rejected so it can be concluded that there is significance different between the scores obtained by students from the pre-test and post-test. This also indicates that the use of fairy tales story is effective in improving students' listening ability.

The results of this study is also in line with previous studies which have been carried out by Aliye Ilkay Yeminici and Abdurrahman Guzel entitled The

effect of teaching aesthetic listening strategies with fairy tales on the listening skills of fifth grades students.[47] They found that there was significance between the fairy tale achievement test pre-test and post-test scores of students in control and experimental class. The average scores of the students in experimental class is pre-test was 57.75 and post-test was 79.82, meanwhile from control class the pre-test was 58.21 and post-test was 61.60. It means that the students' listening comprehension scores in the experimental group were higher than those in the control group.

In addition, research conducted by Tri Yuci Ayundini use a class action research (CAR) as the design. The mean of the pre-test was 53.16, post-test I in the first cycle was 71.16, and post-test II in the second cycle was 81.6. There was improvement in every cycle. It means that there was improvement during teaching learning process by using fairy tale to listening.

In addition, the results of this study are also in line by Novia Fitriana and Cahyo Hasanudin use a secondary data as the method.[48] While this previous study concluded the role of animation-based fairy tale media to improve children's listening skills in elementary schools as listening material that is able to attract learning interest, increase motivation, and make it easier for educators

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[47] Aliye Ilkay Yemenici and Abdurrrahman Guzel, "The Effect of Aesthetic Listening Strategies Whit Fairy Tales on The Listening Skills of Fifth Grade Students", *international Journal of Eurasian Education and Culture, Vol. 6, No. 13, July 2021, p.777*

[48] Nofia Fitriana and Cahyo Hasanudin "The Use of Animation-Based Fairy Tales Media to Improve the Listening Skills of Elementary Schools Students", *International Conference on Education Innovation and Social Science (ICEISS), August 2022, p.95*

to carry out learning, can be done by designing animation-based fairy tale media. It means that the use of animation-based fairy tales media to improve the listening skill

In addition, the results of this study are also in line with Kartika Ardhia Saputri, Rhayu Apriliaswati, and Eusabinus Bunau use class action research (CAR) as the design.[49] The produced similar findings to current research, which is improve students listening comprehension on fairy tale through dictogloss technique. Dictogloss could improve students' listening comprehension and concentration in discriminating sound of past tense action verbs, finding specific information and main idea of fairy tale. It means that dictogloss can improved students concentration in listening comprehension of fairy tales.

These findings support the acceptance of the alternative hypothesis and emphasize the effectiveness of fairy tale story in teaching listening for students. There are similarities in the results obtained in teaching listening for students. Where the results obtained are all positive results. Therefore these previous research findings indicate that fairy tale story is effective in teaching listening for students.

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[49] Kartika Ardhia Saputri, Rahayu Apriliaswati, Eusabinus Bunau, "Improving Students' Listening Comprehension on Fairy Tales Through Dictogloss Technique", *Jurnal Pendidikan dan Pembelajaran Khatulistiwa, Vol. 7, No. 5, 2019, p.1*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this research is to find not whether or not fairy tales story enriches students' listening ability at eight grade of SMPN 3 Praya Tengah. The results of the data obtained show that the mean score of post-test in experiment class was 70, while the mean score of post-test in control class was 57. Based on the output table of "Independent Sample Test" on the "Equal variances assumed" where the post-test of both of classes had been tested, it could be found that value of Sig. (2-tailed) was 0.001>0.05. It means that there was significant difference between the result of students' mean score between control class and experimental class. So, (H_o) was rejected and (H_a) was accepted.

Therefore, the problem research "Is fairytale story effectiveness in teaching listening for students of grade 8 at SMPN 3 Praya Tengah in Academic year 2023/2024?" was answered. So, it can be concluded that is significantly effective to use fairy tales story in teaching listening at the eighth grade of SMPN 3 Praya Tengah in academic year 2023/2024.

B. Suggestion

After researching the use fairy tales story in teaching listening, the researcher may give some advice to teachers, students and the next researcher.

1. To the teacher

   The study suggest that incorporating fairy tale story in classroom activities can be a beneficial strategy for enhancing students' listening ability. Teachers are encouraged to consider integrating fairy tale into their lesson plans. Creating engaging and interactive fairy tale activities can make the learning process more enjoyable and effective for junior high school students.

2. For students

   The results of the study highlight the positive impact of fairy tale story on listening learning. Students are expected to be more interested in learning English using fairy tales story both in class and outside of class.

3. For the researcher

   Based on the findings of the study, it is suggested that the researcher further will be able to investigate more about fairy tales story being developed in other skills and apply new technique to stimulate students, interest in learning English

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APPENDICES

APPENDIX 1

Instrument of pre-test

A. **Choose the correct answer**

TIMUN MAS (Golden cucumber)

Based on the story you've heard, choose the true one:

1. Who is the main actor of that story?
    a. Giant
    b. Timun mas
    c. Parents
    d. Timun,s mom

2. Where the story comes from?
    a. West java
    b. Central java
    c. East java
    d. North Sumatra

3. Who is the name of timun's mom?
    a. Mbok rondho
    b. Mbok sirni
    c. Mbok sinar
    d. Mbok yem

4. What is problem in that story?
    a. Old parents have a child
    b. Giant want to marry whit timun mas
    c. Giant want to eat timun mas
    d. Timun mas loves giant so much

5. How may the actor in that story?

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a. 2

b. 3

c. 4

d. 5

6. How many wrap that timun through?

    a. Two

    b. Three

    c. Four

    d. Five

7. What is the last warp that timun spread?

    a. Cucumber seed

    b. Water

    c. A shrimp paste

    d. Corn paste

8. How is the character of timun mas?

    a. Cruel, evil

    b. Diligent, smart

    c. Diligent, smart, cruel

    d. Stingy, smart

9. How did the giant die?

    a. Killed by timun

    b. Killed by timun's parents

    c. Killed because of a boom

    d. Because of some warps

10. How is ending of story?

    a. Happy ending

    b. Sad ending

    c. Never ending

    d. Will ending

B. Complete the blank sentences whit the right word you hear!

Once upon a time in a little Village, lived an old lady. ……. called her mbok rondho. She lived……, her husband had…… away. She wanted to have a child to accompany her. She thought that having a child would make her…... One day, she met Buto Ijo. Buto Ijo was a giant……. and his body was all ….. That's way, people him Buto Ijo. Buto Ijo gave her cucumber seed. He said that she should ….. the seed. It would give her child. However when her child was 16 years old, mbo rondho should give her back to Buto Ijo. Mbo rondho was ….. so hard, but she ….. wanted to have a child. Finally, she agreed to accept the seed.
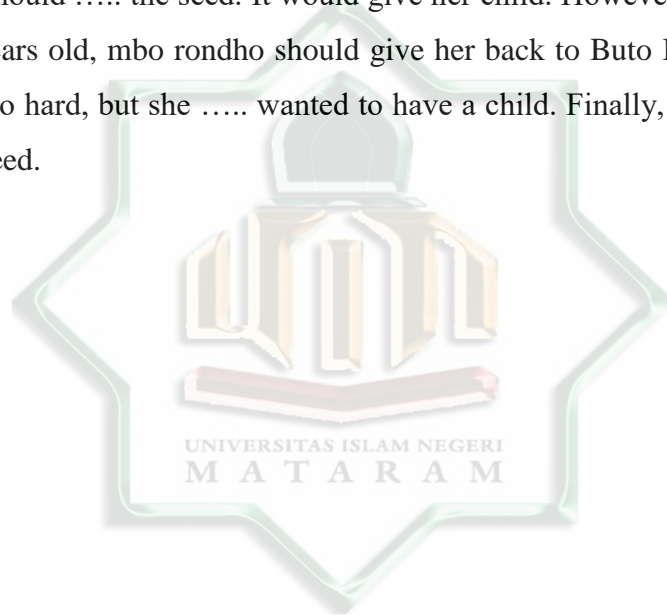
APPENDIX 2

Instrument of Post test

A. **Choose the correct answer**

The little mermaid

Based on the story you've heard, choose the true one:

1. Who is the main character?

   A. The stone   C. Mother

   B. The village   D. The young mermaid,

2. What took the voice from the little mermaid?

   A. Taken by an evil which   C. Taken by the prince

   B. Taken by her mother   D. Taken by the king

3. What is the kind of the text above?

   A. Procedure text,   C. Recount text, Spoof text

   B. Report text,   D. Narrative text,

4. How many the actor in that story?

   A. 4   C. 6
   B. 5   D. 7

5. Who lived in the deep ocean?

   A. Human   C. A little mermaid

   B. A prince   D. a princess

6. What did the evil which ask the mermaid in return ?

   A. Face   C. hand,

   B. Voice   D. body,

7. What made the king angry ?

   A. Hit her   C. the little mermaid disobeys the king's orders

   B. don't want to give her money D. pushed it

8. How much time did the evil which give to the little mermaid?

   A. 3 days   C. 4 days

   B. 2 days   D. 1 days

9. How does the story end?

   A. Sad ending   C. Happy ending

   B. Never ending   D. will ending

10. What do you learn from the story of little mermaid ?

   A. Always maintain communication from parents   C. angry whit parent

   B. Defiant   D.   disobeying   parents
      orders

B. **Complete the blank sentences whit the right word you hear!**

In the …………(11) of the ocean, where the water is bluest, is the kingdom of the people. It was here that the king lived with his old mother and his daughters, the six princesses, in the most beautiful palace you could imagine. One by one, when they reached their fifteenth birthday, the princesses were allowed to visit the world above the water. The youngest princess couldn't wait for her turn to come………...(12) At last, when it was her fifteenth birthday, her grandmother said it was time for her to visit the human world.

The little mermaid rose …………..(13) above the foam and caught her breath in surprise. The world was so very much more wonderful than she had imagined. The first thing she saw was a …………..(14) ship. And on board there was a birthday party for handsome a prince. But while the little mermaid watched, a terrible storm blew up.

All those on board were ………………(15) into the water. The prince would surely have …………..(16)if the little mermaid hadn't caught him in her arms. But she knew she couldn't take him back to her kingdom. So she took him to the **…………..**(17) of an island, where a human princess found him. When the prince woke up, he naturally thought it was this princess who had rescued him. He knew nothing of the little mermaid. But the little mermaid thought of nothing but the prince. She had fallen madly in love with him and ……………(18) to be his wife. "But he will never marry a princess with a tail," she lamented, "and how am I to get a pair of legs?" She set out to

ask an enchantress who lived ……………(19).the sea. The enchantress gave her a potion, but the mermaid had to pay ....(20) price. She would lose her beautiful voice and feel pain every time she walked. But worst of all, the mermaid would turn into foam if the prince did not love her.

APPENDIX 3

Assessment Rubric (Pre-Test)

No.	Type	Description	Answer	Score
A	Multiple Choice	Students answer the right in the story	1. B 2. A 3. A 4. C 5. C 6. C 7. C 8. B 9. B 10. A	5 5 5 5 5 5 5 5 5 5 5
B	Sentence Completion	Students complete the blank sentences with the right words	11. People 12. Alone 13. Passed 14. Happier 15. Creature 16. Green 17. Called 18. Plant 19. Thinking 20. Really	5 5 5 5 5 5 5 5 5 5 5
	Total			100

APPENDIX 4

Assessment Rubric (Post-Test)

No.	Type	Description	Answer	Score
A	Multiple Choice	Students answer the right in the story	1. D 2. A 3. D 4. C 5. C 6. B 7. C 8. A 9. C 10. A	5 5 5 5 5 5 5 5 5 5
B	Sentence Completion	Students complete the blank sentences with the right words	11. Depths 12. come 13. rose 14. huge 15. tossed 16. drowned 17. shore 18. longed 19. under 20. Terrible	5 5 5 5 5 5 5 5 5 5
	Total			100

APPENDIX 5

RENCANA PELAKSANAAN PEMBELAJARAN 1 (RPP)

Satuan Pendidikan :   SMPN 3 Praya Tengah

Kelas   :   VIII

Mata Pelajaran   :   Bahasa Inggris

Tema   :   Narrative teks (fairy tales)

Alokasi Waktu   :   3 x 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong),santung, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan.

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

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak

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(menulis,membaca, menghitung, menggambar, dan mengarang) sesuai denga apa yang di pelajari di sekolah dn sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
	2.2 Menunjukkan perilaku jujur, disiplin, percayadiri dan bertanggung jawab dalam melaksankan komunikasi transaksional dengan guru dan teman.	2.2.1 Mengakui ketika melakukan kesalahan. 2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri. 2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.

	3.3 Membandingkan fungsi social, struktur teks dan unsur kebahasan dari teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.3.1 mengidentifikasi kata yang tepat untuk melengkapi teks rumpang. 3.3.2 mengidentifikasi struktur teks naratif. 3.3.3 mengidentifikasi fungsi social teks naratif.
	4.3 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis, sangat pendek dan sederhana, terkait *Fairytales*	4.3.1 menyusun teks naratif sederhana berdasarkan gambar dan video yang diberikan. 4.3.2 menceritakan kembali teks naratif dengan bahasanya sendiri. 4. 3. 3 Mengkomunikasikan teks narrative berbentuk *fairy tales* dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

Setelah melaksnakan serangkaian kegiatan pembelajaran, siswa dapat::

1. Mengidentifikasi kata yang tepat untuk melengkapi teks rumpang

2. Mengidentifikasi struktur teks naratif

3. Mengidentifikasi fungsi social teks naratif

4. Menyusun teks naratif sederhana berdasarkan gambar dan video yang di berikan.

5. Menceritakan kembali teks narattif dengan bahasanya sendiri

D. Materi Pembelajaran

Meteri Reguler

Teks naratif, berbentuk cerita rakyat dan sederhana

E. Metode Pembelajaran

1. Pendekatan : Saintifik dan komunikatif

2. Model   : Cooperative Learning

3. Mettode   : Diskusi, Praktik

1. Media dan Bahan Pembelajaran

1. Media : video dan audio

2. Alat dan Bahan : Laptop, LCD/Lembaran, Speaker, Spidol, dan Papan tulis.

2. Langkah-langkah Pembelajaran

Pertemuan 1

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	• Greeting (guru memberi salam dan melakukan tegur sapa dengan murid dan menanyakan kondisi) • Guru memeriksa kehadiran siswa • Guru memberikan motivasi belajar • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru memberikan uraian singkat tentang cakupan materi langkah pembelajaran	10 menit
Inti	**Langkah 1. Mengamati (Observing)** • Guru memberikan pertanyaan kepada peserta didik untuk menggali pengetahuan mengenai materi yang akan dipelajari. • Peserta didik mendengarkan penjelasan guru tentang apa yang dimaksud dengan narative teks (fairy tales).	100 menit

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	• Guru menjelaskan structure dari teks naratif (fairy tale) kepada siswa dan juga jenis-jenisnya. **Langkah 2. Mengumpulkan informasi (Data Collecting)** • Guru memberikan kesempatan tanya jawab kepada peserta didik atas intraksi dengan guru untuk menanyakan hal-hal yang belum diketahui **Langkah 3. Mencoba (Experiment)** • Guru akan memberikan contoh pada siswa naratif (fairy tales) "The Snow White and The Seven Dawrfs" melalui video atau gambar yang di tampilkan melalui LCD yang disiapkan untuk mempermudah siswa memahami cerita. • Pada tahapan ini siswa di minta untuk menyimak dan mengidentifikasi video cerita yang telah diberikan.	

	• Guru akan memperhatikan siswa mana yang menyimak cerita yang telah di berikan.	
	Langkah 4. Menalar/Mengasosiasi	
	• pada tahapan ini siswa di harapkan mampu membuat teks naratif (fairy tales) dan menceritakan kembali dalam versi mereka sendiri secara individu. Untuk mempertahankan pemahaman siswa terkait denang materi pembelajaran teks fungsional yang diajarkan.	
Penutup	• sebelum mengakhiri pertemuan guru akan mengajukan beberapa pertanyaan terkait materi sebaai refleksi dan feedback terhadap proses kegiatan pembelajaran	10 menit
	• Guru memberikan informasi lanjut dari rencana pembelajaran dipertemuan selanjutnya dan berdo'a.	
	• Guru dan peserta didik mengucapkan salam perpisahan	

Mataram,   2023

Mengetahui,

Guru Mata Pelajaran   Mahasiswa

Halimah, S.Pd   **Yuli Handayani**

NIP.   **NIM. 180107104**

Mengetahui,

Kepala Sekolah,

Drs. H. Muhamad Syapii

NIP. 196712311993031125

APPENDIX 6

RENCANA PELAKSANAAN PEMBELAJARAN 1 (RPP)

Satuan Pendidikan :   SMPN 3 Praya Tengah

Kelas :   VIII

Mata Pelajaran :   Bahasa Inggris

Tema :   Narrative teks (fairy tales)

Alokasi Waktu :   3   x 40 Menit

A. Kompetensi Inti

1   Menghargai dan menghayati ajaran agama yang dianutnya.

2   Menghargai dan menghayati prilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong),santung, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan.

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

4   Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak

(menulis,membaca, menghitung, menggambar, dan mengarang) sesuai

denga apa yang di pelajari di sekolah dn sumber lain yang sama dalam sudut

pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
	2.2 Menunjukkan perilaku jujur, disiplin, percayadiri dan bertanggung jawab dalam melaksankan komunikasi transaksional dengan guru dan teman.	2.2.1 Mengakui ketika melakukan kesalahan. 2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri. 2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.

3.3 Membandingkan fungsi social, struktur teks dan unsur kebahasan dari teks naratif lisan dan tulis dengan member dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.3.1 mengidentifikasi kata yang tepat untuk melengkapi teks rumpang. 3.3.2 mengidentifikasi struktur teks naratif. 3.3.3 mengidentifikasi fungsi social teks naratif.
4.3 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis, sangat pendek dan sederhana, terkait *Fairytales*	4.3.1 menyusun teks naratif sederhana berdasarkan gambar dan video yang diberikan. 4.3.2 menceritakan kembali teks naratif dengan bahasanya sendiri. 4. 3. 3 Mengkomunikasikan teks narrative berbentuk *fairy tales* dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

Setelah melaksnakan serangkaian kegiatan pembelajaran, siswa dapat::

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1. Mengidentifikasi kata yang tepat untuk melengkapi teks rumpang

2. Mengidentifikasi struktur teks naratif

3. Mengidentifikasi fungsi social teks naratif

4. Menyusun teksnaratif sederhana berdasarkan gambar dan video yang di berikan.

5. Menceritakan kembali teks narattif dengan bahasanya sendiri

D. Materi Pembelajaran

Meteri Reguler

Teks naratif, berbentuk cerita rakyat dan sederhana

E. Metode Pembelajaran

1. Pendekatan : Saintifik dan komunikatif

2. Model   : Cooperative Learning

3. Mettode   : Diskusi, Praktik

F. Media dan Bahan Pembelajaran

1. Media : video dan audio

2. Alat dan Bahan : Laptop, LCD/Lembaran, Speaker, Spidol, dan Papan tulis.

G. Langkah-langkah Pembelajaran

Pertemuan II

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu

Pendahuluan	• Greeting (guru memberi salam dan melakukan tegur sapa dengan murid dan menanyakan kondisi) • Guru memeriksa kehadiran siswa • Guru memberikan motivasi belajar • Guru mereview materi pertemuan sebelumnya. • Guru mengajukan pertannyaan kepada peserta didik *Do you remember about the last meeting?* • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru memberikan uraian singkat tentang cakupan materi langkah pembelajaran	10 menit
Inti	**Langkah 1. Mengamati (Observing)** • Guru mengarahkan peserta didik untuk mengamati video atau gambar tentang fairy tales yang di tayangkan di power point.	100 menit

		• Guru memberikan pertanyaan kepada peserta didik untuk menggali pengetahuan mengenai materi yang akan dipelajari. • Peserta didik mendengarkan penjelasan guru tentang apa yang akan di perlajari. **Langkah 2. Mengumpulkan informasi (Data Collecting)** • Guru memberikan kesempatan tanya jawab kepada peserta didik atas intraksi dengan guru untuk menanyakan hal-hal yang belum diketahui **Langkah 3. Mencoba (Experiment)** • Guru akan memberikan contoh pada siswa naratif (fairy tales) "Jack and The Beanstalk" melalui video atau gambar yang di tampilkan melalui LCD yang disiapkan untuk mempermudah siswa memahami cerita. • Pada tahapan ini siswa di minta untuk menyimak dan mengidentifikasi video cerita yang telah diberikan.	

	• Guru akan memperhatikan siswa mana yang menyimak cerita yang telah di berikan. **Langkah 4. Menalar/Mengasosiasi** • pada tahapan ini peserta didik di harapkan mampu mengkomunikasikan teks narrative berbentuk fairy tales dengan pengucapan dan intonasi yang tepat.	
Penutup	• sebelum mengakhiri pertemuan guru akan mengajukan beberapa pertanyaan terkait materi sebaai refleksi dan feedback terhadap proses kegiatan pembelajaran • Guru memberikan informasi lanjut dari rencana pembelajaran dipertemuan selanjutnya dan berdo'a. • Guru dan peserta didik mengucapkan salam perpisahan	10 menit

Mataram,   2023

Mengetahui,

Guru Mata Pelajaran   Mahasiswa

Halimah, S.Pd   **Yuli Handayani**

NIP.   **NIM. 180107104**

Mengetahui,

Kepala Sekolah,

Drs. H. Muhamad Syapii

NIP. 196712311993031125

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RENCANA PELAKSANAAN PEMBELAJARAN 1 (RPP)

Satuan Pendidikan :   SMPN 3 Praya Tengah

Kelas   :   VIII

Mata Pelajaran   :   Bahasa Inggris

Tema   :   Narrative teks (fairy tales)

Alokasi Waktu   :   3   x 40 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati prilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong),santung, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan.

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

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,membaca, menghitung, menggambar, dan mengarang) sesuai

denga apa yang di pelajari di sekolah dn sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
	2.2 Menunjukkan perilaku jujur, disiplin, percayadiri dan bertanggung jawab dalam melaksankan komunikasi transaksional dengan guru dan teman.	2.2.1 Mengakui ketika melakukan kesalahan. 2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri. 2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.

	3.3 Membandingkan fungsi social, struktur teks dan unsur kebahasan dari teks naratif lisan dan tulis dengan member dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.3.1 mengidentifikasi kata yang tepat untuk melengkapi teks rumpang. 3.3.2 mengidentifikasi struktur teks naratif. 3.3.3 mengidentifikasi fungsi social teks naratif.
	4.3 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis, sangat pendek dan sederhana, terkait *Fairytales*	4.3.1 menyusun teks naratif sederhana berdasarkan gambar dan video yang diberikan. 4.3.2 menceritakan kembali teks naratif dengan bahasanya sendiri. 4. 3. 3 Mengkomunikasikan teks narrative berbentuk *fairy tales* dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

Setelah melaksnakan serangkaian kegiatan pembelajaran, siswa dapat::

1. Mengidentifikasi kata yang tepat untuk melengkapi teks rumpang

2. Mengidentifikasi struktur teks naratif

3. Mengidentifikasi fungsi social teks naratif

4. Menyusun teksnaratif sederhana berdasarkan gambar dan video yang di berikan.

5. Menceritakan kembali teks narattif dengan bahasanya sendiri

D. Materi Pembelajaran

1. Meteri Reguler

2. Teks naratif, berbentuk cerita rakyat dan sederhana

E. Metode Pembelajaran

1. Pendekatan : Saintifik dan komunikatif

2. Model   : Cooperative Learning

3. Mettode   : Diskusi, Praktik

F. Media dan Bahan Pembelajaran

1. Media : video dan audio

2. Alat dan Bahan : Laptop, LCD/Lembaran, Speaker, Spidol, dan Papan tulis.

G. Langkah-langkah Pembelajaran

Pertemuan II

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	• Greeting (guru memberi salam dan melakukan tegur sapa dengan murid dan menanyakan kondisi) • Guru memeriksa kehadiran siswa • Guru memberikan motivasi belajar • Guru mereview materi pertemuan sebelumnya. • Guru mengajukan pertannyaan kepada peserta didik *Do you remember about the last meeting?* • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru memberikan uraian singkat tentang cakupan materi langkah pembelajaran	10 menit
Inti	**Langkah 1. Mengamati (Observing)** • Guru mengarahkan peserta didik untuk mengamati video atau gambar tentang fairy tales yang di tayangkan di power	100 menit

	point.	
	• Guru memberikan pertanyaan kepada peserta didik untuk menggali pengetahuan mengenai materi yang akan dipelajari.	
	• Peserta didik mendengarkan penjelasan guru tentang apa yang akan di perlajari.	
	Langkah 2. Mengumpulkan informasi (Data Collecting)	
	• Guru memberikan kesempatan tanya jawab kepada peserta didik atas intraksi dengan guru untuk menanyakan hal-hal yang belum diketahui	
	Langkah 3. Mencoba (Experiment)	
	• Guru membagi siswa menjadi beberapa kelompok	
	• Guru akan memberikan pada siswa naratif teks (fairy tales) "Sleeping Beauty" melalui video atau gambar yang di tampilkan melalui LCD yang disiapkan untuk mempermudah siswa memahami cerita.	

	• Peserta didik berdiskusi untuk melengkapi kalimat yang rumpang tentang video naratif teks yang sedang di amati • Guru akan meminta masing-masing perwakilan kelompok pesrta didik untuk maju dan membacakan hasil diskusi dengan kelompok **Langkah 4. Menalar/Mengasosiasi** • pada tahapan ini peserta didik di harapkan mampu narrative berbentuk fairy tales dengan pengucapan dan intonasi yang tepat.	
Penutup	• sebelum mengakhiri pertemuan guru akan mengajukan beberapa pertanyaan terkait materi sebaai refleksi dan feedback terhadap proses kegiatan pembelajaran • Guru memberikan informasi lanjut dari rencana pembelajaran dipertemuan selanjutnya dan berdo'a. • Guru dan peserta didik mengucapkan salam perpisahan	10 menit

Mataram,   2023

Mengetahui,

Guru Mata Pelajaran   Mahasiswa

Halimah, S.Pd   **Yuli Handayani**

NIP.   **NIM. 180107104**

Mengetahui,

Kepala Sekolah,

Drs. H. Muhamad Syapii

NIP. 196712311993031125

APPENDIX 8

Documentation

	Experimental Class	Control Class
The researcher was giving the same pre-test to both of classes		
The researcher was giving different treatment to both of classes	Treatment using fairy tales story	Treatment without using fairy tale story

The researcher was giving the same post-test to voth of classes		

Nomor   : 832/Un.12/FTK/SRIP/PP.00.9/08/2023   Mataram, 16 Agustus 2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal   : **Permohonan Rekomendasi Penelitian**

Kepada:
Yth.

Kepala Bakesbangpol Lombok Tengah

di-

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama	:	Yuli Handayani
NIM	:	180107104
Fakultas	:	Tarbiyah dan Keguruan
Jurusan	:	Tadris Bahasa Inggris
Tujuan	:	Penelitian
Lokasi Penelitian	:	SMPN 3 PRAYA TENGAH
Judul Skripsi	:	THE EFFECTIVENESS OF FAIRY TALE STORY TO IMPROVE STUDENTS' LISTENING ABILITY OF GRADE 8th AT SMPN 3 PRAYA TENGAH
Waktu Penelitian	:	28 juli 2023 - 27 agustus 2023

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP.197810152007011022

PEMERINTAH KABUPATEN LOMBOK TENGAH

BADAN KESATUAN BANGSA DAN POLITIK

Jalan. Raden Puguh, Komplek Kantor Bupati Gedung A Lantai 1

SURAT REKOMENDASI

Nomor : 070/548/VII/R/BKBP/2023

1. Dasar :
   a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
   b. Surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan (FTK) Universitas Islam Negeri Mataram Nomor : 764/Un.12/FTK/SRIP/PP.00.09/2023 Tanggal : 26 Juli 2023
      Perihal : Permohonan Rekomendasi Penelitian

2. Menimbang :

   Setelah mempelajari Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesbangpol Kabupaten Lombok Tengah dapat memberikan Rekomendasi/ijin kepada :

Nama	:	YULI HANDAYANI
NIM	:	180107104
Alamat	:	Montong Waru Desa Dakung Kec. Praya Tengah Kab. Lombok Tengah
No. Telphon	:	087854352501
Pekerjaan/Jurusan	:	Mahasiswi/ Tadris Bahasa Inggris
Bidang/Judul	:	THE EFFECTIVENESS OF FAIRY TALE STORY TO IMPROVE STUDENT'S LISTENING ABILITY OF GRADE 8th AT SMPN 3 Praya Tengah
Lokasi Penelitian	:	SMPN 3 Praya Tengah Kabupaten Lombok Tengah
Jumlah Peserta	:	1 (satu) orang
Lamanya	:	1 (satu) bulan, mulai dari tanggal 28 Juli 2023 s/d 28 Agustus 2023
Status Penelitian	:	Baru

3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut :

   a. Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
   b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/ijin Observasi dan menghentikan segala kegiatan.
   c. Mentaati ketentuan Perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat;
   d. Apabila masa berlaku Rekomendasi/ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/ijin agar diajukan kembali sebagaimana proses pengajuan awal;
   e. Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Bakesbangpol Kabupaten Lombok Tengah.

   Demikian Surat Rekomendasi/ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya
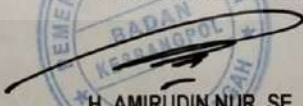
Praya, 26 Juli 2023
An. Kepala Badan Kesatuan Bangsa dan Politik
Kab. Lombok Tengah
Kabid. Politik dan Ormas,

H. AMIRUDIN NUR, SE.
NIP. 19700115 200003 1 004

Tembusan disampaikan kepada Yth. :
1. Bupati Lombok Tengah di Praya;
2. Camat Praya Tengah Kab. Lombok Tengah di Batunyala;
3. Kepala SMPN 3 Praya Tengah Kab. Lombok Tengah di Dakung;
4. Yang bersangkutan;
5. Arsip.

SURAT KETERANGAN PENELITIAN
Nomor : 423.6/011/H.10/2023

Berdasarkan surat dari Badan Kesatuan bangsa Dan Politik Ka. Lombok Tengah prihal surat rekomendasi penelitian dengan Nomor : 070/548/VII/R/BKBP/2023. Bahwa mahasiswa yang namanya tertera di bawah ini :

Nama   : YULI HANDAYANI
NIM   : 180107104
Alamat   : Montong Waru Desa Dakung Kec. Praya Tengah Kab. Lombok Tengah
Jurusan   : Tadris Bahasa Inggris
Judul Penelitian : The Effectiveness Of Fairy Tale Story To Improve Students Listening Ability Of Grade 8 At SMPN 3 Praya Tengah

Bahwa , mahasiswa yang namanya di atas memang benar telah melakukan penelitian selama 1 (satu) bulan.

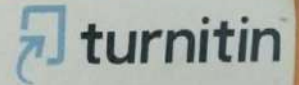Demikian Surat Keterangan ini kami buat, untuk di gunakan di mana mestinya.

Dakung, 09 Agustus 2023
Kepala Sekolah

Drs. H. MUHAMAD SYAPII
NIP.196712311993031125

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Sertifikat Ini Diberikan Kepada :

YULI HANDAYANI
180107104
FTK/TBI
Dengan Judul SKRIPSI

THE EFFECTIVENESS OF FAIRY TALE STORY TO IMPROVE STUDENTS' LISTENING

ABILITY OF GRADE 8th AT SMPN 3 PRAYA TENGAH

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

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Sertifikat Ini Diberikan Kepada :

YULI HANDAYANI
180107104

FTK /TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram. Sertifikat ini diberikan sebagai syarat UJIAN SKRIPSI.

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