

**IMPROVING LISTENING SKILLS USING VIDEO to 10th OTKP²
GRADE AUTOMATION AND OFFICE MANAGEMENT
DEPARTMENT STUDENTS' of SMK KAWUNG 1 SURABAYA**

THESIS



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ENGLISH EDUCATION

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WIJAYA KUSUMA UNIVERSITY OF SURABAYA

2019

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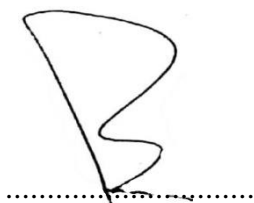
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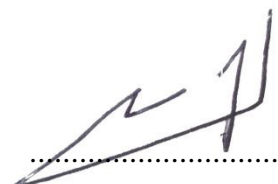
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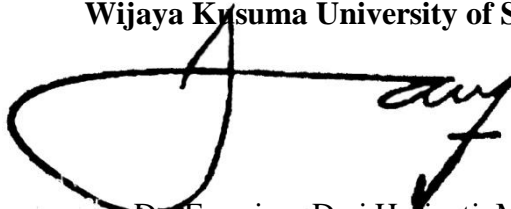
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MOTTO

-Hargailah Dan Nikmati Sebuah Proses karena Tidak Ada Proses Yang Mengkhianati Hasil-

-Restu Seorang Ibu Akan Selalu Memberikan Keberhasilan Bagi Anaknya, Karena Sejatinya

Ridho Ibu adalah Ridho Allah-

ABSTRACT

Ratnasari, Ayu. 2019. *Improving Listening Skills Using Video To 10th OTKP² Grade Automation And Office Governance Department Students' Of Smk Kawung 1 Surabaya*. Thesis in English Education Language And Science Faculty Wijaya Kusuma University of Surabaya. Advisor : Dra. Bkti Wirawati, M.Pd And Dra. Siti Azizah, M.Pd

Kata Kunci : Listening Skill, Video Media, Learning Activities and Results.

Based on observations at SMK Kawung 1 Surabaya, it can be seen that the value of English in class X OTKP2 especially in listening ability is still very low. This is evidenced in the pre-cycle activities which got an average score of 67.5 which was included in the low category.

This research is a Classroom Action Research (CAR) with the Hopkins model which states that in I cycle there are 5 Steps namely problem of identification, planning, action, observation, and reflection. This study uses data collection techniques, namely observation and tests. The data analyzed is data relating to the activities of students and teachers and learning outcomes.

Based on the data from the students' listening skills that have been obtained, it shows that the results of listening skills increase in the 10th OTKP² Grade Automation and Office of the Students' Department of Smk Kawung 1 Surabaya using video media in cycle 1 and cycle 2. This can be seen from the average the value in cycle 1 was 76.66 and in cycle 2 it increased to 86.80. The results of class completeness on student listening skills obtained in cycle 1 were 77.77% and in cycle 2 the results of class completeness increased to 91.66%.

In this study the teacher's activity showed an increase in the listening learning process using video media on the 10th OTKP² Grade Automation And Office Governance Department of Students' Of Smk Kawung 1 Surabaya in cycle 1 and cycle 2. This can be seen from the scores obtained in cycle 1 as big as 85%, and in cycle 2 the results of teacher activity scores increase to 95%. Student activity also shows an increase in listening skills learning process using video media on the 10th OTKP² Grade Automation And Office Governance Department of Students' Of Smk Kawung 1 Surabaya in cycle 1 and cycle 2. This can be seen from the scores of student activities obtained in cycle 1 as big as 71.25%, and in cycle 2 the score of student activity increased to 87.5%. This proves that the learning process of listening skills using video media can improve the results and activities of 10th OTKP² Grade Automation students and the Office of Governance of the Students' Department of Smk Kawung 1 Surabaya.

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin, all praises is to Allah SWT, the Lord of world who has already given His blessing and grace that the researcher could finish this thesis without any obstacles. Peace and salutation are upon to the Prophet Muhammad SAW, his family and colleague.

The researcher realizes that he will not finish this thesis well without any helps, guidances and supports from other people. Therefore, the researcher would like to big thanks to :

1. Prof. Sri Harmadji, dr., Sp.THT-KL(K) as The Vector of Wijaya Kusuma University Surabaya (UWKS).
2. Dr. Fransisca Dwi Harjanti, M. Pd. as The Dean of Language and Science Faculty, Wijaya Kusuma Surabaya University (UWKS).
3. Dr. Ribut Surjowati, M. Pd. as the Head of English Department of Language and Science Faculty, Wijaya Kusuma Surabaya University (UWKS).
4. Dra. Bkti Wirawati, M. Pd. as the 1st advisor who has educated, supported, and given her advices also suggestions to the researcher in writing this thesis.
5. Dra. Siti Azizah, M. Pd. as the 2nd advisor who has also educated, supported, and given her helps in this thesis.
6. Kusmardianto, S. Pd. As the Head of SMK Kawung 1 Surabaya, which has provided an opportunity for writers to conduct research
7. Anis Qoriah, S. Pd. As Homeroom 10th OTKP² SMK Kawung 1 Surabaya which has guided and helped the author.
8. Dwi Lestari, S.Pd. As an English teacher Class 10th SMK Kawung 1 Surabaya who has guided and helped the author.

9. All Student in Class 10th OTKP² SMK Kawung 1 Surabaya who have participated and collaborated during thesis research.
10. Both my parents and my brothers who always give prayer, enthusiasm, and help both spiritually and materially.
11. Friends of 2014 English language education students who are willing to share experiences, discuss and support during thesis writing.
12. All lectures and staff of English Department : Dra. Lusy Tunik, M.Pd., Dra. Rida Wahyuningrum, M.Pd., Drs. Herry Kusmiharto, M.Pd., Drs. Johny Sugiono, M.Pd., Drs. Supeno, M.Pd., M. Hum. and Drs. Heru Wibowo, M.Pd. the researcher deeply thanks to their helps and kindness.
13. The teachers and the staff of SMK Kawung 1 Surabaya,

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers later. Words may not be enough to return their helps and contribution, so may Allah SWT bless them all. The researcher is also pleased to accept the suggestions and criticism from the readers for improvement this thesis.

Surabaya, 14th July 2019

The Researcher

Ayu Ratnasari
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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Listening skill is as important as speaking skill, many people cannot communicate face to face unless the two types of skills are developed in tandem (Anderson and Lynch, 2002:3). It means that without good listening skill usually people can't speak fluently with other, the need listening skill to help their idea in understanding what someone says.

In Indonesia, the education system has applied two curriculums which are Curriculum 2013 as a new system and School-Based Curriculum as a traditional system. Most schools still apply School-Based Curriculum taught in elementary schools (SD), junior high schools (SMP) and senior high schools (SMA). It depends on the academic year of students. In SMA, the education system applies new system for X grade students and traditional system for grade XI and XII. So, school-Based Curriculum still exists in teaching and learning process. Caldwell and Spinks (1998) in Yuwono (2005) define School-Based Management as the self-managing school, and it has an authority to make decision related to the allocation of resources. It is evident that schools develop teaching and learning system to achieve the goals of the curriculum.

In School-Based Curriculum, English is taught as a compulsory subject. Brown (2001: 92) states that "the terrible teens" are in an age of transition, confusion, self-consciousness, growth and changing bodies and minds. It depends on the goal that English as a foreign language which can be indicated from standard competency and basic competence (SKKD).

Conducted by Winda (2010), it was found that the students had difficulty in comprehending stated and unstated meaning conveyed in the text in terms of identifying the main idea, specific information and inference in listening comprehension text. Even more, since listening skill affects the speaking skill. The students could not follow what their

teacher was talking about. They were unable to speak English fluently because they are lacked of motivation in learning listening subject.

Based on the observations on 12 February 2019, the authors found that students at SMK Kawung 1 Surabaya got difficulty in listening skills especially in understanding spoken. Factors from students are difficult to understand the spoken because so far the teacher only uses audio media such as tape recorders / CD's to teach listening classes. Improving listening skills using audio media has often been used in SMK Kawung 1 Surabaya, so here the author wants to improve teaching of listening skills by using video for the 10th grade Automation and Office Management Department at SMK Kawung 1 Surabaya, so teaching listening skills are more varied and not monotonous.

Teacher as a facilitator of learning should find way to create an active and enjoyable learning atmosphere. The teacher needs to find new media for teaching listening besides tape recorder and CD. Video is one of media that can motivate the students' learning activity, especially in listening subject.

Video is one of the audio visual aids that can be used in language teaching. In line with statement above, Sadiman (2005:29) says that video is storage of picture and sound information system where audiovisual signal does not only record on magnetic tape but also on disk. The use of video can motivate students to follow the class actively because a video provides interesting pictures and sound. It can also help the students retain information, introduce new vocabularies, grammar, messages, and entertainment at the same time.

This study supported by (Kretsai Woottipong, 2014) the use of video material is widely used as an instrument to practice listening skills in learning English. This means that teaching and learning activities can listen to using video media. Connecting oral and written forms is an effective method that allows students to read and listen at the same time (Hea-Suk Kim, 2015). In other words, videos provide learners of second languages with contextual,

visual, and non-verbal input that minimize the lack of understanding that might result from listening to themselves. Video is an effective source of listening teaching, but it is quite interesting and increasing student awareness about listening teaching and learning activities (Ana Susilowati, 2013).

By conducting the study, the writer would like to find out the improving of listening skill using video in the 10th OTKP² grade Automation and Office Management Department students at SMK Kawung 1 Surabaya.

The writer hopes that this study can be contribute to improve listening skill teaching using video, and motivation for the teacher in SMK Kawung 1 Surabaya to become one of the teaching media in listening classes. The reasearcher also hopes that this reasearch will be usefull for the teachers, the students, for the research

1.2 Research Question

Can the use of video improve listening skill to 10th OTKP 2 grade Automation and Office Management Department students of SMK Kawung 1 Surabaya ?

1.3 Purpose of The Study

The purpose of the study is to find out the use of video can improve listening skill to students 10th OTKP 2 grade Automation and Office Management Department of SMK Kawung 1 Surabaya.

1.4 Significance of The Study

a) For the English teacher

For the teacher, this new media will enrich their alternative way in the teaching English. The teacher can use way as the interesting way to teacher listening English and how to apply it in real communication.

b) For the students

The students will know the importance of understanding the movies overall, as good as the local movies they saw. They will study listening better in this way, because they don't feel studying, they just enjoy learning while watching video. Here they can practice their listening ability, enrich the vocabulary and know how to use English for communication, real communication.

c) For the researcher

For the researcher, using watching movies in listening classes will provide new educational research to improve the quality of education in the future.

1.5 Scope and Limitation of The Study

Scope : ELT focuses on teaching listening skill using media watching movies

Limitation : student's listening classes of 10th OTKP² grade Automation and Office Management Department at SMK Kawung 1 Surabaya.

1.6 Some Key Term

1.6.1 Improving of Teaching

improving is in the learning process there is a change in understanding better. evidenced by an increase in student learning outcomes.

1.6.2 Listening skill

Listening is the process of spoken language at a difficult stage for students at SMK Kawung 1 Surabaya. This is based on the assumption that the main function of listening in second language learning is to facilitate the spoken comprehension.

1.6.3 Video

Video is an electronic image processing technology to represent scenes in motion about narrative text.

CHAPTER II

REVIEW OF SOME RELATED LITERATURE

2.1 Teaching English in SMK Kawung 1 Surabaya

SMK Kawung 1 Surabaya is a vocational high school cared for under the auspices of Harapan Sentosa Foundation. SMK Kawung 1 Surabaya has 170 male students, and 456 female students, and have 3 departments namely accounting, automation and office governance, and software engineering. Stage of division of majors, students who have registered in SMK Kawung 1 Surabaya must pass the test phase of the mors. The requirement of passing the students accounting majors should have an average score english 60 and maths 90. The requirement of entering the department of automation and office governance should have an average score English 95 and maths 60. The requirement of entering the software engineering majors should have an average score English 70 and maths 90. Here the authors focus to the department of automation and office governance, because in this department students are required to deeply understand English. and the author focuses on listening.

Usually the teacher teaches listening by using media tape recorder or CD for listening class, using this media is not effective because the graduate of automation and office governance is not only listen but also talk to interface. Then here the author wants to provide new innovations and at the same time prove that using video's in listening class is very effective. Using the video students will understand how to speak and mimic the speaker's face. Students will understand the language and pronunciation spoken by the speaker or conversation in the video.

Based on Indonesia Minister of education, through the Minister regulation no.24/2006 due to the implementation of Education regulation of Minister no.22 and 23/2006 due to content standard and competence standard for primary and secondary education English is a

means of communication for both spoken and written. Communication means to understand and able to express of the information, opinion, feeling, and to develop knowledge, technology and culture. In fact there are four English skill namely listening, rading, speaking, and witting. To gain the four English skill, all components shoul be taught in an integrated way. One of the function of National Education System is to develop students' potential skill to be faithful to God, knowledge able, creative, skillful, independent, respectful and democratic citizen (Depdiknas,2003). Teaching and Learning at school is the core to reach that goal. Teaching and learning as an activity to reach instructional objective needs a thoughtful planning. It is needed in oreder to make kinds and procedures in teaching and learning activity has a fucntional value to reach the objectives. Teacher mush be teach the students facing their future, they must have competency to respond the rapidly changing and increasingly multi environment. Regarding human life as a problem solving process and long winding path that our future generation must lucratively pass through, they need to learn creatively, so they could be able to break down any kinds of case in unpredictable rapid changing world, and being able to assume as problem solver. Creative mind supplies the context of justification, testing the acceptability of reason and proof.

Ministry of Education has declared English teaching in Indonesia applied 2006 curricula at Junior high school by conducting School Based Curriculum Development which also familiar as KTSP (Kurikulum Tingkat Satuan Pendidikan). It was designed to be one of educational innovation to enhance the quality of education. KTSP refer on Permendiknas No.22 2006. English teaching is delivered in regulation of the competency standard implementation.

Due English teaching, basic factor are teacher and learners' involvement. Those vignettes are giving contribution in teaching learning process. There will be not learning if learner don't take part as well in it. Vice verse, the role of teacher will endorse pupil in

engagement education goal. It needs not doubt that every learning process' purpose is reaching and progressing learning's achievement and attitude. The success of learning process which delivers the student's mind feeling and knowledge, faithful and meaningful case so they are encouraged some activities such as taking a note, responding and sharing their idea and hopefully learning process become attractively.

The learning process of vocational high school students is particularly purposed at preparing the graduates to gain supporting skill of any careers and ability of self-improvement in order to adapt with science and technology evolution. In response, the training and education program in vocational high school are divided into three groups, there are *Kelompok mata Pelajaran Wajib A*, *Kelompok Mata Pelajaran Wajib B*, *Kelompok Mata Pelajaran Peminatan (Kejuruan)*. In this case, English subject in vocational high school, which is include into *Kelompok Mata Pelajaran wajib A*, taught for 36 hours per semester for X grade, XI grade and XII grade. Each session runs for 45 minutes.

However, in 2013 Curriculum English subject for SMA/MA and SMK/MAK has equal contents which consist of content of curriculum (KI/KD) and content of subject (*mata pelajaran*) (Kemdikbud, 2012). Teaching english at vocational high school is a process in education world that prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific occupation or vocational high school is to prepare students to master the English language skills and knowledge base which will support the achievement of competencies and skills to implement the program expertise and skill mastery of English language skills in oral and written communication at an advanced level (kemendikbud, 2013).

Yuana and Kunarsih (2013) suggest that in an educational setting, a learners' need analysis supports students categorize where they are in terms of their knowledge, skills and competences, versus where they wish to be and their learning goals. By knowing exactly

what they learn in school will be benefit for their future, therefore, it could motivated them to learn English better because they have their purpose of learning.

2.2 Listening Skill

Listening is one of the four language skill which learners usually find the most difficult. According to Rivers (1986), we have to spend much of our time through listening activities, he estimates that the time adult spend in communication activities is 45% for listening, 30% for speaking, 16% for reading, and only 9% for writing skill. Besides that, in acquiring a foreign language, listetening of course comes first. In other word, before someone understands and starts to speak,they have to hear sound, words and speech patterns first. Therefore, in learning a language, the first step to be acquired will be listening.

Listening is an active and interactional proces in which a listenerreceices speech sound and tries to attach meaning to spoken words. The listener attempts to understand the intended message of the oral text so that she/he can respond effectively to oral communication.

As Mc Donugh and shaw (1993) and rost (1991) explain that a listener as processor of language has to go through three processes using three types of skill:

- a. Processing sound/perception skill ; as the complete perception doesn't emerge from only the source of the sound, listener segment the steam of sound and detect word boundaries, contracted from, vocabulary, sentence and clause boundaries, stress on longer words and effect on the rest of the words, the significance of intonation and other language-related features, changes in pithch, tone and speed of delivery, word order pattern, grammatical word classes, key word, basic syntacticpatterns,cohesive devices etc.

b. Processing meaning/analysis skill: it's a very important stage in the sense, as researchers show, that syntax is lost to memory within a very short time whereas meaning is retained for much longer. Richards (1985:191) says that, 'Memory works with proposition, not with sentences'. While listening, listeners categorize the received speech into meaningful sections. Identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing it and avoid too much immediate detail.

c. Processing knowledge and context/synthesis skill: here, "context" refers to physical setting, the number of listeners and speakers, their role and their relationship to each other while "linguistic knowledge" refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rules of spoken behaviour and particular topics which instigate particular understanding. Listening is thought of as 'interplay' between the ear and brain which requires the "activation of contextual information and previous knowledge".

When listeners guess, organize and confirm meaning from the context.

However, none of these micro-skills is either used or effective in isolation or is called listening. Successful listening refers to 'the integration of these component skills' and listening is nothing but the 'coordination of the component skills'.

2.3 Micro Skill

According by Richard (1983) and Brown (2007) share similarities and the researcher will take 4 aspects of micro skills of listening; discrimination among sounds, recognition of vocabularies, detecting keywords, and recognition of grammatical structure. The researcher did the research on those aspects because those were necessary aspects for students of senior high school and they have enough background knowledge to implement those aspects in teaching learning process.

Video can be used to motivate listeners. video can also makes students realize that there is different between English spoken by native speaker and non-native speaker. video can play as important part in teaching language. It can change the atmosphere in the classroom and students will put their attention unconsciously.

Micro skill of Listening

- a. Discriminate among the distinctive sounds of English.
- b. Retain chunks of language of different lengths in short term memory.
- c. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structures, intonation patterns, and their roles in signaling information.
- d. Recognize reduced forms of words.
- e. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- f. Process speech at different rate of delivery.
- g. Process speech containing pauses, errors, corrections, and other performance variables.

- h. Recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.
- i. Detect sentence constituents and distinguish between major and minor constituents.
- j. Recognize that a particular meaning may be expressed in different grammatical forms.
- k. Recognize cohesive devices in spoken discourse.

From the above explanation the author focuses more on detect sentence constituents and distinguish between major and minor constituents, and Recognize that a particular meaning may be expressed in different grammatical forms.

2.4 Teaching Listening Using Media

Learning media in general is a proceed tool in teaching and learning. Teaching English using media can be used to stimulate thoughts, feelings, attention and ability or learning skill so as to encourage the process of learning more effective.

Media is used in learning process. In the book Arief, et al titled Media Education (Arief Sadiman, et al, 2009: 28) mentioned several types of media commonly used in the learning process, as follows:

1. Audio Media

Audio media is a type of media that deals with the sense of hearing. The message to be delivered is poured into the audio symbols. Some types of media that can be classified into audio media are as follows :

a. Radio

This media can stimulate the active participation of the listener. Radio broadcasts are perfect for teaching music and language. Even radio can also be used as a guide for what teachers or students should do in learning.

b. Magnetic Recording Device

Magnetic recording device or tape recorder is one media that has a very important role in the delivery of the accuracy of an information. Through this medium we can record audio, repeat and delete it. In addition, the tape can be played repeatedly without affecting the volume, which may lead to various discussion or dramatization activities.

2. Media Projection Motion and Audio Visual

Some type of media included in this group are :

a. Movie Motion

Movie motion is a very interesting learning media because it is able to reveal the beauty and facts moving with sound effects, images and motion, the film can also be played repeatedly in accordance with the needs. In addition, some of the benefits of film as a medium of learning are:

- 1) Reading or mastery of language skills that can not be overcome with film.
- 2) Very appropriate to explain a process.
- 3) Can present theory or practice from the general to the specific or vice versa.

- 4) The film can bring in an expert and voice in front of the class.
- 5) Movies can be more realistic, abstract things can be seen more clearly.
- 6) Film also can be stimulate student activity motivation.

b. Film Barcelet

Film barcelet or loop film is a type of media consistig of 8 mm and 16 mm films that ent together so that the film will be repeated continously if not turned off. The advanteges of using this media as a medium of learning are :

- 1) The room does not need to be darkned
- 2) Can rotate over and over again so that understanding.
- 3) The blur becomes clear.
- 4) Easy to entegrate into lessons and shared with other media.
- 5) Students can also use it themsekves because it is simple.
- 6) Movies can be stopped at any time to be interspersed with explanations discussions.

c. TV Program

Television is an interesting and modern media because it is part of the needs of this life. Television can be an interesting learning media in delivering audio-visual learning message with elements of motion.

d. Video

Messages presented in the video can be fact or fictitious, can be informative, educative and instructional.

Some of the advantages of using video media in learning are:

- 1) With video recorders a large number of viewers can get information from experts.
- 2) Difficult demonstrations can be prepared and recorded before, so that at the time of teaching a teacher can focus on the presentation.
- 3) Save time because recording can be played back.
- 4) Can observe closer to dangerous objects or moving objects.
- 5) The room does not need to be darkened at the time of presentation.

From the above explanation the author focuses more on media projection motion and Audio – Visual, that is using video, using video writers argue that teaching using this media more effective. Students can not only listen but also can see body language and pronunciation intonation of the video.

2.5 Video as Media to Teaching English

Video can be a very valuable tool for language learning. The advantages this tool provides, which this section will discuss, include the provision of samples of real-life communication, motivation for language learning, and promoting language acquisition.

The first major advantage of using video is that it can provide samples of real-life situations. Lonergan (1984, pp. 4-5 cited in Lustigová, 2013) pointed out that video is able to present “complete communicative situations. At their best, video presentations will be intrinsically interesting to language learners. The learner will want to watch, even if comprehension is limited.” Learners can use video to study how language use may be employed by age and how the relationship between language use and paralinguistic features can be focused, including how to convey moods and feelings.

Mirvan (2013) asserted that employing video materials in a classroom can enhance students’ motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life.

Allan (1985, pp. 48-49 cited in Liu, 2005), who also argues that video reflects real-life communication, advances another reason why video is more advantageous than other forms of authentic material; it presents “slices of life.” Normally, teachers work with dialog in textbooks or audio cassettes; however, video presents communication more contextually. According to Allan, this makes video a valuable addition to language learning.

Besides providing real communication situations, video can be more motivating than other forms of authentic material. Christopher and Ho (1996, p. 86) provide another reason why this is so; it can be entertaining. Music and setting elements can make for an enjoyable experience by learners. Video movies provide topics and ideas for learners to discuss.

In order to choose video material for the classroom, topics must be chosen based on students' interest and their level of English proficiency, as well as cultural aspects. In addition, Nunan (2003) stated that the design of listening cycles is an important consideration, which involves selecting the content of the video or audio recording and dividing it into sections for presenting in stages to learners. Instructors can design cycles of activities in which learners can participate. The instructor should also be a reflective observer in order not to distract the learners' attention from the video. Therefore, it would be very beneficial for instructors to select video materials that are conducive to language learning. Learners are more motivated to cope with the instruction when given the opportunity to study with the use of video materials.

Studies have revealed that visual attention is affected by several factors. While moment-to-moment visual attention of children may wander from the set, the studies showed that they steadily monitor the presentation at a surface level, so that their visual attention is recaptured by certain audio cues (Anderson, Alwitt, Lorch, & Levin, 1979). Nugent (1982), Pezdek and Hartman (1983), and Pezdek and Stevens (1984 cited in Zarei & Gilanian, 2013) conducted studies to examine a video program with its audio and visual presentations decomposed by comparing the role of these two sources of information, individually and together. In most of the research, the integration of visual and auditory input has led to more recall than visual-only or audio-only presentations.

2.6 Procedure of Using Video

Berk (2009) states several common procedures of using a video:

1. Pick a particular clip to represent main content of the video.

When using video, the teacher does not always need to let the students watch the whole part of the video, but they can select some essential parts and discuss it with the students.

2. Prepare guidelines for students' activities and discussion questions on what they have to see, hear, look for.

Commonly, when video is presented in the class, there is no specific instruction about what the students have to learn from the video and what they have to do after watching the video. This matter should be well organized to guide the students in achieving the learning objectives.

3. Introduce the video briefly.

Giving information to the students about what they have to watch is important action to activate the students prior knowledge and help them in the process of comprehending the information.

4. Play the video.

When playing video, the teachers have to facilitate the students to focus on what they watch.

5. Stop the video at any part to highlight a point or replay it for exercises. It will be effective to guide the students to understand what they learn.

6. Set a time for reflection what they have watched.

This activity is really beneficial in order to gather information that relates to the students' understanding about what they have watched. In addition, it can facilitate the students to practice their communicative competence, especially in delivering information orally.

7. Design an active learning activity.

This last point is the most influential; the teaching and learning activities will not run effectively if the teachers do not prepare what the teachers and students have to do during the class. In this part, the teachers' capabilities to run appropriate techniques are needed.

2.7 The Advantages of Videos

Smaldino et al. (2007: 315-316) provide the advantages of using videos in the English teaching process. Those advantages should be taken into account and to be guidance for the teacher before taking videos in language learning classrooms.

The advantages of using videos in language classroom according to Smaldino et al. (2007: 315-316) are the following:

1. Motion. Moving images have an obvious advantage over still visuals portraying concepts in which motion is essential to learning (such as motor skill).

2. Processes. Operation, such assembly line steps or science experiments, in which sequential movement is critical, it can be shown more effectively.
3. Risk free observation. Videos allow the learners to observe phenomena that might be too dangerous to view directly, such as eclipse of the sun, a volcanic eruption or warfare.
4. Dramatization. Dramatic recreation can bring historical values and personalities to life.
5. Skill learning. Research indicates that mastery of physical skill requires repeated observation and practice. Through videos, students can view a performance over and over again for emulation. The students can observe videos of their own performance for feedback and improvement.
6. Affective learning. Because of its great potential for emotional impact, videos can be useful in shaping personal and social attitudes. Documentary and propaganda videos has been found to have a measurable impact on audience attitudes.
7. Problem solving. Open-ended dramatizations are frequently used to present unresolved situations, leaving it to the viewers about what to do to fix the problems.
8. Cultural understanding. The students can develop a deep appreciation for other cultures by seeing depictions of everyday life in on other societies. The whole genre of ethnographic videos can serve this purpose.
9. Establishing commonality. By viewing the videos program together, a disparate group of people can build up a common base of experience to discuss an issue effectively.

2.8 Step Using Video

- a. Select the video that will be used to teach listening lessons

- b. Directly play the video containing the conversation, invitation, or item and the student is asked to choose the correct picture according to the conversation, invitation, or item that is being discussed by the speaker.
- c. Just play the video 1 time to see the improvement in their listening skills.
- d. Discuss the contents of the video with students, such as asking directly what is meant in the video

2.9 Scoring Listening

In this study the assessment was understanding pronunciation. The last method of scoring the multiple choice test is using the following formula:

$$S = R$$

S = Score Obtained

R = Right Answer

2.10 Some Related Previous Studies

To support this study, There are some researchers who had related research with this study as follows.

1. The research was conducted by Kretsai Wootipong (2014), her title was Effect of Using Video Materials In The Teaching of Listening Skills For University Students. Focuses of the study was the effect of using video material. The similarities with the writer was Kretsai teaching used media video. The differences with the writer was She Focused on the effect,
2. The research was conducted by Hea-Suk kim (2015). Their title was Using Authentic Videos to Improve EFL Students' Listening Comprehension Focus of the study was improving EFL student Listening Comprehension. The similarities with the writer was Her teaching used media video. The differences with the writer was She focused on improving students' listening comprehension.
3. The research was conducted by Ana Susilowati (2013). The title was Improving The Tenth Grade Students' Listening Skills Using Videos At Sman 4 Yogyakarta. The Study Focused on teaching student interesting. The similarities with the writer was the

study was taught by using media video. The differences with the writer was her focus on Videos as Authentic Material.

CHAPTER III

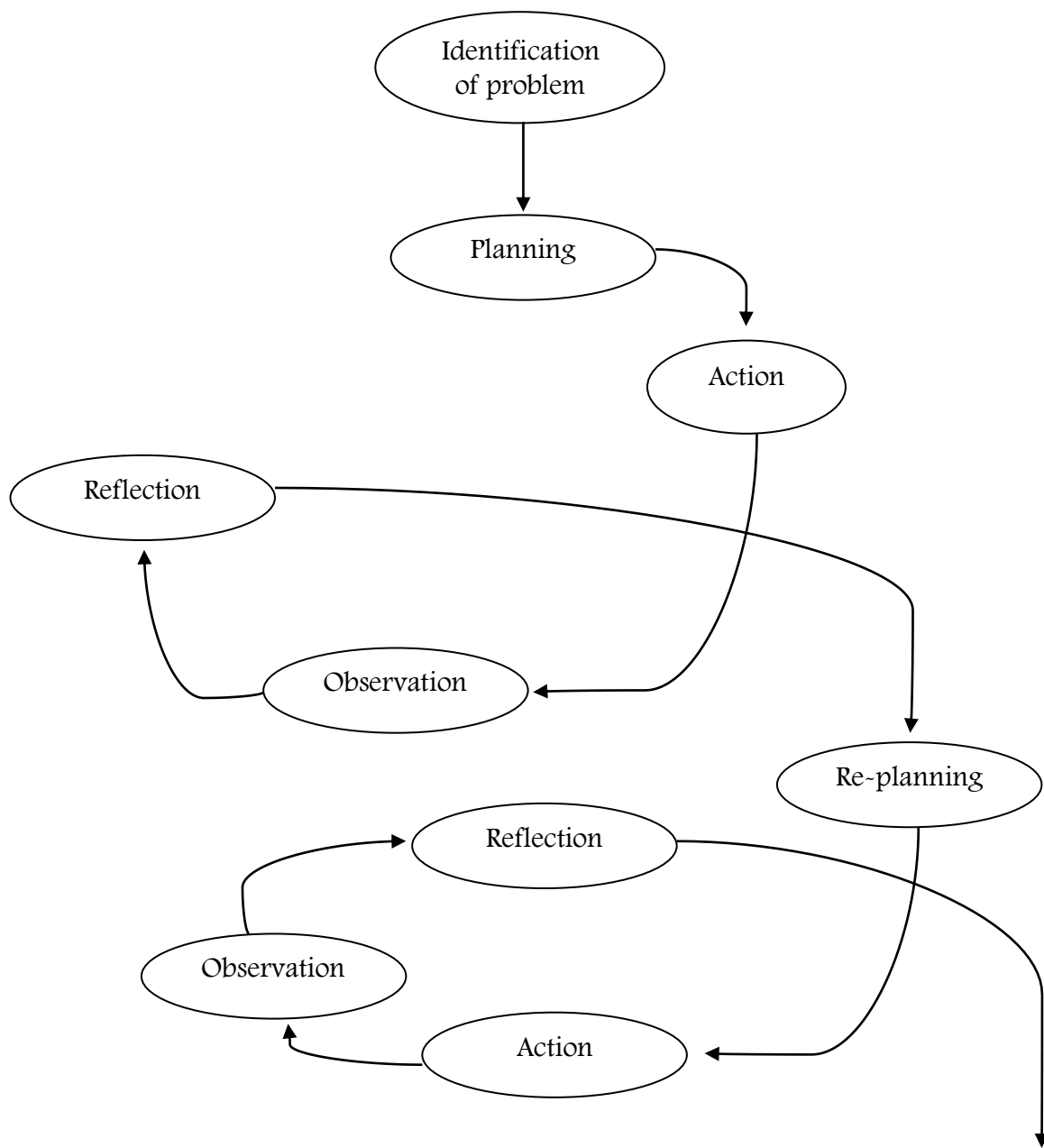
RESEARCH METHOD

In this chapter III, the writer would like to present the reaserch method. The aim is to know and understand what exactly research method that is appropriate for the study. The following is to give explanation about the reasearch that is appropriate for the study. The explanation includes research design, subject of the study, procedure of the data, data and data source, data collection, data collection instrument, data analysis.

3.1 Research Design

This research is a Classroom Action Reseach. Classroom Action Research (CAR) was first introduced by American sosial psychologist Kurt Lewin in 1946. It was this core idea of Lewin which was later developed by other experts such as Stephen Kemmis, Robin Mc Taggart, John Elliot, Dave Ebbutt, and so on.

According to Hopkins (1993), the implementation of action research forms a spiral that starts from feeling the existence of a problem compiling a plan, carrying out the act of observing a reflection, re-planning, carrying out an action, and so on. When illustrated a spiral model developed by Hopkins which is depicted in picture 3.2



Picture 3.1 :Hopkins Model Action Research (Sanjaya, 2009)

Based on the opinions above, it is clear that the CAR is in the framework of the teacher being willing to introspect, reflect, reflect or evaluate himself so that his ability as a teacher is expected to be professional enough for the next, it is expected that the improvement in self-ability can affect quality improvement students, both in terms of reasoning; skills, knowledge of social relations and other aspects that are beneficial for students to become adults.

With the implementation of CAR, it means that the teacher is also a researcher, who is always willing to improve the quality of his teaching abilities. Efforts to improve quality are expected to be carried out in a systematic, realities, and rational manner, which is accompanied by researching all the "actions in front of the class so that the teacher knows exactly the shortcomings and strengths. If in the implementation of the "action" there are still shortcomings, he will be willing to make changes so that in the class of responsibility there is no problem.

Based on the description above, it can be concluded that what is meant by CAR is a research conducted systematically reflective of various actions carried out by the teacher as well as researchers, since the formulation of a plan to the assessment of real actions in the classroom in the form of teaching and learning activities, to improve the conditions of learning carried out. Meanwhile, the implementation of CAR includes improving the quality of education or teaching held by teachers / researchers themselves, whose impact is expected that there will be no more problems in the classroom.

3.2 Time and Place

Place of this research was conducted at SMK Kawung 1 Surabaya which is located at Jl. Parang Klitik No. 2 Surabaya.

Cycle	Date	Time Allocation
I	May 08 th , 2019	2 x 45 Minutes
II	May 15 th , 2019	2 x 45 Minutes

3.3 Subject of The Study

The Subject of this study is students of 10th OTKP² Grade Automation and Office Governance Department SMK Kawung 1 Surabaya year 2018/2019, located at Jl. Parang Klitik No. 2 Surabaya,. The number of the students was 36 students. This study was chosen based on interviews with an English teacher. Students got difficulties in listening specifically to understanding spoken. The reason is that English teachers in this class still taught their students to use tape recorders or CDs and rarely used any media.

3.4 Procedure of The Research

As for the steps for implementing this research as follows:

Cycle I

a. Planning Stage

The general activities carried out by researchers in this planning stage are:

The first stage of the researchers is making a lesson plan for Narrative Text material, with video media, then schedule a visit to class 10th OTKP² grade Automation and Office Management Department of SMK Kawung 1 Surabaya. Together with the teacher designed a scenario for the steps of the learning process, prepared supporting facilities and facilities needed in listening classes such as; learning resources and learning media. Preparing

assessment instruments and student worksheets. The researcher prepared data collection instruments to be used in class action research, as follows:

- a) Prepare observation sheet of student activities in the listening learning process with video media;
- b) Prepare supporting facilities and facilities needed in the listening class;
- c) Set an indicator of the achievement of student learning outcomes on narrative text material which is 80% and the value of student learning reaches the minimum completeness criteria (KKM) which is 75;

b. Implementation Stage / Action

The researcher with the 10th grade teacher OTKP² SMK Kawung 1 Surabaya carried out listening learning using video media based on the Learning Implementation Plan (Lesson Plan). In this action, the implementation of listening learning using video media was implemented in core activities, namely:

1) Preliminary Activities

The teacher entered the class and said greetings, then the teacher along with the students prayed according to their respective religions and beliefs, the teacher greeted students and asks how the students answer the news from the teacher, the teacher attended the presence of students. The teacher began to explain the activities to be carried out and the objectives of the learning activities;

2) Core Activities

Exploration

Step Using Video

The teacher Selected the video that will be used to teach listening lessons, and than Directly play the video containing the conversation, invitation, or item and the student were asked to choose the correct picture according to the conversation, invitation, or item that is being discussed by the speaker. Just play the video 1 time to see the improvement in their listening skills. The last Discuss the contents of the video with students, such as asking directly what is meant in the video?

Elaboration

Students did question and answer from the video that had been played by the teacher, after doing the question and answer the teacher distributed the student worksheet, then the teacher started playing the video about narrative text students were asked to answer the questions on the student worksheet according to what they saw on the video;

Confirmation

After students answered questions from the teacher, the teacher discussed the results of the correct answers with students, the teacher gave reinforcement of the material;

3) Cover

The teacher gave a review of material about narrative text, then the class closed with a prayer

c. Observation stage

In the observation activities the researcher and the teacher collected and compiled the data obtained from the learning process.

Observations in the first cycle were carried out to see whether or not learning was successful using video media to improve students' listening skills, if cycle I was not efficient, it would need to improve learning in cycle II.

d. Reflection Stage

Reflection activities are carried out by analyzing the results data obtained from observations and student test results which are used to determine the success level of researchers in the learning process of listening skills using video media. after all data has been collected, if it hasn't reached the success indicator, then the second cycle is needed to reach the indicator of success.

Cycle II

a. Planning Stage

The first stage is the researcher Created a Learning Implementation Plan (RPP) on Narrative Text material, with video media. Together with the accompanying teacher designed a scenario for the steps of the learning process, prepared supporting facilities and facilities

needed in listening classes such as; learning resources and learning media. The teacher made the questions and material easier to understand. Prepare assessment instruments and student worksheets. The researcher prepared data collection instruments to be used in class action research, as follows:

- a) Prepare observation sheet of student activities in the listening learning process with video media;
- b) Prepare supporting facilities and facilities needed in the listening class;
- c) Set an indicator of the achievement of student learning outcomes on narrative text material which is 80% and the value of student learning reaches the minimum completeness criteria (KKM) which is 75;

b. Implementation Stage / Action

1) Preliminary activities

The researcher with the 10th grade teacher OTKP2 SMK Kawung 1 Surabaya carried out listening learning using video media based on the Learning Implementation Plan (RPP). In this action, the implementation of listening learning using video media was implemented in core activities, namely:

2) Core Activities

Exploration

The teacher Selected the video that will be used to teach listening lessons, and than Directly play the video containing the conversation, invitation, or item and the student were asked to choose the correct picture according to the conversation, invitation, or item that is being discussed by the speaker. Just play the video 1 time to see the improvement in their listening skills. The last Discuss the contents of the video with students, such as asking directly what is meant in the video?

Elaboration

Students did question and answer from the video that had been played by the teacher, after doing the question and answer the teacher distributes the student worksheet, then the teacher started playing the multiple choice video (maximum 2 times) students were asked to answer the questions on the student worksheet according to what they saw on video;

Confirmation

After students answered questions from the teacher, the teacher discussed the results of the correct answers with students, the teacher gave reinforcement of the material;

3) Cover

The teacher discussed the results of answers with students, gave correct directions and answers. The teacher began to review an explanation of the material students had learned. Then the teacher closed the class by leading a prayer.

c. Observation Stage

In the observation activities the researcher and the teacher made observations on listening learning activities using video media in the first cycle. The researcher collected various data by recording the learning process and took photos of the students' conditions while doing the learning.

d. Reflection Stage

The researcher reflected on the implementation of the second cycle as in the first cycle, and analyzed to make conclusions on improving the ability to listen to students using video media in the 10th grade OTKP² Automation and Office Management Department at SMK Kawung 1 Surabaya.

3.5 Data and Data Source

By referring to the research method and subject on the study, the next question was to get the data to be analyzed and interpreted. For sure, the data were score. The data were can the use of video improve listening skill in students 10th grade Automation and Office Management Department at SMK Kawung 1 Surabaya. The data source was students listening classes at SMK Kawung 1 Surabaya.

3.6 Data Collection

Data is the most important part of a study, because with the data researcher can find out the result of research. In this study, data were obtained from various sources, using data collection techniques and carried out contonously until the data was achieved. In accordance with the characteristics of the data requires in this study, data collection techniques as follows :

a) Observation

Observation is the active acquisition of information from a primary source. In living beings, observation employs the senses. The term may also refer to any data collected during the scientific activity. Observations can be qualitative, that is, only the absence or presence of a property is noted, or quantitative if a numerical value is attached to the observed phenomenon by counting or measuring.

Observation is a technique of collecting data by observing every ongoing event and recording it with an observation tool about things that will be observed or examined. In observation tool CAR can be done to monitor the teachers and to monitor the students.

b) Test

Learning outcome tests were used to collect data about improving student learning outcomes in narrative text material by looking at the test scores obtained by students. The test in question is an objective test. This objective test was in the form of multiple choices, totaling 10 questions that had different weights. This test score was also used as a determinant of increasing learning outcomes and activeness of listening class students 10th OTKP² Automation and Office Management Department at SMK Kawung 1 Surabaya.

3.7 Data Collection Instruments

In this classroom action research the researchers used two instruments in the form of observation sheets and completeness tests of learning outcomes.

a) Student observation sheet

The instrument used were the observation sheet of student activity during the learning process to improve listening skills using video media in the 10th grade of OTKP² students' Automation and Office Management at SMK Kawung 1 Surabaya. Observations are carried out during the learning process, namely when actions are given, and those who do are teachers as researchers. The purpose of this observation is to determine the increase in student activity in listening skills.

b) Teacher Observation Sheet

The instruments used were teacher activity observation sheets during the learning process to improve listening skills using video media in the 10th grade of OTKP² students Automation and Office Management at SMK Kawung 1 Surabaya. Observations are carried out during the learning process, namely when actions are

given, and those who do are teachers as researchers. the purpose of this observation is to determine the increase in teacher activity in the listening skills class..

c) Test sheet

The test in question has an objective test. This objective test was in the form of multiple choices with a number of 10 questions that had different weight values. This test would be given at the end of each learning process and those who do it will be researchers as teachers.

3.8 Data Analysis

To find out the success of a learning media in data analysis learning activities needed to be done. This study used qualitative descriptive analysis, method that describes the ability or fact in accordance with the data obtained in order to obtain student responses to listening activities and student activities during the learning process. To analyze the level of success of the listening ability of students using video media after the teaching and learning process, each learning was carried out by provided evaluations in the form of objective test questions at the end of learning. The assessment used was assessment of tests and assessments to measure learning completeness.

a) Teacher activity

After the data were obtained from the results of filling in the teacher activity observation sheet and hence, the value of teacher activity could be calculated using the following formula:

Teacher Activity

$$N = \frac{R}{MS} \times 100$$

(Wahidah, 2016:48)

It could be explained that the N (Observation Value), R (the score obtained) and MS (the maximum score). From the final number, it could be seen that the level of success achieved could be seen in the table as follow:

Table 3.1

Success Criteria And Qualifications Of Teacher Observation Values

Success Criteria	Qualifications
91 – 100	Very Good
81 – 90	Good
71 – 80	Rather
61 – 70	Not Good
≤ 60	Very Less

b) Students Activity

After the data were obtained from the results of filling in the observation sheet of student activities and hence, the value of student activity could be calculated using the following formula:

Students Activity

$$N = \frac{R}{MS} \times 100$$

(Wahidah, 2016:48)

It could be explained that the N (Observation Value), R (the score obtained) and MS (the maximum score). From the final number, it could be seen that the level of success achieved could be seen in the table as follow:

Table 3.2

Success Criteria And Qualifications Of Students Observation Values

Success Criteria	Qualifications
91 – 100	Very Good
81 – 90	Good
71 – 80	Rather
61 – 70	Not Good
≤ 60	Very Less

c) Analysis of Student Test

Based on instructions for teaching and learning, a student was said to achieve learning completeness or succeed when it had reached the minimum assignment level of 75 for 10th grade OTKP² students from the Automation and Office Management Department at SMK Kawung 1 Surabaya. While the class could be said to be thoroughly studied if in the class there were $\geq 80\%$ of students who had achieved grades more than 75.

As for completeness, calculating the percentage of mastery learning was used the following formula.

$$P = \frac{\sum \text{students who complete learning}}{\sum \text{students}} \times 100\%$$

(Roturrovia:2017:65)

Table 3.3

Student Success Rate Criteria

Students success rate	Criteria
81% – 100%	Very High
61% – 80%	High
41% – 60%	Medium
21% – 40%	Low
$\leq 20\%$	Very Less

a class was said to be complete when in that class $\geq 80\%$ of students has completed the criteria for minimum completeness (KKM) and minimum completeness criteria (KKM) of individuals with a value of 75.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In chapter IV, the results of class action research would be presented. The results of the study included pre-action, cycle I, and cycle II in the form of test results and non-test results. The test results were in the form of an assessment of understanding in the material Narrative text with formative tests in the form of multiple choices, while the non-test results in the form of observations of student activities. Before adjusting the results of the first cycle of research, and the second cycle, the following was a description of the pre-action results.

4.1 Observations

Based on the observation table of teacher and student activities (attached), it appeared in aspects of student activity the activity of students in starting the lesson, enthusiasm of students in viewing videos, activeness of students answering questions in the video get very good criteria while others were quite good. The results of the assessment of teacher activities and student activities in the cycle II reached 95 with very good categories and 87,5 in the good category.

Based on the table aspects of the activities of teachers who obtained good criteria from observations were The teacher conveyed the learning objectives to be achieved, The teacher motivated students before the implementation of learning, The teacher carried out the methods according to what was formulated, The teacher managed learning facilities and resources.

4.2 Description of Pre-Liminary Study

Data Before carrying out the first and second cycle actions, the researchers did pre-liminary with 10th OTKP², the pre-liminary was carried out on May 08, 2019, the number of class 10th OTKP² students was 36, consisting of 10 male students and 26 female students. Pre-liminary aimed to determine student learning outcomes for subject matter before the researcher carried out corrective action learning in the first cycle and second cycle. The following is a table of pre-liminary results data.

Table 4.1 Results of Pre-liminary Listening Skill with Narrative Text material

No.	Name	Score	Explanation	
			Complete	Not Complete
1.	Arif Budiman	80	√	
2.	Chusnul Chotimah	80	√	
3.	Dendi Setio	80	√	
4.	Dewi Murtasima	80	√	
5.	Dimas Syarof Ridhwan	80	√	
6.	Eko Prabowo	60		√
7.	Elvira Dwi Sudrajad	60		√
8.	Fabella Quratu'ain	40		√
9.	Femi Kamila Anggraini	40		√
10.	Fitria Eka Miftahul Zannah	50		√
11.	Hana Sylvia	20		√
12.	Hariyatul Jannah	80	√	
13.	Hildana Olivia Silvairus	60		√
14.	Ifatul Ummah	50		√
15.	Iva Royani	80	√	
16.	Jihan Pratama Firnanda	50		√

17.	Kurrita Aini	80	√	
18.	Lailatul Mila	80	√	
19.	Lailatus Sholeha	80	√	
20.	Lia Risanti	30		√
21.	M. Achfas Syairofie	80	√	
22.	Melia Febryanti	80	√	
23.	Moch. Abdul Cholis	80	√	
24.	Moch. Naufal Arief	80	√	
25.	Mochamad Abdul Aziz	80	√	
26.	Muhammad Ardhi Rahmatul	80	√	
27.	Musdalifa	60		√
28.	Nabila Sahiroh	60		√
29.	Nadila	70		√
30.	Samsul Bahar	80	√	
31.	Sania	60		√
32.	Sevi Dyah Ayu Purbaningrum	50		√
33.	Sinta	70		√
34.	Siti Qomariya	80	√	
35.	Suci Surya Ayu Rahmadani	80	√	
36.	Teresa Mulita Prameswari	80	√	
Total Score : 2430				
Total Score Maximum : 3600				
Average Score Reached : 67,5				

Explanation :

Total Students	: 36
The Number Of Students Complete	: 20
The Number Of Students Not Complete	: 16
Classical	: Not Complete

Table 4.2 Recapitulation Of Pre-Liminary Results

No.	Description	Results
1.	Average Formative Test Value	67,5
2.	The Number Of Students Complete	20
3.	Percentage Of Mastery Learning	55,55%

Based on table 4.1, it can be seen that the pre-liminary results of increasing the ability to use video media with narrative text material had not fulfilled the completeness criteria, namely 75. Of the 36 students, 16 students received scores below the minimum completeness criteria, while only 20 students scored above completeness. The low student learning outcomes are indicated by an average score of only 67,5. The minimum criteria value (KKM) specified was 75, the majority of students had not achieved 80% classical completeness only reaching 55,55% with an average of 67,5, this indicated a low learning outcomes from pre-liminary results.

4.3 Results of Cycle I

The following would be explained about the data on the implementation of actions in cycle I. Data to be delivered included learning outcomes, observations of teacher and student activities, reflection and revision.

4.3.1 Results Of Student Activities

The results of the activities of students in the first cycle are the results that have been carried out in the listening ability learning action using video media with narrative text material. Students who take part in learning in cycle I are 36 students. The results of the first cycle student activities are presented in the table below.

4.3 Results of activities of students in cycle I

No	Observed Aspects		Observer
I	Preparation		
	Physical preparation of students in participating in learning		2
	Preparation of student performance		2
	Implementation		
	Initial activity		
	1.	Students answered greetings	3
	2.	Students prayed with teachers and friends	3
	3.	Students answered the news today	3
	4.	Students responded when absent	4
	5.	Students listened to the teacher convey the apperception and the teacher provided motivation	4
	6.	Students listened to the teacher deliver the learning objectives	3
II	Core activities		
	1.	Students took a sitting position according to their seat	2
	2.	Students paid attention to the teacher's explanation of Narrative text material	3
	3.	Students paid attention to the video well	3
	4.	Students listened to the audio well	3
	5.	Students enthusiastically answer questions from the teacher	3

	6.	Students paid attention to the assessment sheet and do it individually	3	
	7.	Students with the teacher discuss the assessment sheet	3	
III	Closing activity			
	1.	Students asked material that is not yet understood	2	
	2.	Students listened carefully to the explanation repeated by the teacher	2	
	3.	Students responded when the teacher checked the teacher's understanding of the material	3	
	4.	Students read the prayer together	3	
	5.	Students answered greetings	3	
The number of scores obtained			57	
Skor Maximum			80	
Total Skor = $\frac{\text{The number of scores obtained}}{\text{Skor Maximum}} \times 100$			71,25	Rather
Precentage			71,25%	

4.3.2 Result of Teacher Activities

The results of the activities of teacher in the first cycle were the results that had been carried out in the listening ability learning action using video media with narrative text material. The results of the first cycle teacher activities are presented in the table below.

4.4 Results Of Teacher Activities In Cycle I

No.	Observed Aspects	Observer	
1.	The teacher conveyed the learning objectives to be achieved	4	
2.	The teacher motivated students before the implementation of learning	3	
3.	The teacher carried out the method steps according to what was formulated	3	
4.	The teacher managed learning facilities and resources	4	
5.	The teacher carries out the assessment of learning processes and results	3	
Jumlah skor		17	
Skor Maximum		20	
Total Skor = $\frac{\text{The number of scores obtained}}{\text{Skor Maximum}} \times 100$		85	
Precentage		85%	Good

4.3.3 Test Results

The test results in the first cycle were the results of the tests after learning actions on listening to the ability to use video media in class Xth OTKP². Students who took the test in cycle I were 36 students. The average formative test results of the first cycle are presented in the table below.

Table 4.5 Cycle I Test Results Listening Skill

No.	Name	Score	Explanation	
			Complete	Not Complete
1.	Arif Budiman	80	√	
2.	Chusnul Chotimah	90	√	

3.	Dendi Setio	80	√	
4.	Dewi Murtasima	90	√	
5.	Dimas Syarof Ridhwan	90	√	
6.	Eko Prabowo	80	√	
7.	Elvira Dwi Sudrajad	80	√	
8.	Fabella Quratu'ain	60		√
9.	Femi Kamila Anggraini	40		√
10.	Fitria Eka Miftahul Zannah	60		√
11.	Hana Sylvia	50		√
12.	Hariyatul Jannah	90	√	
13.	Hildana Olivia Silvairus	80	√	
14.	Ifatul Ummah	60		√
15.	Iva Royani	90	√	
16.	Jihan Pratama Firnanda	60		√
17.	Kurrita Aini	80	√	
18.	Lailatul Mila	80	√	
19.	Lailatus Sholeha	80	√	
20.	Lia Risanti	40		√
21.	M. Achfas Syairofie	90	√	
22.	Melia Febryanti	80	√	
23.	Moch. Abdul Cholis	80	√	
24.	Moch. Naufal Arief	80	√	
25.	Mochamad Abdul Aziz	80	√	
26.	Muhammad Ardhi Rahmatul	90	√	
27.	Musdalifa	90	√	
28.	Nabila Sahiroh	80	√	

29.	Nadila	80	√	
30.	Samsul Bahar	90	√	
31.	Sania	80	√	
32.	Sevi Dyah Ayu Purbaningrum	50		√
33.	Sinta	80	√	
34.	Siti Qomariya	80	√	
35.	Suci Surya Ayu Rahmadani	80	√	
36.	Teresa Mulita Prameswari	90	√	
Total Score : 2760				
Total Score Maximum : 3600				
Average Score Reached : 76,66				

Explanation :

Total Students : 36

The Number Of Students Complete : 28

The Number Of Students Not Complete : 8

Classical : Not Complete

Table 4.6 Recapitulation Of Cycle I Results

No.	Description	Results
1.	Average Formative Test Value	76,66
2.	The Number Of Students Complete	28
3.	Percentage Of Mastery Learning	77,77%

The result of the students' mean score in pre-action to cycle I was shown in the following chart.

Diagram 4.1 Average Formative

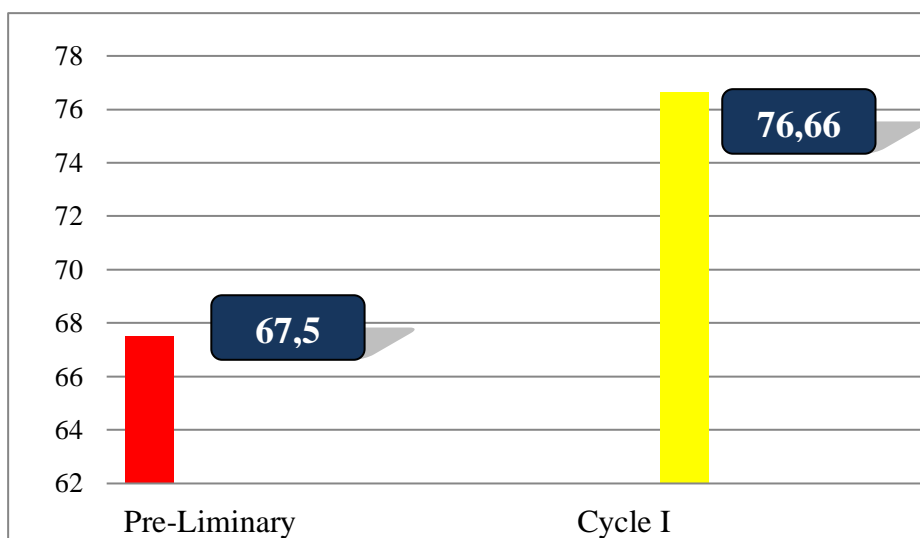
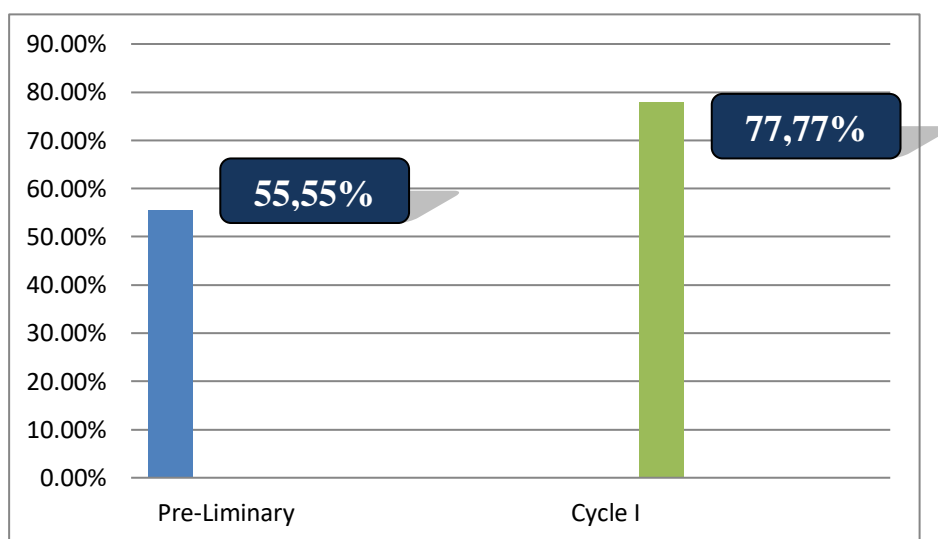


Diagram 4.2 Percentage Of Mastery



4.4 Results of cycle II

In the description of the data on the implementation of cycle II of action, a number of research results would be explained. The research results were in the form of exposure to learning outcomes and observation of the learning process. Student learning outcomes were obtained formative tests at the end of each learning meeting while the results of student observations were obtained from observing student activities and teacher activities.

4.4.1 Results Of Student Activities

The results of the activities of students in the first cycle were the results that had been carried out in the listening ability learning action using video media with narrative text material. Students who took part in learning in cycle I are 36 students. The results of the first cycle student activities are presented in the table below.

4.7 Results Of Activities Of Students In Cycle II

No	Observed Aspects	Observer
I	Preparation	
	Physical preparation of students in participating in learning	3
	Preparation of student performance	3
	Implementation	
	Initial activity	
	1. Students answered greetings	4
	2. Students prayed with teachers and friends	3
	3. Students answered the news today	4
	4. Students responded when absent	3
	5. Students listened to the teacher convey the apperception and the teacher provided motivation	4
	6. Students listened to the teacher deliver the learning	4

		objectives		
II	Core activities			
	1.	Students took a sitting position according to their seat	3	
	2.	Students paid attention to the teacher's explanation of Narrative text material	4	
	3.	Students paid attention to the video well	4	
	4.	Students listened to the audio well	4	
	5.	Students enthusiastically answered questions from the teacher	3	
	6.	Students paid attention to the assessment sheet and do it individually	4	
	7.	Students with the teacher discussed the assessment sheet	4	
III	Closing activity			
	1.	Students asked material that is not yet understood	3	
	2.	Students listened carefully to the explanation repeated by the teacher	4	
	3.	Students responded when the teacher checked the teacher's understanding of the material	3	
	4.	Students read the prayer together	3	
	5.	Students answered greetings	3	
The number of scores obtained			70	
Skor Maximum			80	
Total Skor = $\frac{\text{The number of scores obtained}}{\text{Skor Maximum}} \times 100$			87,5	Good
Precentage			87,5%	

4.4.2 Results Of Teacher Activities

The results of the activities of teacher in the second cycle were the results that had been carried out in the listening ability learning action using video media with narrative text material. The results of the first cycle teacher activities are presented in the table below.

4.8 Results Of Teacher Activies In Cycle II

No.	Observed Aspects	Observer	
1.	The teacher conveyd the learning objectives to be achieved	4	
2.	The teacher motivated students before the implementation of learning	4	
3.	The teacher carried out the method steps according to what was formulated	4	
4.	The teacher managed learning facilities and resources	4	
5.	The teacher carried out the assessment of learning processes and results	3	
Jumlah skor		16	
Skor Maximum		20	
Total Skor = $\frac{\text{The number of scores obtained}}{\text{Skor Maximum}} \times 100$		95	
Precentage		95%	Very Good

4.4.3 Test Results

Retrieval of student learning the data obtained from formative tests in cycle II after learning using video media in listening class. Based on the results of the formative test cycle II, the data on the percentage of learning completeness and the class average were found. Formative II test results data are presented in the following table:

4.9 Cycle II Test Results Listening Skill

No.	Name	Score	Explanation	
			Complete	Not Complete
1.	Arif Budiman	90	√	
2.	Chusnul Chotimah	95	√	
3.	Dendi Setio	95	√	
4.	Dewi Murtasima	95	√	
5.	Dimas Syarof Ridhwan	100	√	
6.	Eko Prabowo	90	√	
7.	Elvira Dwi Sudrajad	90	√	
8.	Fabella Quratu'ain	75	√	
9.	Femi Kamila Anggraini	45		√
10.	Fitria Eka Miftahul Zannah	75	√	
11.	Hana Sylvia	55		√
12.	Hariyatul Jannah	100	√	
13.	Hildana Olivia Silvairus	90	√	
14.	Ifatul Ummah	75	√	
15.	Iva Royani	100	√	
16.	Jihan Pratama Firnanda	75	√	
17.	Kurrita Aini	90	√	
18.	Lailatul Mila	90	√	
19.	Lailatus Sholeha	95	√	
20.	Lia Risanti	55		√
21.	M. Achfas Syairofie	100	√	
22.	Melia Febryanti	95	√	
23.	Moch. Abdul Cholis	85	√	

24.	Moch. Naufal Arief	90	√	
25.	Mochamad Abdul Aziz	90	√	
26.	Muhammad Ardhi Rahmatul	90	√	
27.	Musdalifa	90	√	
28.	Nabila Sahiroh	80	√	
29.	Nadila	85	√	
30.	Samsul Bahar	95	√	
31.	Sania	90	√	
32.	Sevi Dyah Ayu Purbaningrum	80	√	
33.	Sinta	95	√	
34.	Siti Qomariya	90	√	
35.	Suci Surya Ayu Rahmadani	95	√	
36.	Teresa Mulita Prameswari	100	√	
Total Score : 3125				
Total Score Maximum : 3600				
Average Score Reached : 86,80				

Explanation :

Total Students : 36

The Number Of Students Complete : 33

The Number Of Students Not Complete : 3

Classical : Complete

Table 4.10 Recapitulation Cycle II Results

No.	Description	Results
1.	Average Formative Test Value	86,80
2.	The Number Of Students Complete	32
3.	Percentage Of Mastery Learning	91,66%

From the table above, it can be explained that using video media in listening class obtained an average of 86,80 and learning completeness reached 91,66% or from 36 students only 33 students completed and 3 students did not complete. These results indicated that in the second cycle classically students had finished learning, because students who got a value of ≥ 75 reach 91,66% more than the desired percentage of completeness was 80%. This stated that in the second cycle student learning outcomes increased in the learning process.

While the student activity table in the second cycle by applying listening learning using video media got a value of 87,5% with a good category, and a table of teacher activities in the second cycle by applying listening learning using video media obtained 95% with very good categories. This stated that in cycle II the activity of students and teachers increased in the learning process.

The result of the students' mean score in pre-action, cycle I, and cycle II is shown in the following chart.

Diagram 4.3 Average Formative

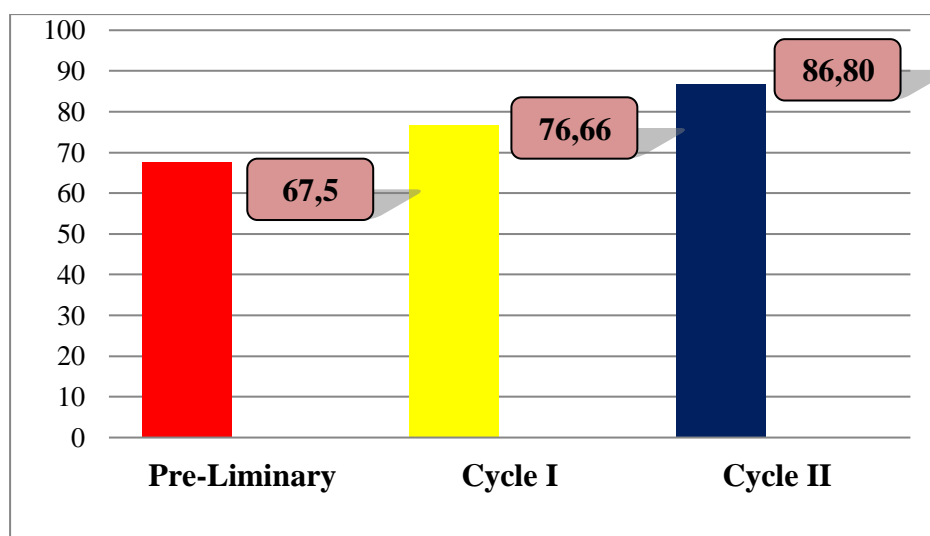
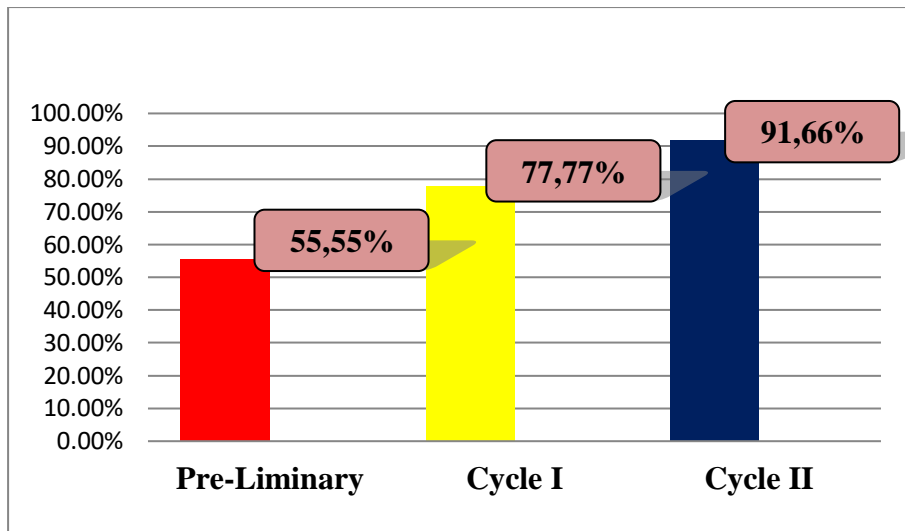


Diagram 4.4 Percentage Of Mastery Learning



4.5 Discussion

Based on the results of the implementation of learning cycle I learning used video media in listening class on narrative text material has not shown satisfactory success for researchers. This could be saw from the results of observations of student activities, teacher activities and student learning outcomes.

The implementation of learning in the first cycle obtained student learning results showed the acquisition of the percentage of learning completeness reached 77.77% or it could be explained that there were 28 students from 36 students who had finished learning.

However, these results indicate that in the first cycle classically the learning has not yet been completed, because students who got a value of ≥ 75 are only 77.77% of the completeness of classical learning outcomes, which is set at 80%. Observation of student learning activities. Student learning activities could be saw from the involvement of students in learning to listen used video media. Based on observations of student learning activities during learning listening used video media in the first cycle obtained a value of 71,22% with Rather categories, and the teachers activities in the first cycle by applied listening learning used video media obtained 85% in the good category.

Lack of improvement in student learning outcomes, student activities and teacher activities caused by a lack of a conducive classroom situation. Teachers pay less attention to students when teaching in class. Students do not understand the material being taught because the teacher's voice is less clear because students pay less attention to the teacher. The new learning model makes students feel confused about the rules and their implementation to create more crowds.

Based on the results of the reflection above the researcher will overcome the shortcomings that occur in the implementation of the next learning in cycle II. In the second cycle of learning will be more maximized in learning starting from understanding learning to listening using video media, the teacher gives examples of steps to learning to listen using video media before it is applied, so it is expected to improve student activities, teacher activities and improve student learning outcomes so as to achieve learning completeness which are desired.

Based on the results of the cycle II of learning, it can be seen that improving listening skills using video to 10th OTKP2 grade of Automation and Office Governance department at SMK Kawung 1 Surabaya has been going well. The use of video media in listening classes in learning is able to reduce the obstacles that occur and can improve students' listening skills. Then based on the data obtained in the cycle II that has achieved mastery learning, the researcher is expected to decide not to continue in cycle III.

The study entitled "Improving listening skills using video to 10th OTKP² grade Automation and Office Governance Department Students' of SMK Kawung 1 Surabaya" was assessed as being able to improve students' listening skills and be able to improve teacher activities and student activities. Based on student learning data obtained showed that there was an increase in listening to 10 OTKP² classes through video media in cycle 1 and cycle 2.

This can be seen from the average value in the first cycle of 76,66 and in cycle 2 it increased to 86,80.

The results of the class on listening skill using video media in the first cycle amounted to 77,77% and in the second cycle the results of class completeness increased to 88.88%. This proved that using video media could improve listening skills in 10th grade OTKP² students Automation and office governance department of SMK Kawung 1 Surabaya.

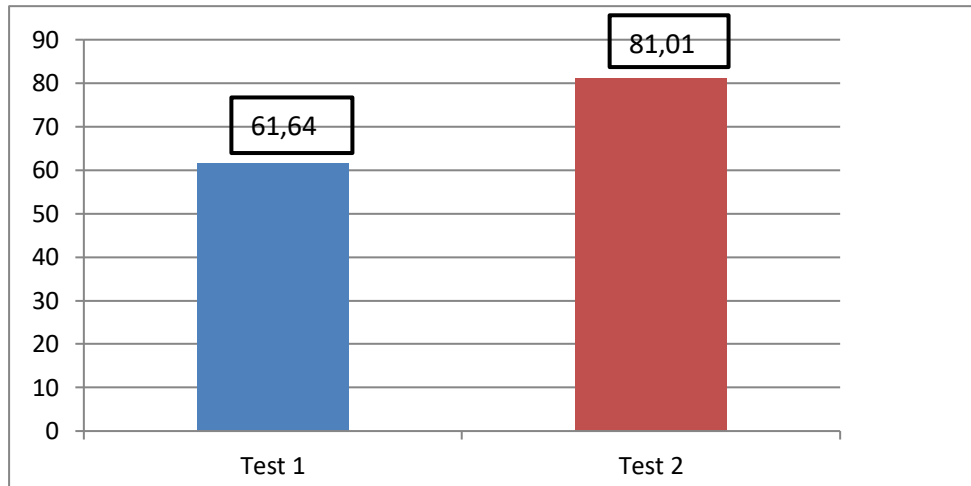
Increasing the ability to listen to students could succeed because of the task or the role of the teacher. In this study teacher activity showed an increase in the learning process in cycle I and cycle II. This could be seen from the scores obtained in the first cycle of 85% and in the second cycle the results of teacher activity scores increased to 95%.

The teacher held the key in improving students' listening skills, a key that provided them with access and choice. Student activities also showed an increase in listening skill using video media learning in cycle I and cycle II. This could be seen from the scores of student activities obtained in the first cycle of 71,25% and in the second cycle the score of student activity increased to 87,5%. This proved that the learning process of listening to video media could improve students' listening skills. This learning process was fun, so that the teacher could explain and showed the procedures for understanding English more easily by looking at the speaker's body language seen by students, and making it easier for students to understand what the speaker was talking about through video.

The results of this study were also supported by previous research conducted by Ana Susilowati (2013) entitled "Improving The tenth Grade Students' Listening Skill Using Video at SMAN 4 Yogyakarta". The results of his research indicated an increase in student learning outcomes using video media.

The result of the students' mean score in Test 1 in Cycle I and Test 2 in Cycle II was showed in the following diagram.

Diagram 4.5 Average Student in Cycle I and Cycle II



(Ana Susilowati, 2013)

In reference to the chart above, the students' ability in the listening skill gained some improvement. The students' gained score from Test 1 to Test 2 was 19.37. From the result, it could be concluded that the students' listening skill had improved because the mean score of the students' listening tests improved from 61.64 in Test 1 in Cycle I to become 81.01 in Test 2 in Cycle II.

Thus this study succeeded in improving listening skills using video media in the 10th OTKP² grade of Automation and Office Management Department at SMK Kawung 1 Surabaya, based on the results of research, theories, and relevant research described earlier.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusions

Based on the results of the research and data analysis in chapter IV, research on Improving Listening Skills Using Video 10th OTKP² grade Automation and Office Management Department of SMK Kawung 1 Surabaya. It can be concluded that the ability to listen to students using video media can improve. This is evidenced by the improve in student learning outcomes with KKM 75, student activities and teacher activities in cycle 1 and cycle 2.

From the results of the assessment of cycle 1 it reached an average value of 76,66 and in cycle 2 the results showed that the average value increased to 86,80. With the percentage of class completeness in cycle 1 was 77,77% and in cycle 2 it increased to 91,66%. From the results of student activities the scores obtained in cycle 1 amounted to 71,25% with Rather categories, and in cycle 2 it increased to 87,5% with good categories. Teacher activity also showed an increased, this could be saw from the score of teacher activity in cycle 1 obtained at 85% with good category and cycle 2 the score of teacher activity increased to 95% with a very good category.

5.2 Suggestions

Based on the results of research obtained on the Improving Listening Skills Using Video To 10th OTKP² Grade Automation And Office Management Department of Students' Of Smk Kawung 1 Surabaya, the authors provide suggestions as follows:

1. For the English Teacher, With the presence of video media in this listening class teachers should improve their knowledge of various types of learning media that can be used in English classes, so that students can be more active, happy, enthusiastic, and student learning outcomes can be improved as expected .
2. For class X OTKP2 SMK Kawung 1 Surabaya should continue the enthusiasm to study every day, be more active in learning, more often to practice English vocabulary and more confident with their abilities so that learning outcomes can increase and can achieve goals future desires.
3. For researchers to be more thorough in preparing all classroom learning and retrieving data so that the results obtained can be maximized.

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SILABUS ENGLISH SUBJECT

Education Unit : Vocational School
 Subject : English
 Class : X
 Core Competence:

KI1: Living and practicing the teachings of his religion.

KI2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association.

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

Basic competencies	Subject matter	Learning	Assessment	Time Allocation	Learning Resources
1.1. Being grateful for the opportunity to learn English as the medium of instruction for international communication is realized in the spirit					

Basic competencies of learning	Subject matter	Learning	Assessment	Time Allocation	Learning Resources
<p>2.1. Respect polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>2.2. Showing honest, disciplined, confident, and responsible behavior in conducting transactional communication with teachers and friends.</p> <p>2.3. Demonstrate responsibility, caring, cooperation and peace-loving behavior in carrying out functional communication</p>					
3.9 Analyzing social functions, text structures, and	Oral and written narrative texts	<p>OBSERVE</p> <ul style="list-style-type: none"> Students listen to various 	<p>Assessment criteria:</p> <ul style="list-style-type: none"> Achieving 	2 x 45 minutes	<ul style="list-style-type: none"> Audio CD/ VCD/DV D

Basic competencies	Subject matter	Learning	Assessment	Time Allocation	Learning Resources
linguistic elements in simple narrative texts in the form of folk legends, in accordance with the context of their use. 4.15 Capturing the meaning of oral and written narrative texts in the form of simple legends	<p>are in the form of simple legends</p> <p><i>Social function</i></p> <p>Modeling moral values, loving the country, respecting other cultures.</p> <p><i>Structure</i></p> <p>a. Introduction of character and settings</p> <p>b. Complications for the main character</p> <p>c. Solution and end</p>	<p>examples of legend text given / played by the teacher</p> <ul style="list-style-type: none"> Students observe social functions, structures and linguistic elements Students observe exemplary stories of legend Students learn to find main ideas, detailed information and certain information from the text of legend <p>Questioning</p> <ul style="list-style-type: none"> With the guidance and direction of the teacher, students question among others. The difference between various narrative texts in English, differences in text in English with those in Indonesian. Students question the main ideas, detailed information and 	<p>social functions</p> <ul style="list-style-type: none"> Completeness and suitability of narrative text structure Accuracy of linguistic elements; grammar; greeting; word pressure; intonation, spelling, and handwriting Compatibility of writing / delivery format <p>PERFORMANCE (PRACTICE)</p>		<ul style="list-style-type: none"> <u>SUARA GURU</u> <u>Koran/ majalah berbahasa Inggris</u> <u>https://www.youtube.com/watch?v=bEB8-SWMYhI</u> <u>https://www.youtube.com/watch?v=BvtG-myN8Lo</u>

Basic competencies	Subject matter	Learning	Assessment	Time Allocation	Learning Resources
	<p>of story</p> <p><i>Linguistic element</i></p> <p>(1) Words related to characters, character and settings in legend</p> <p>(2) Auxiliary verbs capital.</p> <p>(4) Clear and neat print</p> <p>spelling and handwriting</p> <p>(5) Press the word intonation when presenting verbally</p> <p>(6) Word reference</p>	<p>certain information.</p> <p>Exploring</p> <ul style="list-style-type: none"> Students read several legend texts from various sources. Students practice finding the main ideas, detailed information and certain information. Students complete the gap from several simple legend texts Students in groups write / copy recount texts by demonstrating coherent social, structural and linguistic functions. Students read recount texts to friends using the right linguistic elements. <p>Associating</p> <ul style="list-style-type: none"> In pairs students analyze several legend texts with a 	<ul style="list-style-type: none"> Do a monologue in the form of narrative text in groups / pairs in front of the class Using text structures and linguistic elements in narrative texts <p>Observe</p> <p>Assessment for the purpose of giving feedback.</p> <p>Suggestion for assessment;</p> <ul style="list-style-type: none"> Behave responsibility, care, 		

Basic competencies	Subject matter	Learning	Assessment	Time Allocation	Learning Resources
	<p><i>Topics</i> Examples of noble behavior and values and culture.</p>	<p>focus on social functions, structures, and linguistic elements.</p> <ul style="list-style-type: none"> Students get feedback from teachers and friends about the results of the analysis presented in group work. <p>Communicate</p> <ul style="list-style-type: none"> Students convey information on social functions, structures and linguistic elements found after reading the legend text. Students retell the legend text that is read by paying attention to social functions, structure and linguistic elements. Students make clippings of legend text by copying from several sources. Students create learning journals. 	<p>cooperation and peace in communicating</p> <ul style="list-style-type: none"> The accuracy and suitability of using strategies in reading The sincerity of students in the learning process at each stage The accuracy and suitability of using strategies in reading <p>PORTFOLIO</p>		

Basic competencies	Subject matter	Learning	Assessment	Time Allocation	Learning Resources
			<ul style="list-style-type: none"> Collection of learning progress notes in the form of notes or monologue recordings of narrative texts A collection of student works that support the process of writing narrative texts in the form of; drafts, revisions, editing to the best results for publication 		

Basic competencies	Subject matter	Learning	Assessment	Time Allocation	Learning Resources
			<ul style="list-style-type: none"> Collection of test and practice results Self-assessment notes and peer assessments, in the form of comments or other assessment methods. <p>SELF ASSESSMENT AND ASSESSMENT FORM; DIARIES, JOURNALS, SPECIAL FORMATS, COMMENTS, OR OTHER FORMS OF ASSESSMENT</p>		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS I

School : SMK Kawung 1 Surabaya

Subject : English

Class : X

Time allocation : 1 x 45 minutes

Learning Topics : Narrative Text

A. Core Competence

KI1: Living and practicing the teachings of his religion.

KI2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association.

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competence

1.1 Being grateful for the opportunity to learn English as the language of instruction for international communication is realized in the spirit of learning.

2.2 Demonstrates honest, disciplined, confident behavior and is responsible for carrying out transactional communication with teachers and friends.

3.12 Applying the text structure and linguistic elements to carry out the social functions of recount text by stating and asking about activities, events and events, short and simple, in accordance with the context of their use.

C. Indicator

1. Students can identify generic structures from narrative systems;
2. Students can identify the characters in the video story seen;
3. Students can answer MCQs correctly and correctly.

D. Learning Resource

- The teacher's speech and action model uses every transactional and functional communication action correctly, precisely, and with the right attitude.
- Media: Video
- Tools: Laptop, LCD, and Active speakers.

E. Learning Methods

Contextual teaching Learning

F. Main Material

1. Narrative text

Definition : An imaginative story to entertain target people with past events. It can be a spoken or written language, even it can both of them.

2. Generic structure

- a. Orientation : Opening paragraph where the characters of the story are introduced. Such as: person, time and place.
- b. Complication : Where the problems in the story developed.
- c. Resolution : Where the problems in the story is solved.

3. Language Feature : using processes verb, using conjunction, using simple past tense

The Rabit and The Turtle

Once upon a time there was a rabbit. The rabbit walked at the park and got rest. At the time the rabbit saw the turtle walked slowly.

Rabbit : hi sir turtle. Why you walked so slow?

Turtle : Exactly I am not walking but I am Running.

Rabbit : hahaha... what did you say ? .. running is like that? Running is like this !

Turtle : ???

The rabbit run so fast, it make the turtle shocked and got angry at the same time.

Turtle : Sir rabbit your are so arrogant. Let's have a race!.

Rabbit : hahhaha... have a race? .. with you ? hahaha.. you're a dirty, a dull turtle, a slow turtle.

Turtle : look .. I will be winner.

Rabbit : okay ... I will wait !

Turtle : tommorow we going to meet again to take race.

The next day. They have already prepared to take a race. The referee ready to start the racing. (1.. 2.. 3..) Then they run, the rabbit can so fast and left the turtle behind ...

Rabbit : hahahha.. catch me if you can !

(I'm so lazy ... I just have a few minutes to take sleep then I run again. Turtle never win from me! .. hahhahah...)

Then, rabbit fall a sleep. Not far from rabbit, turtle was still running.

Turtle : psst .. he is sleeping. This is a change, I can win.

Suddenly, the rabbit woke up. He jumped up, and then he run faster before. But rabbit was to late, the turtle is a winner.

Rabbit : oh my got. It's because I oversleep.

Turtle : you're so arrogant. That's make you failed.

Rabbit : what a shame! I am a loser now.

Rabbit felt embrassed, he run away from the turtle.

The end

The generic structure

1. **Orientation** : once upon a time there was a rabbit. The rabbit walked at the park and got rest. At the time the rabbit saw the turtle walked slowly.
2. **Complication** : the rabbit run so fast, it make the turtle shocked and got angry at the same time.
3. **Resolution** : suddenly, the rabbit woke up. He jumped up, and then he run faster before. But rabbit was to late, the turtle is a winner.

G. Step - Activities

❖ Initial Activities 10'

- a) Say greetings kindly to students when entering the classroom.
- b) Check the presence of students.
- c) Linking material / competence to be learned with character.
- d) By referring to the syllabus, lesson plan, and teaching materials conveying the character points to be developed in addition to those related to Core Competence / Basic Competence
- e) Giving motivation for students
(teacher shows video)

❖ Core Activities (70')

Exploration

- a) Students see and listen to videos played by the teacher about narrative text;
- b) Students ask questions with the teacher about narrative text material;

Elaboration

- a) Students do questions and answers from videos that have been played by the teacher
- b) The teacher plays the video about narrative text;
- c) The teacher distributes student worksheets;
- d) Students are asked to answer questions on the student worksheet according to what they saw on the video;

Confirmation

- a) The teacher discusses the results of correct answers with students;
- b) The teacher gives points to student answers;
- c) The teacher gives reinforcement to the material;

❖ Final Activity (10')

- a) The teacher reviews the teaching and learning process carried out;
- b) The class is closed with a prayer.

H. Items

Give a sign (x) on the correct answer!

1. The type of text containing fairy tales is a type of text?
 - a. Recount Text
 - b. Narrative Text
 - c. Procedure Text
 - d. Descriptive Text
2. Once upon a time there was a rabbit. The rabbit walked at the park and got rest. At the time the rabbit saw the turtle walked so slowly. The sentence is a characteristic of...
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Definition

3. The rabbit ran so fast, and make the turtle shocked and got angry at the same time.
The sentence is a characteristic of...
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Definition
4. Suddenly, the rabbit woke up. He jump up, and than he ran faster than before. But rabbit was to late. The turtle is a winner. The sentence is a characteristic of...
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Definition
5. An imaginative story to entertain target people with past events. It can be a spoken or written language, even it can both of them. Is an explanation of....
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Definition
6. Opening paragraph where the characters of the story are introduced. Such as: person, time and place. Is an explanation of....
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Definition
7. Where the problems in the story developed. Is an explanation of....
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Definition
8. Where the problems in the story is solved. Is an explanation of....
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Definition
9. Language feature of narrative are....
 - a. Using processes verbs, using conjunction, using simple past tense
 - b. Orientation, Complication, Resolution
 - c. Using processes verbs, Orientation,
 - d. Complication, Resolution

10. What is the orientation for this video?

- a. Once upon a time, a long, long time ago a king and queen ruled over a distant land.
- b. The queen was very kind and lovely and all the people of the realm adored her. The only sadness in the queen's life was that she wished for a child but did not have one.
- c. One winter's day, the queen was sitting near an ebony window and knitting woolen clothes.
- d. The bird distracted the queen's attention and she pricked her finger. A drop of blood fell down on the snow outside her window. As she looked at the blood fall on the snow outside her window, it turned a baby like face. She was surprised and said to god.

I. Scientific Approach


- **Observe**
 - Students can observe examples of simple Narrative texts.
 - Students respond to teacher questions related to Narrative texts.
- **Questioning**
 - students answer questions from the teacher about the generic structure of the text Narrative and analyze the examples given by the teacher.
- **Exploring**
 - Students are given an explanation of the generic structure and linguistic structure of Narrative texts.
 - Students are given a sample video Narrative by the teacher.
- **Associating**
 - Students analyze text Narrative based on generic structure individually.
 - Students answer questions about understanding Narrative texts to understand generic structure and solve multiple choice questions.
- **Communicate**
 - Students conclude or summarize the material they have seen in the video.

J. Scoring

Criteria	Qualifications	Explanation
91 – 100	Exelent	Understand all instructions without understanding difficulties so that you can do all the instructions in a fast and precise way.
81 – 90	Very good	Understand almost all instructions even though there are repetitions in certain parts, but can do all instructions correctly even though it's a bit slow.
71 – 80	Good	Understand most of what is said / instructed if the instruction is somewhat amended and repeated so that it is slow to do what is instructed, sometimes even wrong.
61 – 70	Avarage	It is difficult to follow what is instructed but there are still many / instructions that are done correctly.
51 – 60	Bad	It is very difficult to do what is instructed, only a small part is instructed.
1 – 50	Very bad	Can't do what is instructed, even if only one instruction.

Surabaya, 25 April 2019

Guru Bahasa Inggris



Dwi Lestari, S. Pd.

Mahasiswa



Ayu Ratnasari

Mengetahui,

Kepala Sekolah

Kusmardianto, S. Pd.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS II

School : SMK Kawung 1 Surabaya

Subject : English

Class : X

Time allocation : 1 x 45 minutes

Learning Topics : Conversation

J. Core Competence

KI1: Living and practicing the teachings of his religion.

KI2: Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association.

KI 3: Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.

KI 4: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

K. Basic Competence

- 1.1 Being grateful for the opportunity to learn English as the language of instruction for international communication is realized in the spirit of learning.
- 2.2 Demonstrates honest, disciplined, confident behavior and is responsible for carrying out transactional communication with teachers and friends.
- 3.12 Applying the text structure and linguistic elements to carry out the social functions of recount text by stating and asking about activities, events and events, short and simple, in accordance with the context of their use.

L. Indicator

1. Identify the topic of a short functional text that is heard
2. Identify certain information from short functional texts that are heard
3. Identify the purpose of short functional text that is heard.
4. Students can answer multiple choice questions correctly and precisely.

M. Learning Resource

- The teacher's speech and action model uses every transactional and functional communication action correctly, precisely, and with the right attitude.
- Media: Video
- Tools: Laptop, LCD, and Active speakers.

N. Learning Methods

Contextual teaching Learning

O. Main Material

1. Short functional test "conversation"
2. Vocabulary related to the theme / type of text

P. Step - Activities

❖ Initial Activities 10'

- f) Say greetings kindly to students when entering the classroom.
- g) Check the presence of students.
- h) Linking material / competence to be learned with character.
- i) By referring to the syllabus, lesson plan, and teaching materials conveying the character points to be developed in addition to those related to Core Competence / Basic Competence
- j) Giving motivation for students
(teacher shows video)

❖ Core Activities (70 ')

Exploration

- a) students see and listen to videos played by the teacher about someone's conversation;
- b) students ask questions with the teacher about the conversation material;

Elaboration

- a) students do questions and answers from videos that have been played by the teacher
- b) the teacher plays a question video about someone's conversation;
- c) the teacher distributes student worksheets;
- d) students are asked to answer questions on the student worksheet according to what they saw on the video;

Confirmation

- a) the teacher discusses the results of correct answers with students;
- b) the teacher gives points to student answers;

- c) the teacher gives reinforcement to the material;

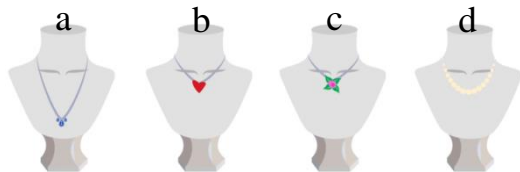
❖ **Final Activity (10 ')**

- a. the teacher reviews the teaching and learning process carried out;
- b. the class is closed with a prayer.

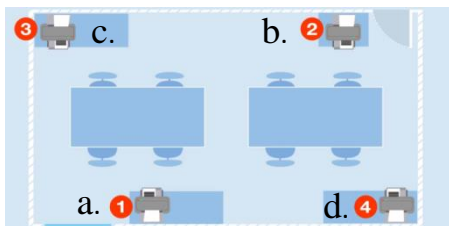
Q. Items

Give a sign (x) on the correct answer!

1. Which necklace is he going to buy?



2. Where is the old printer ?



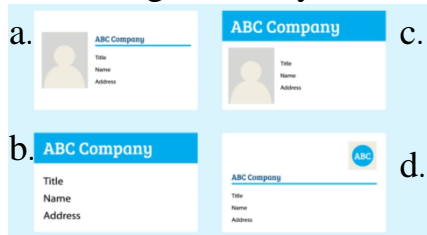
3. What's he going to buy?



4. What's the forecast?

	TODAY			TOMORROW	
	6 - 12	12 - 18	18 - 24	24 - 6	6 - 12
a.					
b.					
c.					
d.					

5. Which design did they decide on?



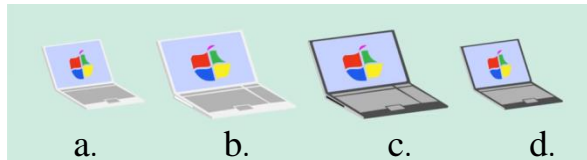
6. Where is the Bus stop?



7. What will they drink in the meeting?



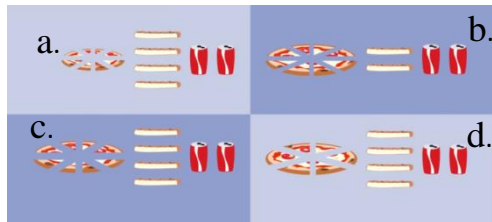
8. Which computer is she going to buy?



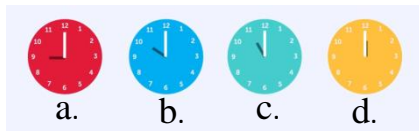
9. When is he coming back to Salt Lake City?



10. What does he order ?



11. What time will the restaurant close ?



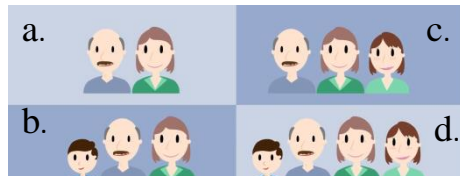
12. When will the vacuum cleaner be delivered?



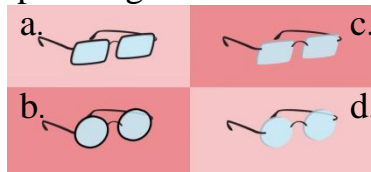
13. Which and how many medicines will she have to take every day?



14. Who lives with the man?



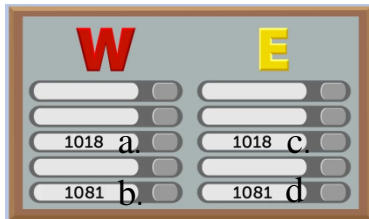
15. Which pair of glasses does he choose?



16. When is the man going to see the dentist?

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			b.		c.	
Mon	Tue	Wed	Thu	Fri	Sat	Sun
a.					d.	

17. What is her friend's apartment number?



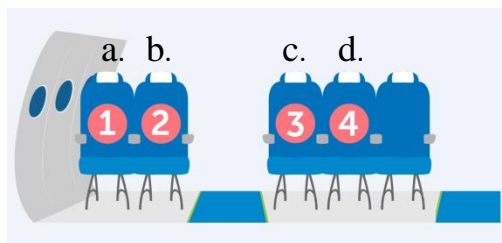
18. How many DVD's is he going to rent?



19. Which clock are they looking at, and what time is it?



20. Where is his seat?



I. Scientific Approach

❖ Observe

- Students can observe examples of simple conversations.
- Students respond to teacher questions related to conversation.

❖ Questioning

- students answer questions from the teacher about a person's conversation and analyze the example given by the teacher.

❖ Exploring

- Students are given an explanation of functional texts and linguistic structures.
- Students are given an example video of conversation by the teacher.

❖ Associating

- Students analyze conversations based on generic structure individually.
- Students answer questions about understanding text conversations to understand generic structure and solve multiple choice questions.

❖ Communicate

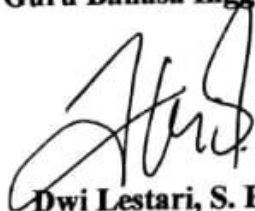
- Students conclude or summarize the material they have seen in the video.

I. Scoring

Criteria	Qualifications	Explanation
91 – 100	Exelent	Understand all instructions without understanding difficulties so that you can do all the instructions in a fast and precise way.
81 – 90	Very good	Understand almost all instructions even though there are repetitions in certain parts, but can do all instructions correctly even though it's a bit slow.
71 – 80	Good	Understand most of what is said / instructed if the instruction is somewhat amended and repeated so that it is slow to do what is instructed, sometimes even wrong.
61 – 70	Avarage	It is difficult to follow what is instructed but there are still many / instructions that are done correctly.
51 – 60	Bad	It is very difficult to do what is instructed, only a small part is instructed.
1 – 50	Very bad	Can't do what is instructed, even if only one instruction.

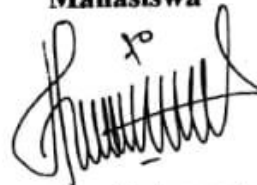
Surabaya, 10 May 2019

Guru Bahasa Inggris



Dwi Lestari, S. Pd.

Mahasiswa



Ayu Ratnasari

Mengetahui,

Kepala Sekolah

Kusmardianto, S. Pd.

OBSERVATION SHEET TEACHER ACTIVITIES

CYCLE I


School name : SMK KAWUNG 1 SURABAYA
Date/time : 09 May 2019
Teacher Name : _____
Class / Semester : X Otkp - 2

Give a checklist (✓) in the rating column

No.	Observed Aspects	Assessment Score			
		1	2	3	4
1.	The teacher conveys the learning objectives to be achieved				✓
2.	The teacher motivates students before the implementation of learning			✓	
3.	The teacher carries out the method steps according to what was formulated			✓	
4.	The teacher manages learning facilities and resources				✓
5.	The teacher carries out the assessment of learning processes and results			✓	
Jumlah skor		17			

Surabaya, 09 May 2019

Observer,



STUDENT OBSERVATION SHEET

CYCLE I

School name : SMK KAWUNG 1 SURABAYA

Date/time : 09 May 2019

Class / Semester : X OTKP-2

The number of students : 36

Instructions :

Give a checklist (✓) honestly based on observers' observations / observations, using the rating scale guidelines as follows:

Assessment score 1: student learning activities are not good, if the observed aspects are not seen / not carried out by students.

Assessment score 2: student learning activities are quite good, if the aspects observed are seen / implemented by students, but there are still many students who are not involved.

Assessment score 3: student learning activities are good, if the aspects observed are seen / implemented by students, but there are still a few students who are not involved.

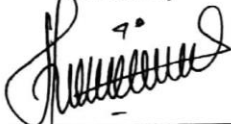
Assessment score 4: student learning activities are very good, if the aspects observed are seen / implemented by all students.

No.	Observed Aspects	Assessment Score			
		1	2	3	4
I	Preparation				
	Physical preparation of students in participating in learning				✓
	Preparation of student performance				✓
	Implementation				
	Initial activity				
	1. Students answer greetings			✓	
	2. Students pray with teachers and friends			✓	
	3. Students answer the news today			✓	
	4. Students respond when absent				✓
	5. Students listen to the teacher convey the apperception and the teacher provides motivation				✓
II	6. Students listen to the teacher deliver the learning objectives				✓
	Core activities				
	1. Students take a sitting position according to their seat			✓	
	2. Students pay attention to the teacher's explanation of Narrative text material				✓

	3.	Students pay attention to the video well				✓
	4.	Students listen to the audio well				✓
	5.	Students enthusiastically answer questions from the teacher			✓	
	6.	Students pay attention to the assessment sheet and do it individually			✓	
	7.	Students with the teacher discuss the assessment sheet				✓
III	Closing activity					
	1.	Students ask material that is not yet understood			✓	
	2.	Students listen carefully to the explanation repeated by the teacher			✓	
	3.	Students respond when the teacher checks the teacher's understanding of the material			✓	
	4.	Students read the prayer together				✓
	5.	Students answer greetings				✓
Score			57			

Surabaya, 09 May 2018

Observer,



OBSERVATION SHEET TEACHER ACTIVITIES

CYCLE II

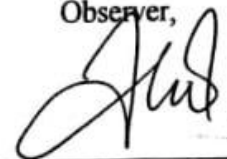
School name : SMK KAWUNG 1 SURABAYA
Date/time : 15 May 2019
Teacher Name : _____
Class / Semester : X OTKP - 2

Give a checklist (✓) in the rating column

No.	Observed Aspects	Assessment Score			
		1	2	3	4
1.	The teacher conveys the learning objectives to be achieved				✓
2.	The teacher motivates students before the implementation of learning				✓
3.	The teacher carries out the method steps according to what was formulated				✓
4.	The teacher manages learning facilities and resources				✓
5.	The teacher carries out the assessment of learning processes and results			✓	
Jumlah skor		19			

Surabaya, 15 May 2019.

Observer,



STUDENT OBSERVATION SHEET

CYCLE II

School name : SMP KAWUNG 1 SURABAYA

Date/time : 15 May 2019

Class / Semester : X OTKP-2

The number of students : 36

Instructions :

Give a checklist (✓) honestly based on observers' observations / observations, using the rating scale guidelines as follows:

Assessment score 1: student learning activities are not good, if the observed aspects are not seen / not carried out by students.

Assessment score 2: student learning activities are quite good, if the aspects observed are seen / implemented by students, but there are still many students who are not involved.

Assessment score 3: student learning activities are good, if the aspects observed are seen / implemented by students, but there are still a few students who are not involved.

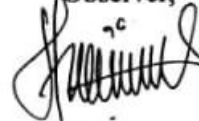
Assessment score 4: student learning activities are very good, if the aspects observed are seen / implemented by all students.

No.	Observed Aspects	Assessment Score			
		1	2	3	4
I	Preparation				
	Physical preparation of students in participating in learning			✓	
	Preparation of student performance			✓	
	Implementation				
	Initial activity				
	1. Students answer greetings				✓
	2. Students pray with teachers and friends			✓	
	3. Students answer the news today				✓
	4. Students respond when absent			✓	
	5. Students listen to the teacher convey the apperception and the teacher provides motivation				✓
	6. Students listen to the teacher deliver the learning objectives				✓
II	Core activities				
	1. Students take a sitting position according to their seat			✓	
	2. Students pay attention to the teacher's explanation of Narrative text material				✓

	3.	Students pay attention to the video well				✓
	4.	Students listen to the audio well				✓
	5.	Students enthusiastically answer questions from the teacher			✓	
	6.	Students pay attention to the assessment sheet and do it individually				✓
	7.	Students with the teacher discuss the assessment sheet				✓
III	Closing activity					
	1.	Students ask material that is not yet understood			✓	
	2.	Students listen carefully to the explanation repeated by the teacher				✓
	3.	Students respond when the teacher checks the teacher's understanding of the material			✓	
	4.	Students read the prayer together			✓	
	5.	Students answer greetings			✓	
Score			70			

Surabaya, 15 May 2019

Observer,



MATERIAL

4. Narrative text

Definition : An imaginative story to entertain target people with past events. It can be a spoken or written language, even it can both of them.

5. Generic structure

- a. Orientation : Opening paragraph where the characters of the story are introduced. Such as: person, time and place.
- b. Complication : Where the problems in the story developed.
- c. Resolution : Where the problems in the story is solved.

6. Language Feature : using processes verb, using conjunction, using simple past tense

The Rabit and The Turtle

Once upon a time there was a rabbit. The rabbit walked at the park and got rest. At the time the rabbit saw the turtle walked slowly.

Rabbit : hi sir turtle. Why you walked so slow?

Turtle : Exactly I am not walking but I am Running.

Rabbit : hahaha... what did you say ? .. running is like that? Running is like this !

Turtle : ???

The rabbit run so fast, it make the turtle shocked and got angry at the same time.

Turtle : Sir rabbit your are so arrogant. Let's have a race!.

Rabbit : hahhaha... have a race? .. with you ? hahaha.. you're a dirty, a dull turtle, a slow turtle.

Turtle : look .. I will be winner.

Rabbit : okay ... I will wait !

Turtle : tommorow we going to meet again to take race.

The next day. They have already prepared to take a race. The refree ready to start the racing. (1.. 2.. 3..) Then they run, the rabbit can so fast and left the turtle behind ...

Rabbit : hahahha.. catch me if you can !

(I'm so lazy ... I just have a few minutes to take sleep then I run again. Turtle never win from me! .. hahhahah...)

Then, rabbit fall a sleep. Not far from rabbit, turtle was still running.

Turtle : psst .. he is sleeping. This is a change, I can win.

Suddenly, the rabbit woke up. He jumped up, and then he run faster before. But rabbit was to late, the turtle is a winner.

Rabbit : oh my got. It's because I oversleep.

Turtle : you're so arrogant. That's make you failed.

Rabbit : what a shame! I am a loser now.

Rabbit felt embrassed, he run away from the turtle.

The end

The generic structure

1. **Orientation** : once upon a time there was a rabbit. The rabbit walked at the park and got rest. At the time the rabbit saw the turtle walked slowly.
2. **Complication** : the rabbit run so fast, it make the turtle shocked and got angry at the same time.
3. **Resolution** : suddenly, the rabbit woke up. He jumped up, and then he run faster before. But rabbit was to late, the turtle is a winner.

Name :

Class :

Number :

Score :

Give a sign (x) on the correct answer!

1. The type of text containing fairy tales is a type of text?
 - a. Recount Text
 - b. Narrative Text
 - c. Procedure Text
 - d. Descriptive Text
2. Once upon a time there was a rabbit. The rabbit walked at the park and got rest. At the time the rabbit saw the turtle walked so slowly. The sentence is a characteristic of...
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Definition
3. The rabbit ran so fast, and make the turtle shocked and got angry at the same time. The sentence is a characteristic of...
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Definition
4. Suddenly, the rabbit woke up. He jump up, and than he ran faster than before. But rabbit was to late. The turtle is a winner. The sentence is a characteristic of...
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Definition
5. An imaginative story to entertain target people with past events. It can be a spoken or written language, even it can both of them. Is an explanation of....
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Definition
6. Opening paragraph where the characters of the story are introduced. Such as: person, time and place. Is an explanation of....
 - a. Orientation
 - b. Complication
 - c. Resolution

d. Definition

7. Where the problems in the story developed. Is an explanation of....

- a. Orientation
- b. Complication
- c. Resolution
- d. Definition

8. Where the problems in the story is solved. Is an explanation of....

- a. Orientation
- b. Complication
- c. Resolution
- d. Definition

9. Language feature of narrative are....

- a. Using processes verbs, using conjunction, using simple past tense
- b. Orientation, Complication, Resolution
- c. Using processes verbs, Orientation,
- d. Complication, Resolution

10. What is the orientation for this video?

- a. Once upon a time, a long, long time ago a king and queen ruled over a distant land.
- b. The queen was very kind and lovely and all the people of the realm adored her. The only sadness in the queen's life was that she wished for a child but did not have one.
- c. One winter's day, the queen was sitting near an ebony window and knitting woolen clothes.
- d. The bird distracted the queen's attention and she pricked her finger. A drop of blood fell down on the snow outside her window. As she looked at the blood fall on the snow outside her window, it turned a baby like face. She was suprised and said to god.

Name

:

Class

:

Number

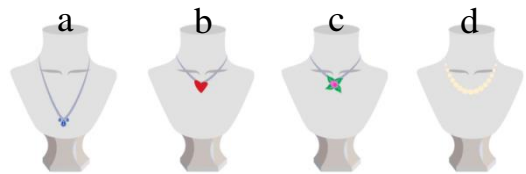
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Score

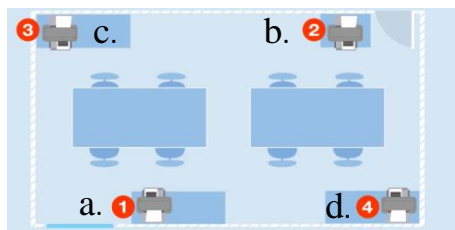
:

Give a sign (x) on the correct answer!

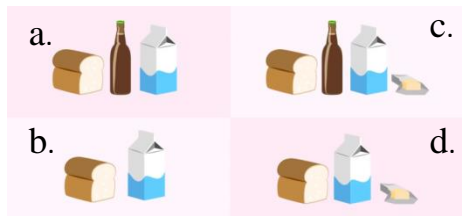
1. Which necklace is he going to buy?



2. Where is the old printer ?



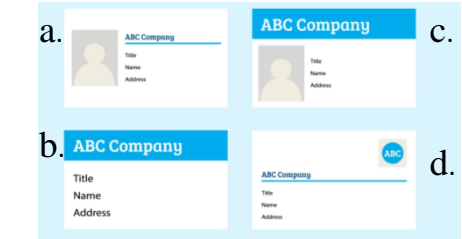
3. What’s he going to buy?



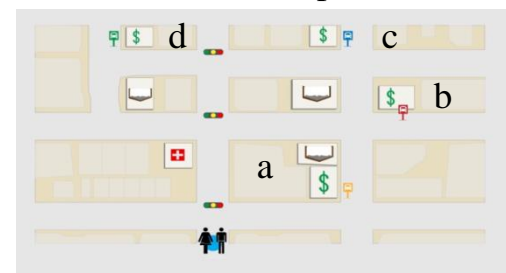
4. What’s the forecast?

	TODAY			TOMORROW	
	6 - 12	12 - 18	18 - 24	24 - 6	6 - 12
a					
b					
c					
d					

5. Which design did they decide on?



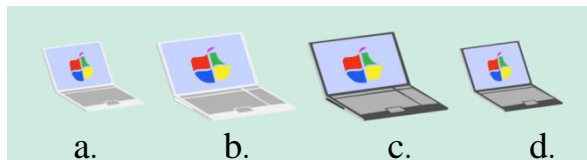
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7. What will they drink in the meeting?



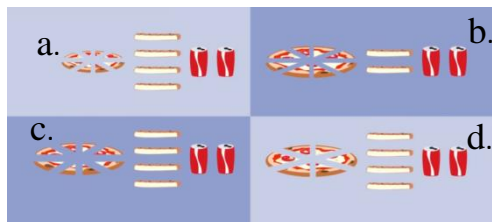
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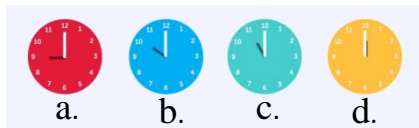
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10. What does he order ?



11. What time will the restaurant close ?



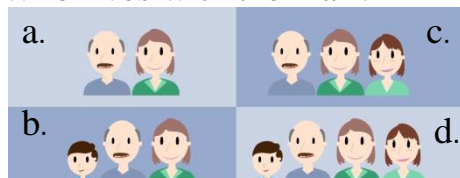
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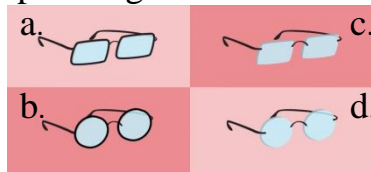
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14. Who lives with the man?



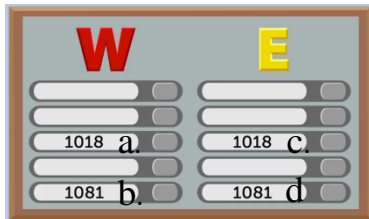
15. Which pair of glasses does he choose?



16. When is the man going to see the dentist?

Mon	Tue	Wed	Thu	Fri	Sat	Sun
			b.		c.	
Mon	Tue	Wed	Thu	Fri	Sat	Sun
a.					d.	

17. What is her friend's apartment number?



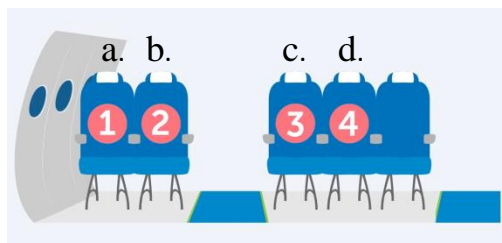
18. How many DVD's is he going to rent?



19. Which clock are they looking at, and what time is it?



20. Where is his seat?



Answer Ker Cycle I

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

Answer Ker Cycle II

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

RESULTS OF LEARNING STUDENTS OF PRE-LIMINARY

No.	Name	Score	Explanation	
			Complete	Not Complete
1.	Arif Budiman	80	√	
2.	Chusnul Chotimah	80	√	
3.	Dendi Setio	80	√	
4.	Dewi Murtasima	80	√	
5.	Dimas Syarof Ridhwan	80	√	
6.	Eko Prabowo	60		√
7.	Elvira Dwi Sudrajad	60		√
8.	Fabella Quratu'ain	40		√
9.	Femi Kamila Anggraini	40		√
10.	Fitria Eka Miftahul Zannah	50		√
11.	Hana Sylvia	20		√
12.	Hariyatul Jannah	80	√	
13.	Hildana Olivia Silvairus	60		√
14.	Ifatul Ummah	50		√
15.	Iva Royani	80	√	
16.	Jihan Pratama Firnanda	50		√
17.	Kurrita Aini	80	√	
18.	Lailatul Mila	80	√	
19.	Lailatus Sholeha	80	√	
20.	Lia Rianti	30		√
21.	M. Achfas Syairofie	80	√	
22.	Melia Febryanti	80	√	
23.	Moch. Abdul Cholis	80	√	
24.	Moch. Naufal Arief	80	√	
25.	Mochamad Abdul Aziz	80	√	
26.	Muhammad Ardhi Rahmatul	80	√	
27.	Musdalifa	60		√
28.	Nabila Sahiroh	60		√
29.	Nadila	70		√
30.	Samsul Bahar	80	√	
31.	Sania	60		√
32.	Sevi Dyah Ayu Purbaningrum	50		√
33.	Sinta	70		√
34.	Siti Qomariya	80	√	
35.	Suci Surya Ayu Rahmadani	80	√	
36.	Teresa Mulita Prameswari	80	√	

RESULTS OF LEARNING STUDENTS OF CYCLE I

No.	Name	Score	Explanation	
			Complete	Not Complete
1.	Arif Budiman	80	√	
2.	Chusnul Chotimah	90	√	
3.	Dendi Setio	80	√	
4.	Dewi Murtasima	90	√	
5.	Dimas Syarof Ridhwan	90	√	
6.	Eko Prabowo	80	√	
7.	Elvira Dwi Sudrajad	80	√	
8.	Fabella Quratu'ain	60		√
9.	Femi Kamila Anggraini	40		√
10.	Fitria Eka Miftahul Zannah	60		√
11.	Hana Sylvia	50		√
12.	Hariyatul Jannah	90	√	
13.	Hildana Olivia Silvairus	80	√	
14.	Ifatul Ummah	60		√
15.	Iva Royani	90	√	
16.	Jihan Pratama Firnanda	60		√
17.	Kurrita Aini	80	√	
18.	Lailatul Mila	80	√	
19.	Lailatus Sholeha	80	√	
20.	Lia Risanti	40		√
21.	M. Achfas Syairofie	90	√	
22.	Melia Febryanti	80	√	
23.	Moch. Abdul Cholis	80	√	
24.	Moch. Naufal Arief	80	√	
25.	Mochamad Abdul Aziz	80	√	
26.	Muhammad Ardhi Rahmatul	90	√	
27.	Musdalifa	90	√	
28.	Nabila Sahiroh	80	√	
29.	Nadila	80	√	
30.	Samsul Bahar	90	√	
31.	Sania	80	√	
32.	Sevi Dyah Ayu Purbaningrum	50		√
33.	Sinta	80	√	
34.	Siti Qomariya	80	√	
35.	Suci Surya Ayu Rahmadani	80	√	
36.	Teresa Mulita Prameswari	90	√	

RESULTS OF LEARNING STUDENTS OF CYCLE II

No.	Name	Score	Explanation	
			Complete	Not Complete
1.	Arif Budiman	90	√	
2.	Chusnul Chotimah	95	√	
3.	Dendi Setio	95	√	
4.	Dewi Murtasima	95	√	
5.	Dimas Syarof Ridhwan	100	√	
6.	Eko Prabowo	90	√	
7.	Elvira Dwi Sudrajad	90	√	
8.	Fabella Quratu'ain	75	√	
9.	Femi Kamila Anggraini	45		√
10.	Fitria Eka Miftahul Zannah	75	√	
11.	Hana Sylvia	55		√
12.	Hariyatul Jannah	100	√	
13.	Hildana Olivia Silvairus	90	√	
14.	Ifatul Ummah	75	√	
15.	Iva Royani	100	√	
16.	Jihan Pratama Firnanda	75	√	
17.	Kurrita Aini	90	√	
18.	Lailatul Mila	90	√	
19.	Lailatus Sholeha	95	√	
20.	Lia Risanti	55		√
21.	M. Achfas Syairofie	100	√	
22.	Melia Febryanti	95	√	
23.	Moch. Abdul Cholis	85	√	
24.	Moch. Naufal Arief	90	√	
25.	Mochamad Abdul Aziz	90	√	
26.	Muhammad Ardhi Rahmatul	90	√	
27.	Musdalifa	90	√	
28.	Nabila Sahiroh	80	√	
29.	Nadila	85	√	
30.	Samsul Bahar	95	√	
31.	Sania	90	√	
32.	Sevi Dyah Ayu Purbaningrum	80	√	
33.	Sinta	95	√	
34.	Siti Qomariya	90	√	
35.	Suci Surya Ayu Rahmadani	95	√	
36.	Teresa Mulita Prameswari	100	√	

Name : Lia Rusati

Class : X. Orkp-2

Number : 20

Score : 40

Give a sign (x) on the correct answer!

☒ The type of text containing fairy tales is a type of text?

- a. Recount Text
- b. Narrative Text
- c. Procedure Text
- ☒ d. Descriptive Text

2. Once upon a time there was a rabbit. The rabbit walked at the park and got rest. At the time the rabbit saw the turtle walked so slowly. The sentence is a characteristic of...

- ☒ a. Orientation
- b. Complication
- c. Resolution
- d. Definition

3. The rabbit ran so fast, and make the turtle shocked and got angry at the same time. The sentence is a characteristic of...

- a. Orientation
- ☒ b. Complication
- c. Resolution
- d. Definition

☒ 4. Suddenly, the rabbit woke up. He jump up, and than he ran faster than before. But rabbit was to late. The turtle is a winner. The sentence is a characteristic of...

- a. Orientation
- b. Complication
- c. Resolution
- ☒ d. Definition

5. An imaginative story to entertain target people with past events. It can be a spoken or written language, even it can both of them. Is an explanation of....

- a. Orientation
- b. Complication
- c. Resolution
- ☒ d. Definition

☒ Opening paragraph where the characters of the story are introduced. Such as: person, time and place. Is an explanation of....

- a. Orientation
- ☒ b. Complication
- c. Resolution

d. Definition

7. Where the problems in the story developed. Is an explanation of....

- a. Orientation
- ☒ b. Complication
- c. Resolution
- d. Definition

8. Where the problems in the story is solved. Is an explanation of....

- a. Orientation
- ☒ b. Complication
- c. Resolution
- d. Definition

9. Language feature of narrative are....

- a. Using processes verbs, using conjunction, using simple past tense
- b. Orientation, Complication, Resolution
- c. Using processes verbs, Orientation,
- ☒ d. Complication, Resolution

10. What is the orientation for this video?

- a. Once upon a time, a long, long time ago a king and queen ruled over a distant land.
- b. The queen was very kind and lovely and all the people of the realm adored her. The only sadness in the queen's life was that she wished for a child but did not have one.
- c. One winter's day, the queen was sitting near an ebony window and knitting woolen clothes.
- ☒ d. The bird distracted the queen's attention and she pricked her finger. A drop of blood fell down on the snow outside her window. As she looked at the blood fall on the snow outside her window, it turned a baby like face. She was suprised and said to god.

Name : *Lailatus Sholeha*

Class : *X-OTKP-2*

Number : *19*

Score : *80*

Give a sign (x) on the correct answer!

1. The type of text containing fairy tales is a type of text?

- a. Recount Text
- ☒ b. Narrative Text
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2. Once upon a time there was a rabbit. The rabbit walked at the park and got rest. At the time the rabbit saw the turtle walked so slowly. The sentence is a characteristic of...

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- c. Resolution

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- a. Orientation
- b. Complication
- ☒ c. Resolution
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- b. Orientation, Complication, Resolution
- c. Using processes verbs, Orientation,
- d. Complication, Resolution

10. What is the orientation for this video?

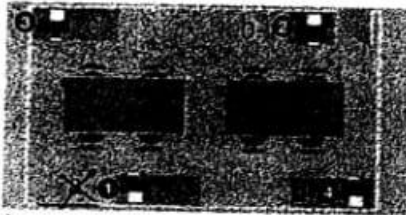
- a. Once upon a time, a long, long time ago a king and queen ruled over a distant land.
- b. The queen was very kind and lovely and all the people of the realm adored her. The only sadness in the queen's life was that she wished for a child but did not have one.
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Give a sign (x) on the correct answer!

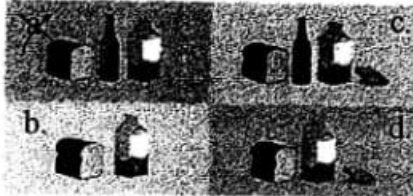
1. Which necklace is he going to buy?



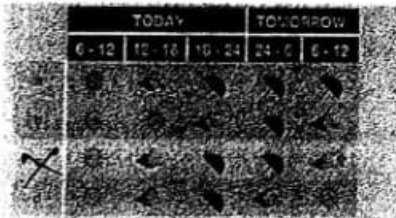
2. Where is the old printer?



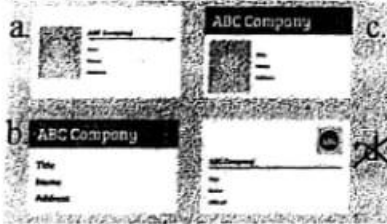
3. What's he going to buy?



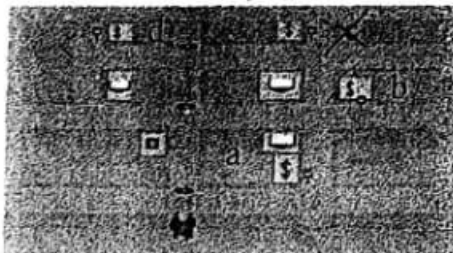
4. What's the forecast?



5. Which design did they decide on?



6. Where is the Bus stop?



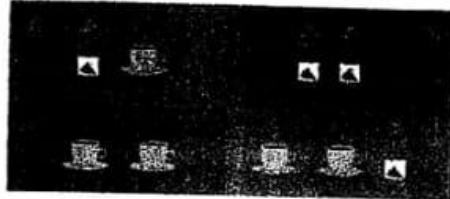
Name : Lia Rizanti

Class : K.OTK 2

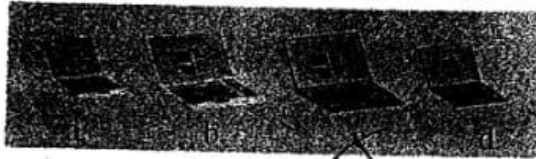
Number : 20

Score : 55

7. What will they drink in the meeting?



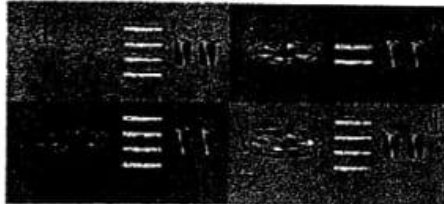
8. Which computer is she going to buy?



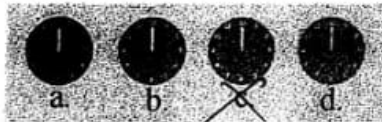
9. When is he coming back to Salt Lake City?



10. What does he order ?



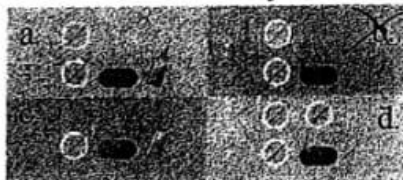
11. What time will the restaurant close ?



12. When will the vacuum cleaner be delivered?



13. Which and how many medicines will she have to take every day?



14. Who lives with the man?



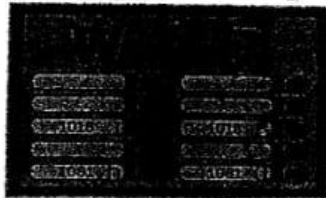
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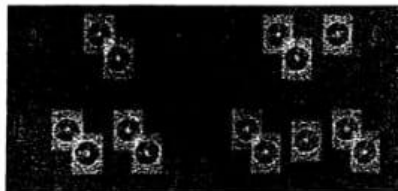
16. When is the man going to see the dentist?

Mon	Tue	Wed	Thu	Fri	Sat	Sun

17. What is her friend's apartment number?



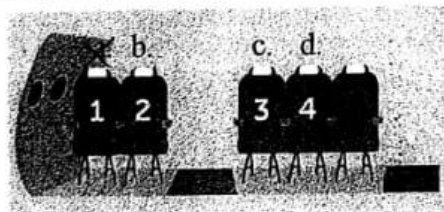
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19. Which clock are they looking at, and what time is it?

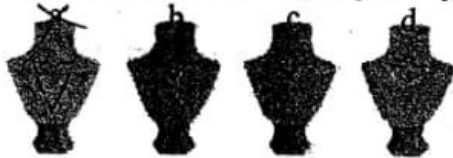


20. Where is his seat?

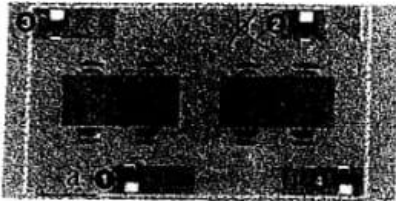


Give a sign (x) on the correct answer!

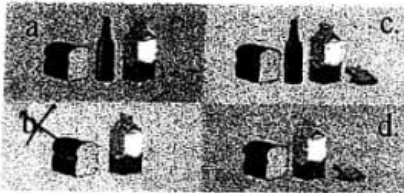
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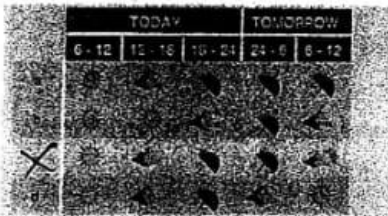
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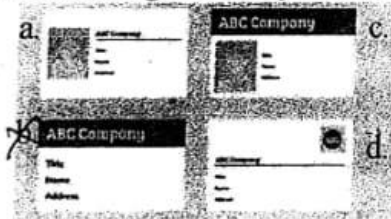
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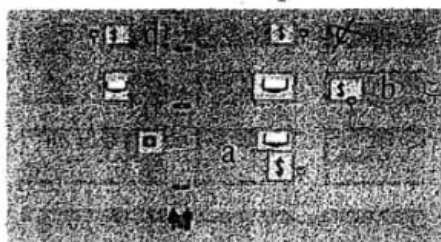
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Name : Lailatus Sholeha

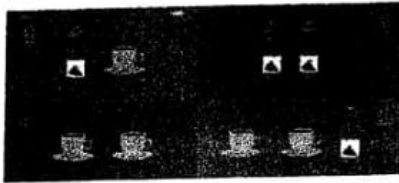
Class : X-OTKP-2

Number : 19

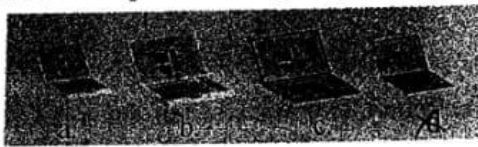
Score :

95

7. What will they drink in the meeting?



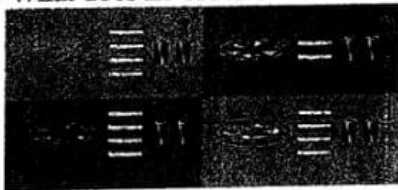
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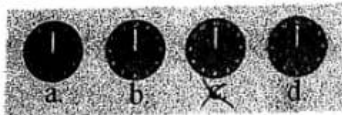
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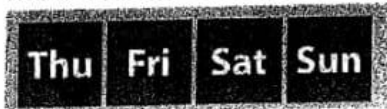
10. What does he order ?



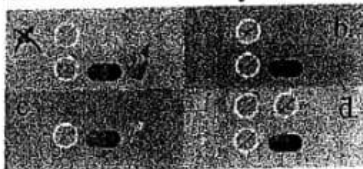
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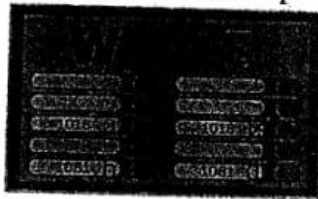
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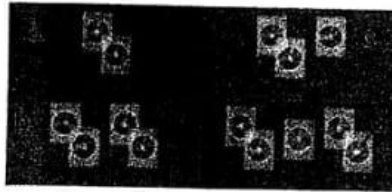
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Mon	Tue	Wed	Thu	Fri	Sat	Sun
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17. What is her friend's apartment number?



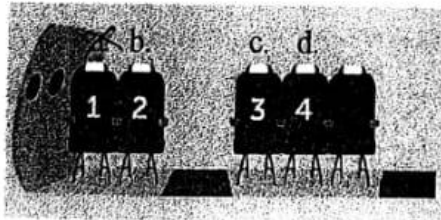
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YAYASAN WIJAYA KUSUMA UNIVERSITAS WIJAYA KUSUMA SURABAYA

Sekretariat : Jl. Dukuh Kupang XXV/54 Surabaya (60225), Telp. 5677577, Psw. 148-150, Fax. (031) 5679791
Website : www.wijayakusumasby.ac.id Email : www.wijayakusumasby@telkom.net

18 April 2019

Nomor : K-533/TU/UWKS/IV/2019
Lampiran : Satu berkas
Hal : Izin Penelitian

Yth. Kepala Sekolah
SMK KAWUNG 1
Jalan Parang Klitik No.2
Surabaya

Dengan hormat,

Dalam rangka memenuhi kurikulum program Strata Satu (S₁), maka setiap mahasiswa Fakultas Bahasa dan Sains Universitas Wijaya Kusuma Surabaya berkewajiban mengadakan Penelitian/Praktek Kerja Lapangan.

Untuk keperluan tersebut, kami mengharap bantuan Saudara untuk berkenan memberikan izin kepada mahasiswa kami dengan data sebagai berikut :

nama : AYU RATNASARI
npm : 14.62.0015
fakultas : Bahasa dan Sains
program studi : Pendidikan Bahasa Inggris
judul : IMPROVING LISTENING SKILLS USING VIDEO TO 10TH A.Pk2
GRADE AUTOMATION AND OFFICE GOVERNANCE
DEPARTMENT STUDENTS' OF SMK KAWUNG 1 SURABAYA
lokasi : SURABAYA

Atas perkenan dan bantuan Saudara, kami sampaikan terima kasih.



Rektor
Wakil Rektor Bidang Akademik,

Ir. Soepriyono, MT.

Tembusan disampaikan Yth.
Dekan Fakultas Bahasa dan Sains



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YAYASAN PENDIDIKAN HARAPAN SENTOSA
SMK KAWUNG 1

(TERAKREDITASI B)

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Telah melaksanakan penelitian di SMK Kawung 1 Surabaya pada tanggal 20 April 2019 – Selesai dengan judul “Improving Listening Skills Using Video To 10TH A.Pk2 Grade Automation And Office Governance Department Students’ Of SMK KAWUNG 1 SURABAYA.

Demikian surat ini dibuat dan atas kerjasamanya kami sampaikan terima kasih.

Surabaya, 27 April 2019
Kepala Sekolah


KUSMARDIANTO, S.Pd.



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FAKULTAS BAHASA DAN SAINS

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NO	TANGGAL	MATERI	SARAN	PARAF PEMBIMBING
1.	06 / 11 18	Mengajukan Judul	ace	
2.	14 / 11 18	Menyerahkan BAB 1	Revisi	
3.	11 / 12 18	Menyerahkan Revisi BAB 1	Revisi	
4.	08 / 01 19	Menyerahkan Revisi BAB 1	Revisi	
5.	22 / 01 19	Menyerahkan Revisi BAB 1	ace	
6.	12 / 02 19	Menyerahkan BAB 2	Revisi	
7.	26 / 02 19	Menyerahkan Revisi BAB 2	Revisi	

DOCUMENTATION

