USING DIGITAL STORYTELLING TO IMPROVE STUDENTS'

LISTENING ABILITY

(A Pre-experimental Research at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in the Academic Year 2018/2019)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for Degree of Education in English Department

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2019

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MOTTO

It's alright. Everything will work out,

don't hesitate and get up.

Trust yourself, you don't give up.

(I.O.I: 2016)

I dedicated this thesis to:

*My greatest parents, my lovely sister, and all of my friends*

ABSTRACT

Siti Nurjanah. 2019. *Using Digital Storytelling to Improve Students' Listening Ability (A Pre-experimental Research at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in the Academic Year 2018/2019).* A Thesis of English Education Department. Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by Ratna Dewi and Saiful.

This research aimed to improve students' listening ability at the Eighth Grade of MTs Syekh Yusuf Sungguminasa using Digital Storytelling.

The researcher used Pre-experimental Research by Quantitative Method where the data gained from the listening test. The population of the research was the Eighth Grade of MTs Syekh Yusuf Sungguminasa, Gowa in the Academic Year 2018/2019. The sample was taken by using Purposive Sampling Technique there were 27 students of 79 students.

The research findings showed that the students' difference before and after using digital storytelling was significantly different. The students' pre-test mean score in terms of text structure was 66.63 to be 76.96 in post test with 15.50% improvement. Then, the mean score in terms of language component was 71.78 pre-test to be 79.89 post test with 11.29% improvement. The t-test analysis showed that Sig. (2-tailed) is 0.000 which is smaller than α = 0.05. It means that there was a significant difference of students' listening ability before and after using digital storytelling. Based on the findings, it can be concluded that digital storytelling was effective to improve students' listening ability at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in the Academic Year 2018/2019.

Keywords: *Listening, Digital Storytelling*
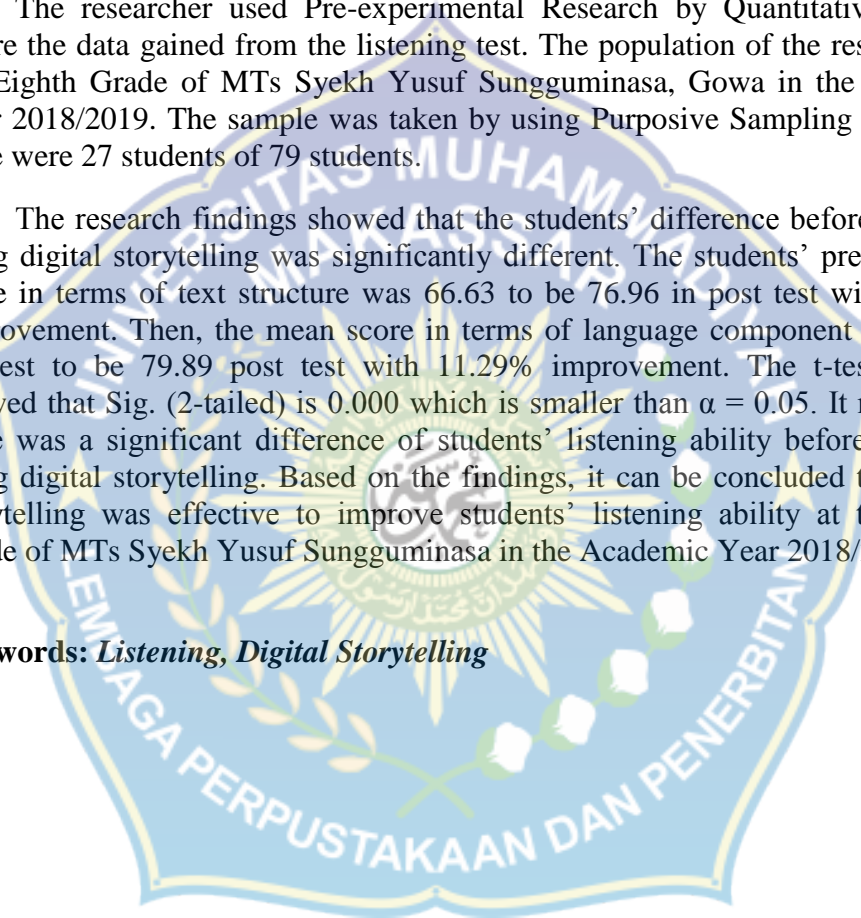
ABSTRAK

Siti Nurjanah. 2019. *Penggunaan Digital Storytelling untuk Meningkatkan Kemampuan Mendengar Siswa (Penelitian Pre-eksperimental terhadap Kelas Delapan MTs Syekh Yusuf Sungguminasa Tahun Ajaran 2018/2019).* Skripsi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dibimbing oleh Ratna Dewi dan Saiful.

Penelitian ini bertujuan untuk meningkatkan kemampuan mendengar siswa Kelas Delapan MTs Syekh Yusuf Sungguminasa menggunakan Digital Storytelling.

Peneliti menggunakan penelitian pre-eksperimental dengan metode kuantitatif yang mana data diperoleh dari tes mendengar. Populasi penelitian ini adalah Kelas Delapan MTs Syekh Yusuf Sungguminasa, Gowa Tahun Akademik 2018/2019. Sampel penelitian diambil dengan menggunakan Teknik Purposive Sampling ada 27 siswa dari 79 siswa.

Temuan penelitian ini menunjukkan bahwa perbedaan siswa sebelum dan setelah menggunakan Digital Storytelling berbeda secara signifikan. Nilai rata-rata pre-test siswa dalam struktur teks adalah 66.63 menjadi 76.96 pada post test dengan peningkatan 15.50%. Kemudian, nilai rata-rata dalam komponen bahasa adalah 71.78 pada pre-test menjadi 79.89 pada post test dengan peningkatan 11.29%. Analisis t-test menunjukkan bahwa Sig. (2-tailed) = 0.000 yang mana lebih kecil dari $\alpha = 0.05$. Ini berarti bahwa terdapat perbedaan yang signifikan dari kemampuan mendengar siswa sebelum dan setelah menggunakan Digital Storytelling. Berdasarkan temuan tersebut, dapat disimpulkan bahwa Digital Storytelling efektif untuk meningkatkan kemampuan mendengar siswa Kelas Delapan MTs Syekh Yusuf Sungguminasa Tahun Ajaran 2018/2019.

Kata Kunci: *Mendengar, Digital Storytelling*

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Finally, I expect that this thesis can give some improvements of the English teaching and learning. The researcher believes that this thesis is far from being complete and perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.
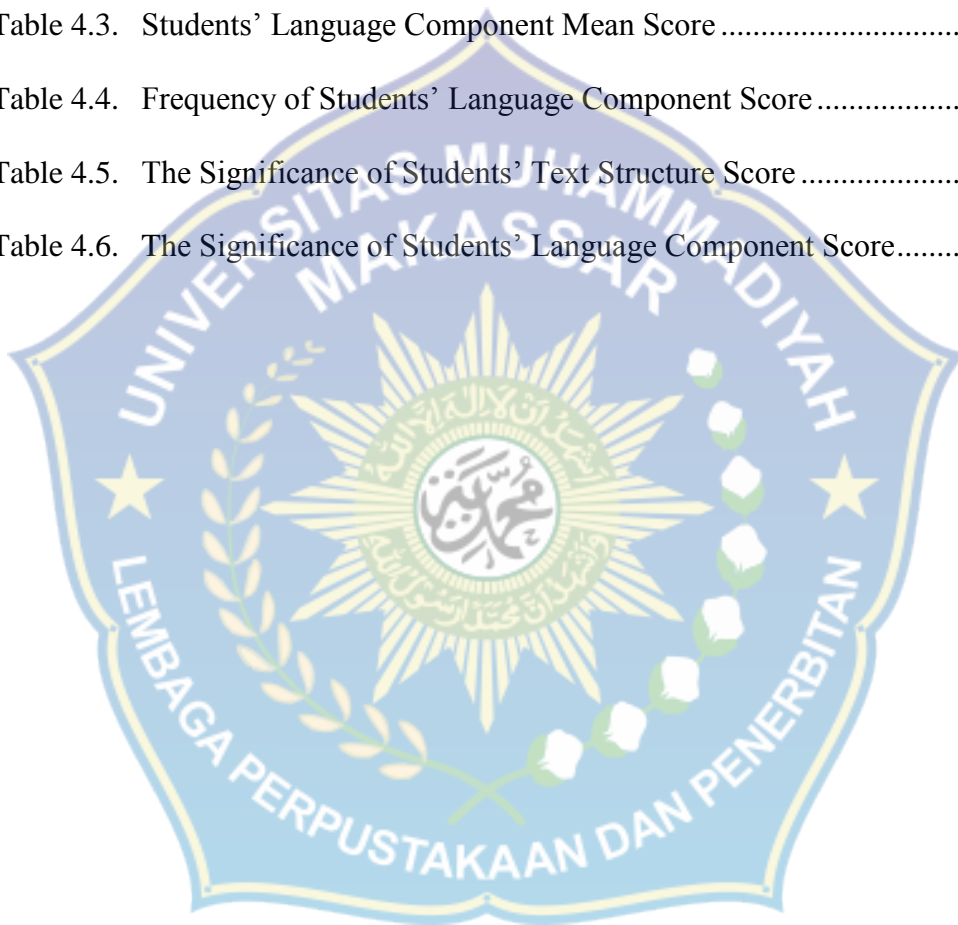
Makassar, July 2019
The Researcher

Siti Nurjanah

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CHAPTER I

INTRODUCTION

This chapter presents about background, problem statement, the objective of the research, the significance of the research, and scope of the research.

A. Background

Indonesia's government realizes their responsibility on their citizen ability to speak foreign language. English language is the most important foreign language that Indonesian people need to communicate in this era (Adawiyah, 2017). Fundamentally, English consists of four basic skills, such as listening, speaking, reading, and writing. All skills should be mastered by Indonesian learner as a basic to communicate using this language, with the primary emphasis on listening (Sari *et al.*, 2013).

Listening is ability to identify and understand oral language by understanding the meaning that is supported by accent, pronunciation, grammar and vocabulary. Listening is the first skill that people have when born in this world. Even though, we listen since a baby, listening is a skill that needs exercise in mastering it because listening is one of language skills (Shofiyah, 2015).

According to Rost in Ahmadi (2016) listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge. It also helps the listeners to understand the world around us and one of the necessary parts in making communication successful. Communication will not be running well and will be a problem in receiving the information if the listener is lack in listening.

In teaching listening, the teacher can use many techniques to make the students understand about the lesson easily, such as media. Using media as alternative way can support teaching and learning process (Adawiyah, 2017). One of media that can be used in teaching listening in order to support teaching and learning process is Digital Storytelling. To this end, digital stories are ideal for listening comprehension as they incorporate new technologies (Ramirez *et al*. in Sandaran and Kia, 2013).

Digital Storytelling is the modern expression of storytelling by using computer as tool to tell the stories and has taken many different forms, such as audio-visual (video) and audio recording (Sadik, 2008). Some previous researchers applied Digital Storytelling in their research to know the impact of Digital Storytelling the students' ability. Sandaran and Kia (2013) applied Digital Storytelling by selecting the stories from YouTube and played during class. Each story lasts for about 10-12 minutes and selected based on level difficulty, interest, length and assumption that the students are familiar with the fairy tales. The students will view the eight selected stories and answer 10 multiple choice questions based on the stories.

Oduolowu and Oluwakemi (2014) applied the research by selecting three indigenous stories during the first week which usually interest children when they are told. Next, the teachers told the three indigenous stories and told each of the three stories twice a week for three weeks. During the seventh week, one pupil in the study was asked to retell all the three stories. On eight weeks, the pupils did the retellings and were recorded, then were analyzed using Morrow's 10-point scale.

Tahriri *et al.* (2015) applied the research by elaborating in detail the purpose of study, and the concept of Digital Storytelling. The materials to be used in the classroom were introduced as well. Materials included "Up and a Way" software which consists of four stories and some fill-in-the-blank items. The students listened to one story from "Up and a Way" via DST software for one time which was recorded in a real situation. After listening to the stories, the students were required to write what they understood on the paper. After that, they were required to paraphrase one by one what they heard in the story for more clarification in order to practice speaking skills.

LoBello (2015) applied the research by introducing Digital Storytelling after conducted baseline interview questionnaires and assessments with the students. Introducing Digital Storytelling spent 1 week with lessons on learning about digital literacy and how to use the technology. The researcher assigned writing prompt to the students by using an iPad to work on the program Adobe Voice to create digital stories. Lastly, following the assignment using digital literacy, the researcher administered the same assessment and interview then compared not only the motivation and attitudes of students during traditional

writing in comparison to digital literacy, but also student writing performance in both forms of writing.

Velásquez (2015) teacher provides pre-speaking activities to introduce the story to start storytelling. After that based on the information collected the researcher used a big book named The Hungry Lion; its content was about daily routines, colors and animals. The activity started by presenting the big book and asking the students what they thought the book was going to be about according to the title and the illustrations from the cover. The practitioner tells the story aloud taking advantage of the use of body language, gestures, voice projection and eye contact. At the end of the story, every student was asked to remind and then retell or mention short parts of the story so they could perform it and construct the story told by the entire classroom, learners were free to introduce new characters, situations and actions without losing. The practitioners were monitoring and modeling this process as well as giving feedback after students' performance. The outcomes showed that storytelling as a method of improving learners speaking entails making modifications to traditional teaching practices, especially when planning classes.

The previous researchers have investigated researches on using Digital Storytelling to teach listening, writing and speaking skills. The researchers applied Digital Storytelling on listening by giving the students multiple choice questions to measure listening comprehension. Other previous researchers asked the students to retell the stories that they have heard to know the effect and impact of Digital Storytelling. Based on the explanation, it can be said that Digital Storytelling is not only focus in one subject but also in many subjects.

Based on the observation at the Eighth Grade of MTs Syekh Yusuf Sungguminasa, the researcher found that the students still have difficulties in listening. One of their difficulties is recognizing new vocabulary or unfamiliar vocabulary. So, their listening is still low and need an improvement. Therefore, the researcher thought that there should be an alternative and effective way in improving the students' listening ability.

Based on the previous researchers and this condition, the researcher thought that Digital Storytelling can be an alternative way to improve students' listening ability. Therefore, the researcher was interested in doing a research on using Digital Storytelling in teaching listening completed with fill-in-the-blank text by the title *"Using Digital Storytelling to Improve Students' Listening Ability (A Pre-experimental Research at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in the Academic Year 2018/2019)"*.

B. Problem Statement

Based on the background of the research, the problem statement was formulated in question form in the following "Is using Digital Storytelling effective to improve students' listening ability at the Eighth Grade of MTs Syekh Yusuf Sungguminasa?"

C. The Objective of the Research

Based on the problem statement above, the objective of this research was "to know whether or not Digital Storytelling is effective to improve students' listening ability".

D. The Significance of the Research

Based on the objective of the research, this research is expected to be beneficial as follows:

1. Theoretical

The result of the research may give useful information about how to improve students' listening ability using Digital Storytelling.

2. Practical:

   a) The Teachers

   It can encourage the teachers to improve teaching and learning process by implementing Digital Storytelling in the class. It also can be expected to be useful as additional knowledge, experience, and option on how to improve students' ability if they want to teach English, especially in teaching listening.

   b) The Students

   It can make the students interested in learning English that helps them to improve their listening ability by using Digital Storytelling. It also can give them a lot of learning and knowledge from the stories.

E. Scope of the Research

The scope of this research is on the use Digital Storytelling in improving the students' listening ability. This research was focused on text structure and language component which refer to vocabulary.

CHAPTER II

REVIEW OF LITERARTURE

This chapter presents about review of literature. It explains concept of listening, concept of Digital Storytelling, conceptual framework, and hypothesis.

A. Concept of Listening

1. Definition of Listening

According to Howatt and Dankin in Assaf (2015) listening is a basic of language skill and ability to identify and understand what the speakers say. The listening process includes understanding what the speakers mean by the accent, grammar, and vocabulary. It is not a simple thing because it is an important medium of information gathering in daily life (Sari *et al.*, 2013). People spend most of their communication time in listening because listening plays an important role in communication, being a language skill that most frequently used, and as a primary medium of learning at all of education.

Listening is very important skill in second and foreign language study because it is a skill that looks like passive activity but it is not. It is not only listening to what the speaker says but the listener also processes what he/she has listened to the speaker (Adawiyah, 2017). By listening, the listeners can

process information which they have listened before conducting speaking and writing. The listeners at least do five elements inside the process of hearing, attending, understanding, responding, and remembering to process the information (Stewart in Adawiyah, 2017)

Helgesen in Permatasari (2013) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard. The process of listening is not only what they hear but also connect and understand with the information that they have already known.

Rost in Permatasari (2013) defines listening as a process of receiving what the speaker actually says; constructing and representing meaning; negotiating meaning with the speaker and responding; and, creating meaning through involvement, imagination and empathy. So, it can be told that listening is an active mental ability because it helps the listener to understand the meaning of what the speaker says and gains the information easily that informed by the speaker.

Rivers in Hasyuni (2006: 8) states that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance. It also helps us to understand the other languages by doing an effort and practice in order to make communication successful.

Based on the definitions above, it can be concluded that listening is basic skill as a creative skill that has purposeful process of receiving what speaker says by understanding the speakers' meaning by the accent, pronunciation, and vocabulary. Listening also is being the first skill that we have got when we are born.

2. Listening Ability

Rost in Permatasari (2013), listening ability is the ability in receiving messages, constructing meaning, responding the utterances of the speakers in various ways depending on the purpose of communication. It needs to be attentive in order to get the messages of the talk. Tyagi (2013), listening ability is an important ability in understanding, paying attention, analyzing, and evaluating the messages for someone or something in order the communication with the others easily and running well. It develops before a child speaks.

Hidayat in Solihat and Utami (2014) argues that listening ability is also important to be mastered for its benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation. In comprehending the message conveyed by others, listening ability is needed.

In another article said that listening ability is the ability to understand and distinguish all sounds in the language and discriminate between them and

similar sounds in the native language. It uses human sense, ears, as the first part to entrance the information in audio form before it comes to human brain.

3. **Criteria of Listening Ability**

Criteria are standard by which something is judged or assessed. Standard is used in an analysis to determine which variances are significant or not. It does not only help to determine the ease and readiness with which learners take on the task, but also the quality of the outcome, depending on how they interpret the expectations. Ariza *et al.* (2007), these are some criteria of listening ability.

a) Can understand different point of view;

b) Can understand the opinions;

c) Can understand meaning of words / expressions, for example when the teacher gives instructions in class and tasks assigned;

d) Identify main idea and significant details of the content;

e) Give clear answer to the question; and

f) Support answer with details.

4. **Types of Listening**

Tyagi (2013) divides the types of listening based on objective and manner in which the listener takes and respond to the process of listening. There are some types of listening which can be known if somebody wants to learn listening. According to Tyagi in Feueacmrq (2013), the types of listening are first, appreciative listening is listening for pleasure and

enjoyment. It is looking for ways to accept and appreciate the other person through what they say. It is also seeking opportunity to praise, such as listening to music.

The second, critical listening is listening in order to evaluate a message of purposes what the speaker says, criticize or otherwise pass judgment on what someone else says based on your evaluation. It focuses on evaluating whether the messages are logical and reasonable or not. The third, active listening is listening in a way that demonstrates interest and encourages continued speaking. It is probably the most important listening skill because it combines the skills of listening and responding the speaker's comments, giving the speaker your personal opinion or advice, or drawing the ownership ofthe conversation away from the speaker.

The fourth, discriminative listening is the most basic form listening. It is type of listening for something specific but nothing else. It means that it does not involve the understanding of the words or phrases meaning but only the different sounds that are produced. The last, this type has similar with discriminative listening. That also is the fundamental to all sub types, but the difference is comprehension listening involves understanding and seeking meaning of the messages that are being communicated.

5. Components of Listening

Chastain in Ahmadi (2016) states that listening ability is divided into some components. The first is understanding whole messages that is delivered by the speaker. Understanding messages depend on comprehension

of the meaning and move from one comprehends in the sounds sequence when the meaning is not understandable.

The second is to hold that message in one's auditory memory until it can be processed. Teachers should know that the learners hear other language as much as possible in order to develop their auditory memory. It means most of the class time should be carried out in the language learning. The speed of presentation and difficulty level of the content must be adjusted to the learners in order the language activities that are understandable can increase auditory memory. The significant point here is improvement the idea from the simpler to the more difficult sentences should be slow and continuous.

The third is comprehension that involves in different types. The steps are establishing the context, activating the message that related with background knowledge to anticipate the general content, to sample the important meaning of the material, and using the samples to confirm or reject before made anticipations.

6. Factors Affecting Listening

There are some factors that affecting the listener's ability to listen to different language because the listeners sometimes have difficulties in facing other language, like English. Bloomfield *et al*. in Adawiyah (2017) divides some factors affecting listening. First, the characteristic of listener that is included the working of listener's memory, strategy, experience, and anxiety. Second, the characteristic of material that is to be listened. It is relating to the length, complexity, organization, and auditory of the material. Third, the

characteristic of the testing condition that is include of the limit time when doing the test.

While, Norflee (2014) has the other factors that affecting listening. First, the listener can improve their listening ability when they are interested to the topic. If the listeners are interested in the topic it will make them easier to listen to the topic that the speaker delivers. The listeners also can bring the topic discussion with relating lesson those are familiar with to make them easy to understand the lesson.

Next, speaking style means the manners in which people speak have an effect on listening. It may be difficult to keep up and understand the lesson if you use the fast rate speech in improving your listening ability. It will be better if you use the slow rate and speaking distinctly in order to focus on the content of the lesson.

Last, visual input means that the listener can be supported to listen to new information by the aid of listening, for example watching movies. It will help the listener who has poor listening ability to know and understand the new information by watching.

B. Concept of Digital Storytelling

1. Definition of Digital Storytelling

According to Ellis and Brewster (in Mujizat, 2016), storytelling technique can motivate students to develop positive attitudes towards the foreign language and language learning. In every story, there will be a moral message can be taken, whether it is negative or positive. The importance of

storytelling is about visualization, so storytelling mentally stimulates students as they naturally begin to imagine and make sense of the story while they listen.

In recent years, the computer, along with internet and hypermedia capabilities has become a powerful addition to second and foreign language teachers' resources. Multimedia offers a variety of means to meet the needs of students with different learning styles and strategies (Sandaran and Kia, 2013). The use of computer-based multimedia leads to enhanced learning on criteria such as acquisition of content, development of skills, efficiency of learning and satisfaction with instruction (Falk *et al.* in Sandaran and Kia, 2013). As Ramirez and Alonso (2007), points out, multimedia applications provide a more realistic picture of the new language. To this end, digital stories are ideal for listening comprehension as they incorporate new technologies and are visually interesting, attractive, interactive and reiterative (Ramirez *et al.* in Sandaran and Kia, 2013).

Digital Storytelling is a technology application that is well-positioned to take advantage of user contributed content and to help teachers overcome some of the obstacles to productively using technology in their classrooms (Robin, 2008). Digital Storytelling is the modern expression of the ancient art of storytelling. Digital Storytelling is not a new idea even though the current emphasis on multimedia technology.

According to Robin (2008), Joe Lambert and the late Dana Atchley helped create the Digital Storytelling movement in the late 1980s as cofounders of the Center for Digital Storytelling (CDS), a nonprofit,

community arts organization in Berkeley, California. Since the early 1990s, the CDS has provided training and assistance to people interested in creating and sharing their personal narratives. Thus, Digital Storytelling emerged in the 1990s as a powerful storytelling tool.

In fact, Robin (2008) states that, "in the early days of Digital Storytelling, Lambert was impressed by how easily average people were able to capture their story in a really powerful way in a relatively short amount of time for a relatively small amount of money". Digital Storytelling is quite a huge field: due to the focus of this paper, we shall concentrate here on systems that allow authoring multimedia digital stories rather than passive consumption.

Digital Storytelling is a flexible and adaptable tool which can fit most purposes and can be used in almost all the subjects being taught (Signes in Hamdi, 2017). Digital stories may be utilized for topics as diverse as demonstrating how to construct a pinhole camera, to recounting events from history, to the telling of a personal life event. In terms of student involvement, groups may collaborate to produce a single digital story, but this form of storytelling is very well-suited to individuals.

Digital Storytelling Association (2002) describes Digital Storytelling as giving new expression to old forms of storytelling in a modern way. In traditional storytelling, the storyteller controls all elements of the story, such as narration, movements, sound effects etc, and the story itself might differ in terms of length and originality depending on the memory of the story teller. In comparison, digital stories might include animation, moving pictures,

graphic etc. that are combined with soundtrack, audio and images that bring the story alive. Therefore, both traditional storytelling and Digital Storytelling are important in teaching and learning.

Today, new generation storytelling starts with Digital Storytelling which integrates pictures, music and audio through computers (Hett in Yamaç and Ulusoy, 2017). Digital Storytelling is a process that blends media to enrich and develop spoken language. According to Robin (in Yamaç and Ulusoy, 2017), the common definition focuses on the blend of storytelling with multimedia elements such as pictures, audios and videos.

The term 'Digital Storytelling' refers to the use of technical tools to manipulate images, music, sound, graphics and the author's voice to express and explore the author's artistic expression (Porter in Yamaç and Ulusoy, 2017). Thus, all digital stories combine digital graphics, audios, videos and music to present information, and they have a certain theme and viewpoint as in the traditional stories. However, Digital Storytelling has more potential to facilitate teaching and learning process.

Figure 2.1. Digital Storytelling through Video

2. The Benefits of Digital Storytelling

Based on the study conducted by Jenkins and Lonsdale (2007) on higher institution students' community, Digital Storytelling is capable to inspire deep and reflective learning. By constructing digital stories, it acts as a platform for students to connect with others thought process by giving and receiving critiques. The critiques received and given would stimulate the possibility of occurrences of reflective learning among peers. Through the critiques on the stories, students understanding is no longer implicit and they can reflect selves and others understanding better.

Robin (2008) sees the benefits of using Digital Storytelling in classroom from both perspectives between the educator and the students. He stated that Digital Storytelling can be an effective instructional tool by educators and an effective learning tool for the students. Teachers can use a multimedia with digital story at the beginning of class to serve as an anticipatory set in order to know the students' attention and interest in the class.

Lowenthal in bin Harun (2009) enlist a couple of benefits of Digital Storytelling in education which some of them are redundant with Robin's, Jenkin's and Lonsdale's. Firstly, he states that by including multimedia in storytelling, teachers can expand students' engagement in class. Students in twenty first century generation are exposed to technology and digital media. Therefore, it is a good way to engage students in learning process using Digital Storytelling. Secondly, students' digital stories will not only reach in the local classroom but also to the global audience with the available online

technology. This is one of the strengths of Digital Storytelling. It can be accessed wherever and whenever they are.

One may start by examining the concept of story when considering Digital Storytelling. It is clear that stories have great power. Many adults can still name their favorite bed time story or recall the name of a great storyteller from their lives. Additionally, we share our personal stories with each other through letters, phone conversations, instant messaging and emails. For children, storytelling and dialogue are an essential component of their early lives. Not only does storytelling introduce children to the initial stages of communication and literacy, it also helps them to "share experiences and feelings in an engaging and entertaining way" (Huffaker, 2004).

Sadik (2008) says that the fact of Digital Storytelling offers many potential learning benefits, including increased student motivation, makes it an ideal strategy to consider utilizing for the telling of personal stories. For example, many teachers find that motivating students to produce quality pieces of writing in any subject area can be quite difficult. When teaching full-time, he found that each of his classes contained a handful of students who truly enjoyed writing and were intrinsically motivated to produce quality pieces. However, just as great a number of his students were unenthusiastic about putting the students' best efforts into writing projects. Digital Storytelling can decrease many of these issues because it gives the opportunity to personalize a story that already has deep individual meaning, data suggest that this strategy is motivating and productive for many students.

Therefore, the other benefits of Digital Storytelling have been categorised into themes. These themes are that Digital Storytelling has the potential to support learner centred activities, promotes the acquisition of multiple skills in learners, encourages voice/self-expression, motivates and engages learners, encourages deep reflection, and encourages collaboration.

The other benefits of Digital Storytelling for all students: studies have found that utilizing Digital Storytelling not only helps to bridge disconnect between the high-tech world outside of school and the traditionally lowtech school setting, but also provides a number of benefits to students that could not be as well achieved through traditional storytelling (Ohler in Smeda *et al.,* 2014). These benefits include increasing motivation in students, especially struggling readers and writers, and allowing for personalization of the learning experience.

Additionally, students gain experience with reading for depth and understanding, and may become more proficient at the technical aspects of language. Ohler in Smeda *et al.* (2014) posits that being able to read new media, including digital stories is not just a matter of literacy, it is also a matter of survival in that the sort of critical thinking required to read new text is essential for success in the workplace where employees are often required to obtain new information by searching multimedia environment.

3. **The Elements of Digital Storytelling**

Lambert in Robin (2008) identifies seven elements of Digital Storytelling that are being critical components to effective digital stories

which are often cited as a useful time to start working by using digital stories. The first element is point of view. It outlines the point of the story and the perspective from which the story is told for a specific purpose. Next, a dramatic question is a key question that keeps the viewer's attention and will be answered by the end of the story. It sets the tension of the story by identifying issues to be resolved. Next, emotional content is serious issues that come alive in a personal and powerful way and connects the story to the audience. It engages the audience through common emotions and themes.

Next, the gift of your voice is a way to personalize the story to help the audience understand the meaning of image and context of the story. Next, the power of the soundtrack is music or other sounds that support and embellish the storyline, and convey emotion. It sets the mood of the story. Next, economy balances the auditory and visual tracks of meaning. It uses just the necessary elements to tell the story without overloading the viewer. Last, pacing sustains the attention of the audience by establishing and modifying the rhythm of the story. It controls how slowly or quickly it progresses.

4. **Text Structure**

Text structure refers to how the information within a written text is organized. It helps students understand that a text might present a main idea and details, a cause and then its effects, and/or different views of a topic (Chalak and Nasr Esfahani, 2012). According to Ornstein (Chalak and Nasr Esfahani, 2012), text structure is the main idea of the text, information organization, as well as the verbal and textual cues which bring unity to the

text. Meyer and Rice (Chalak and Nasr Esfahani, 2012) defined text structure as the ideas of a text which are interrelated to convey a message to the reader. Other terms such as discourse structure, discourse pattern, text type, rhetorical organization, and top-level structure are sometimes used interchangeably with text structure (Chalak and Nasr Esfahani, 2012). Types of structure text are as follows:

a) Setting (character; place; time)

b) Problem and solution

c) Compare and contrast

d) Cause and effect

e) Sequence (tells the steps of the story, time signals: first, second, then, before, finally, etc.)

5. **Language Components**

According to Brinton (2000), linguistics is defined as the study of language systems. For the purposes of study, language is divided into levels, or components. These components are following:

a) Phonology (from the Greek word *phone* meaning 'sound, voice')

Phonology is the study of the speech sounds of a particular language. A subdivision of phonology is phonetics, the study of the speech sounds of human language in general, either from the perspective of their production (*articulatory phonetics*), their perception (*auditory phonetics*), or their physical properties (*acoustic phonetics*). Phonetics and phonology are perhaps the most exact areas of linguistic study.

b) Morphology (from the Greek word *morphe* 'form')

Morphology is the study of the structure or form of words in a particular language, and of their classification. While the concept of a word is intuitively clear, it is not easy to define it objectively (is *ice cream* one word or two?), and morphology must begin by trying to formulate such a definition. Morphology then considers principles of word formation in a language: how sounds combine into meaningful units such as prefixes, suffixes, and roots, which of these units are distinctive and which are predictable variants (such as *a* and *an*), and what processes of word formation a language characteristically uses, such as compounding (as in *roadway*) or suffixing (as in *pavement*). Morphology then treats how words can be grouped into classes, what are traditionally called *parts of speech*, again seeking some objective criteria — either of form or of meaning — for sorting the words of a language into categories.

Vocabulary

According to Richards and Schmidt (Prayogo, 2017), vocabulary is a set of a lexeme, including single words, compound words, and idioms. Qian (Prayogo, 2017) defined about vocabulary is acquired to improve the word. So, words acquired at the beginning of the learning process are likely to have much more depth than words more recently learned. The first words related to the mother tongue begin to be formed through listening.

According to Kline in Solihat and Utami (2014) building your vocabulary will improve your conversational skills and your reading skills as well as your listening skills. The more words you are learning, the better

listener you will become. So, there are relationship between listening and vocabulary. When you listen, you also know about new word that you hear.

c) Syntax (from Greek *suntassein* 'to put in order')

Syntax is the study of the order and arrangement of words into larger units, as well as the relationships holding between elements in these hierarchical units. It studies the structure and types of sentences (such as questions or commands), of clauses (such as relative or adverbial clauses), and of phrases (such as prepositional or verbal phrases). Syntax is an extensive and complex area of language, and nearly one-third of the textbook is devoted to the study of English syntax.

d) Semantics (from Greek *semainein* 'to signify, show, signal')

Semantics is the study of how meaning is conveyed, focusing either on meanings related to the outside world (*lexical meaning*) or meanings related to the grammar of the sentence (*grammatical meaning*). It is perhaps the least clear-cut area of linguistic study. In studying meaning, we consider both the meaning of individual words (*lexical semantics*) and the meaning which results from the interaction of elements in a sentence (*sentence semantics*).

e) Pragmatics (from Greek *pragma* 'deed, affair', from *prassein* 'to do')

Pragmatics is the study of the functions of language and its use in context. It is not part of the traditional subdivision but added in recent years. As was pointed out above, language, in addition to serving to communicate information, actually has a variety of functions, including the expression of emotion, the maintenance of socialties, and even the performance of action (a statement such as *I declare you guilty* uttered by a judge).

C. Conceptual Framework

INPUT
Listening

↓

PROCESS
Teaching Listening by Using Digital Storytelling

↓

OUTPUT
Significant in Improving Students' Listening Ability
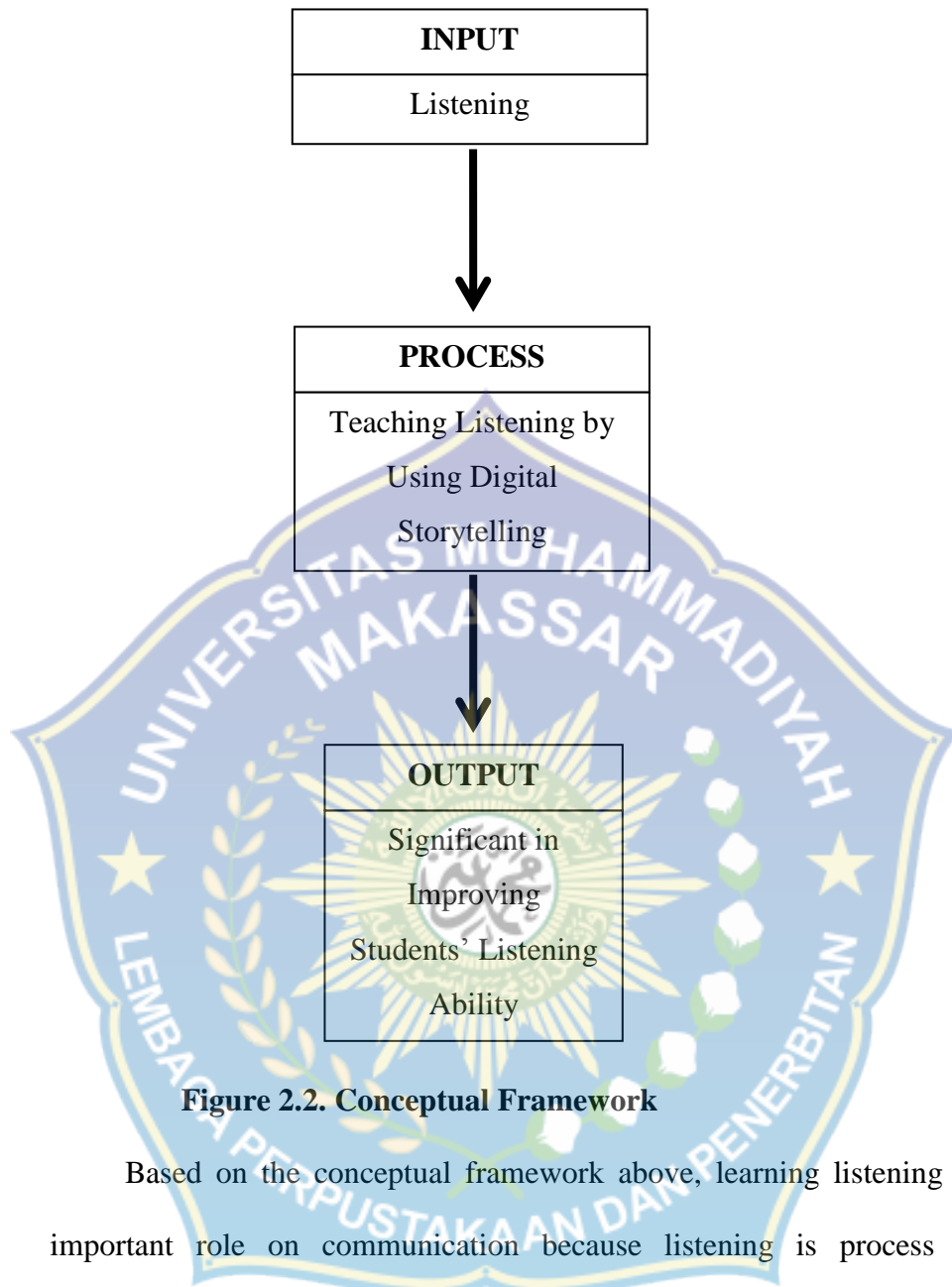
Figure 2.2. Conceptual Framework

Based on the conceptual framework above, learning listening has an important role on communication because listening is process to get information and comprehend languages. In this research, the researcher had some steps to do the research by teaching listening in order to know the result of this research. First, the researcher taught listening by giving explanation and knowledge about Digital Storytelling to the students. Next, the resesarcher used Digital Storytelling by showing the story to the students as the process of the research. Then, the researcher gave listening test by filling-

in-the blank the test to know the output of the research after applying Digital Storytelling. The output that will probably appear are Digital Storytelling is significant in improving students' listening ability and Digital Storytelling is not significant in improving students' listening ability

D. Hypothesis

Kinds of hypothesis which can be estimated based on the explanation above are:

H_0 : Using Digital Storytelling is not effective to improve students' listening ability

H_1 : Using Digital Storytelling is effective to improve students' listening ability
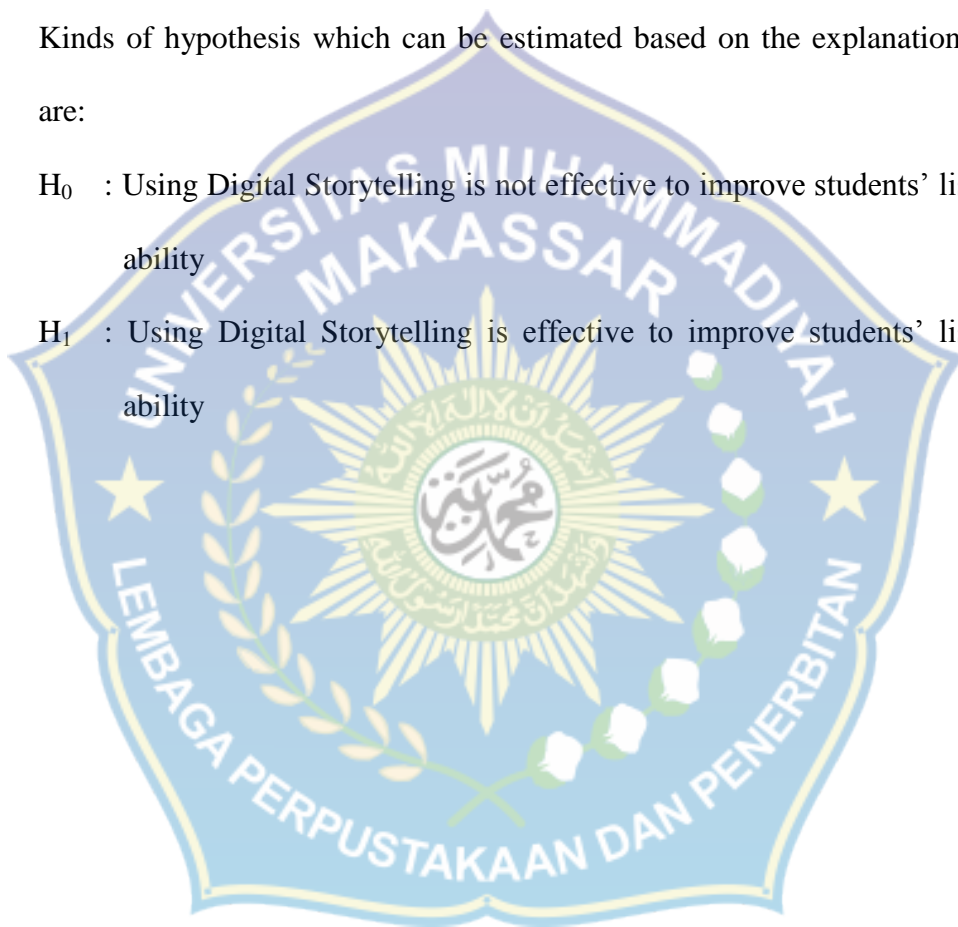
CHAPTER III

RESEARCH METHOD

This chapter presents the method which explains the research design, population and sample, variable, research instrument, data collection technique, and data analysis technique.

A. Research Design

In this research, the researcher used Pre-experimental Research which consisted of pre-test, treatment, and post test. The aim was to know whether Digital Storytelling was effective to improve students' listening ability. The researcher knew the aim after finding out the differences between students' listening ability before and after applying Digital Storytelling by comparing pre-test and post test score. The pre-experimental design was as follows:

Table 3.1.   Pre-experimental Design

X_1	T	X_2

Description: X_1 : Pre-test

T   : Treatment

X_2 : Post test

B. Population and Sample

1. Population

The population of this research was the Eighth Grade of Students MTs Syekh Yusuf Sungguminasa which consisted of two classes. They were consisted of 79 students.

2. Sample

The sample of the research was the VIII B which selected 27 students. The sample was selected using purposive sampling technique. They were chosen as the sample because they fulfilled the characteristic which had low score and lack in listening based on the observation.

C. Variable

Variable in this research was divided into two. These were independent variable and dependent variable as follows:

1. The independent variable (x) of this research was the use of Digital Storytelling.
2. The dependent variable (y) of this research was students' listening ability.

The indicator of the research was the students' listening ability which can be improved. It focused on the students' ability in identifying and finding out about text structure and language component of the story.

D. Research Instrument

The researcher used students' listening tests by giving the test with filling-in-the-blank which consists of 15 items. The aim was to get information about students' listening ability. The test was focused on text structure and language

component which refer to vocabulary. The pre-test was given to find out, to measure and to know the students' listening ability before implementing Digital Storytelling. Then, post test was given to know and find out the students' listening ability after implementing Digital Storytelling.

E. Data Collection Technique

Data collection is the most important thing because it determines the result of the research. The researcher used listening test in collecting data as the primary instrument. The procedures of collecting the data were as follows:

1. Pre-test

The researcher gave pre-test before giving treatment to the students. The test consisted of 15 items which was related to the material based on the curriculum. The aim of this pre-test was to know the students' prior knowledge in listening.

2. Post test

The researcher gave post test to the students in last meeting. The aim of this post test was to find out and to know the result of treatments have an improvement or not to the students' listening ability by comparing pre-test and post test.

F. Data Analysis Technique

The data was collected and analyzed as follows:

1. Scoring the students' correct answer used formula as follows:

$$score = \frac{students'\ correct\ answer}{total\ number\ of\ items} \times 100$$

2. The researcher used listening rubric assessment to assess the students' test and classify the students' score.

Table 3.2.   Listening Rubric Assessment

Criteria	Description
Excellent (100-90)	- Excellent at identifying the setting, problem and solution, theme, and moral of the story. - All words are spelled correctly.
Very Good (89-80)	- Very good at identifying the setting, problem and solution, theme, and moral of the story. - Almost all words are spelled correctly.
Good (79-70)	- Good at identifying the setting, problem and solution, theme, and moral of the story. - Some spelling errors occur, but not impede understanding.
Fair (69-60)	- Still able to identify the setting, problem and solution, theme, and moral of the story. - Spelling errors impede understanding.
Poor (59-0)	- Unable to identify the setting, problem and solution, theme, and moral of the story. - Numerous spelling errors prevent understanding.

(McGraw-Hill, 2007)

3. To know the students' percentage improvement, the researcher used formula as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

P   = Percentage

X_2 = Post test mean score

X_1 = Pre-test mean score

4. The research data were gathered from the students' test and analyzed by using IBM SPSS (Statistical Package for the Social Science) 20 Software

program in order to know the improvement of students' listening ability by calculating the mean score, median, mode and standard deviation.

5. T-test

The researcher applied IBM SPSS 20 Software program to find out the significant difference between pre-test and post test. The criteria of hypothesis testing are if Sig. (2-tailed) lower than the level of significant (Sig. (2-tailed) = $0.000 < \alpha = 0.05$). It indicates that the students' score between pre-test and post test is significantly different.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion. It presents the results or findings of the research and provides an analysis of findings.

A. Findings

The findings of the research present the result of the research in using Digital Storytelling which was consists of three parts. These are the result of students' listening ability in terms of text structure, the result of students' listening ability in terms of language component, and hypothesis testing. The further explanations of data analysis are given below.

1. Students' Listening Ability in Terms of Text Structure

The students' text structure competence in listening is determined through the pre-test and post test mean score. The pre-test mean score showed the students' score before giving the treatment. Meanwhile, the students' post test mean score was showed after giving the treatment. The data description can be seen in table 4.1.

Table 4.1 Students' Text Structure Mean Score

Category	Students' Score		Improvement (%)
	Pre-test	Post test	
Text structure	66.63	76.96	15.50%

Table 4.1 shows that the students' mean score in terms of text structure has an improvement in post test than pre-test. It is proved by seeing the table which the students' mean score is 66.63 in pre-test to be 76.96 in post test. The improvement percentage of students' score in terms of text structure after giving the treatment by using Digital Storytelling in listening is 15.50%.

Table 4.2 Frequency of Students' Text Structure Scores

No.	Category	Score	Pre-test		Post test	
			F	P (%)	F	P (%)
1.	Excellent	100-90	0	0	0	0
2.	Very Good	89-80	0	0	9	33
3.	Good	79-70	7	26	17	63
4.	Fair	69-60	19	70	1	4
5.	Poor	59-0	1	4	0	0
	Total		27	100	27	100

Table 4.2 shows the students' score frequency in terms of text structure. In pre-test, it can be seen that there are 7 (26%) students got good, 19 (70%) students got fair and 1 (4%) student got poor. Then, the students showed the improvement in post test than pre-test which is 9 (33%) students got very good, 17 (63%) students got good and 1 (4%) student got fair.

2. Students' Listening Ability in Terms of Language Component

The students' language component competence in listening is determined through the pre-test and post test mean score. The pre-test mean score showed the students' score before giving the treatment meanwhile the students' post test mean score was showed after giving the treatment. The data description can be seen in table 4.3.

Table 4.3 Students' Language Component Mean Score

Category	Students' Score		Improvement (%)
	Pre-test	Post test	
Language Component	71.78	79.89	11.29%

Table 4.4 shows that the students' mean score in terms of language component has an improvement in post test than pre-test. It is proved by seeing the table which the students' mean score was 71.78 in pre-test to be 79.89 in post test. The improvement percentage of students' score in terms of language component after using Digital Storytelling in listening is 11.29%.

Table 4.4 Frequency of Students' Language Component Scores

No.	Category	Score	Pre-test		Post test	
			F	P (%)	F	P (%)
1.	Excellent	100-90	0	0	0	0
2.	Very Good	89-80	1	4	13	48
3.	Good	79-70	18	67	14	52
4.	Fair	69-60	8	29	0	0
5.	Poor	59-0	0	0	0	0
	Total		27	100	27	100

Table 4.5 shows the students' score frequency in terms of language component. In pre-test, it can be seen that there are 1 (4%) student got very good, 18 (67%) students got good and 8 (29%) students got fair. Then, the students show the improvement in post test than pre-test which are 13 (48%) students got very good, 14 (52%) students got good.

3. Hypothesis Testing

This section is the most important of the research. Hypothesis is used to know whether there is significant difference between pre-test and post test

result. It determines whether Digital Storytelling is effective to improve students' listening ability. The hypothesis is tested by using T-test analysis. The researcher used t-test (test of significance) to know and to compare the significant difference between the students' score in pre-test and post test. The researcher used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N − 1, where N = Number of subject (27 students). Therefore, the hypotheses are as follows.

H_1 is accepted if $sig < \alpha = 0.05$

H_0 is accepted if $sig > \alpha = 0.05$

a) Text Structure

The result of the data calculation was calculated using SPSS. The students' result score in terms of text structure is presented as follows.

Table 4.5 The Significance of Students' Text Structure Score between Pre-test and Post test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretes tofStru cture – Postte stofStr ucture	-10.33333	3.59487	.69183	-11.75542	-8.91125	-14.936	26	.000

From the table 4.5, it can be seen that the students' text structure score between pre-test and post test are significantly different. The alternative

hypothesis (H₁) is accepted whereas null hypothesis (H₀) is rejected with showing the Sig. (2-tailed) is 0.000 which is smaller than α = 0.05.

b) Language Component

The result of the data calculation was calculated using SPSS. The students' result score in terms of text structure is presented as follows.

Table 4.6 The Significance of Students' Language Component Score between Pre-test and Post test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretesto fLangua geComp onent - Posttest ofLangu ageCom ponent	-8.11111	3.78594	.72860	-9.60878	-6.61344	-11.132	26	.000

From the table 4.6, it can be seen that the students' language component score between pre-test and post test are significantly different. The alternative hypothesis (H₁) is accepted whereas null hypothesis (H₀) is rejected with showing the Sig. (2-tailed) is 0.000 which is smaller than α = 0.05.

B. Discussion

This section presented the analysis of findings which was consists of two parts. These parts are analysis students' listening ability in terms of text

structure and analysis students' listening ability in terms of language component. The further explanations are given below:

1. Students' Listening Ability in Terms of Text Structure

The research findings indicated that the students showed an improvement of their listening ability in terms of text structure. The students' improvement was supported by the means score of pre-test which was in fair category and post test in good category. The score of pre-test described that the students are still able to identify the setting, problem and solution, theme, and moral of the story. After giving a treatment, the students' post test means score improved. It described that the students are good at identify the setting, problem and solution, theme, and moral of the story.

Jonassen and Hernandez-Serrano in Sandaran and Kia (2013) illustrate three ways in which students can learn via digital stories. First, digital stories could be used as visual and conceptual examples of concepts/principles being taught via direct instruction. Second, they can be used as problem cases that need to be solved by students. Thirdly, stories can be used as personal advice for students in how they approach problem solving. They also integrate their understanding, problem-solving skills and critical thinking skills, and employ technology in a creative way (Ohler in Yamaç & Ulusoy, 2017).

Based on the explanation, Digital Storytelling can be used as problem cases that need to be solved but in this research, it was used in different form. The students identified the problem of the story and found the solution based on the story. The students also identified the setting and moral of the story to improve their listening ability. The result of post test showed that the students'

score improved higher than pre-test. Thus, the students' difference between pre-test and post test was significantly different. So, Digital Storytelling can be used as media in identifying text structure of the story.

2. Students' Listening Ability in Terms of Language Component

The research findings indicated that the students also showed an improvement in terms of language component. The students' pre-test mean score before applying Digital Storytelling was low than in post test. In this section, the score of pre-test describes that the students had some spelling errors, but not impede understanding. In that time, most of the students were confused and stop to do the test when they did not know the vocabulary. After giving a treatment, the post test score improved higher than before a treatment. It described that the students almost have all words spelling correctly.

According to Koisawalia, *et al.* in Sandaran and Kia (2013) state that every feature of the language such as linguistic items, grammar, vocabulary, sentence construction, etc. can be presented through stories. Stories and tales help children develop listening comprehension and literacy. As stories engage the listeners through feelings, memories, values and perceptions, this enhances general comprehension. According to Robin (2008), Digital Storytelling can be an effective learning tool for the students. By using Digital Storytelling, the students are facilitated more opportunities to improve their vocabulary and comprehension in listening.

Based on the explanation, the researcher agrees that Digital Storytelling can be an effective learning tool to improve students' vocabulary. The result of post test showed that the students' score improved higher than pre-test. Thus, the students' difference between pre-test and post test was significantly different. So, Digital Storytelling can be used as media to improve students' vocabulary.

The description of data collection through listening test described that the students' difference before and after using Digital Storytelling was significantly different. Based on the result, Digital Storytelling can be used as media in improving students' listening ability. It also can be used in all different subjects to gain a lot of learning. In addition, Ohler in Hamdy (2017) describes Digital Storytelling as the use of personal technology in order to integrate a number of media into a coherent narrative. So, it is a good way to engage students in learning process. Therefore, applying Digital Storytelling make the students are enjoyable and not bored in following the lessons. From those results, it can be concluded that Digital Storytelling is effective to be used in improving students' listening ability at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in Academic Year 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part is conclusion of the findings, and the second part is suggestion.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes this research as follows:

1. The use of Digital Storytelling is effective to improve students' listening ability in terms of text structure. It is proved by the Sig. (2-tailed) (0.000) which is lower than $\alpha = 0.05$. It is also shown by the students' mean score before giving treatment was 66.63 (pre-test) to be 76.96 (post test) after giving treatment with 15.50% improvement. It indicates that the students' text structure score between pre-test and post test is significantly different. Thus, it can be meant that H_1 is accepted whereas H_0 is rejected. So, it can be concluded that there is a significant effect of using Digital Storytelling in improving students' listening ability at the eighth grade of MTs Syekh Yusuf Sungguminasa.

2. The use of Digital Storytelling is effective to improve students' listening ability in terms of language component. It is proved by the Sig. (2-tailed)

(0.000) which is lower than α = 0.05. It is also shown by the students' mean score before giving treatment is 71.78 (pre-test) to be 79.89 (post test) after giving treatment with 11.29% improvement. It indicates that the students' language component score between pre-test and post test is significantly different. Thus, it can be meant that H_1 is accepted whereas H_0 is rejected. So, it can be concluded that there is a significant effect of using Digital Storytelling in improving students' listening ability at the eighth grade of MTs Syekh Yusuf Sungguminasa.

B. **Suggestion**

The researcher presents some suggestion as follows:

1. It is suggested to the English teachers at the eighth grade of MTs Syekh Yusuf Sungguminasa use Digital Storytelling as alternative way that can be used in teaching and presenting the materials because it is effective to improve the students' ability in listening. The students also can take a lot of learning, experience, and knowledge from the stories.

2. It is suggested the next researcher who has similar research with this research to conduct more perfect research with different framework and contexts that could enrich knowledge by giving contribution to develop English teaching and learning process.

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APPENDICES

Listening Pre-test

A. Listen to the story and fill in the blank!

The Ugly Duckling

It was a bright summer afternoon. Mother duck found a lovely spot under a tree by the pond to lay her eggs. She laid five eggs. (1)……………, she noticed that one of the eggs was different from the other eggs. She got a little worried. She waited for them to hatch.

One fine morning, at last, one after another, the eggs began to crack. "Peep, peep" they said. All the eggs had come alive and the ducklings were poking their heads out into the big world. All broke except one. "Oh what sweet babies I have! What a lucky mother I am! But what happened to the fifth one?" The duck was worried. "This last egg is taking such a long time." She sat on the egg and gave it all the warmth that it could give. "This would be the most (2)……………… duckling of all since this is taking so much time to hatch."

One fine morning, when the (3)……… broke, there came out an ugly grey colored duckling. "Peep, peep" This duckling was different from its other siblings. It was very big and rather ugly. "None of my other ducklings look like that. This one is perhaps ugly."

The mother duck was surprised to see her and was very sad. Mother hoped that one day she would become just like her siblings. But days went by and the duckling remained ugly. All her brothers and sisters made fun of the duckling and they would not play with him. The duckling was very (4)…………

"You are ugly." "Look at that ugly little thing on the earth." "Yaa, go away. You are so ugly." "We will not play with you, you (5)………… monster." They all laughed at him. The ugly duckling was really sad. The ugly duckling went to the pond and looked at his reflection in the pond. "Nobody likes me, I am so ugly!" The duckling decided to leave the family and go somewhere deep into the woods. The duckling wandered all alone in the deep forest.

(6)………, when winters came by. There was snow all around. The duckling was sad and he shivered with cold but couldn't (7)……… any food to eat or a warm place to be in. He went to a family of ducks. They rejected him. "You are an ugly chap." "Who is this ugly fellow?"

He went to stay in the hen's house. There the hens pecked him with their beaks so he ran away. He met a dog on the way. The dog (8)………… him and went away. The ugly duckling thought to himself "I'm so ugly that even the dog doesn't want to eat me."

The ugly duckling sadly started wandering in the wood again. There he met a peasant who took him home to his wife and (9) …………… but even there was troubled by the cat that lived there. So he left the peasant's house.

Soon, it was (10)……………, everything was fresh and green once again. Walking and walking, he saw a river. He was so happy to see the water again. He went to the river where he saw a beautiful swan swimming. He fell in love with her. The duckling was ashamed of himself and bowed his head low. When he bent his head he saw his own reflection in the water and was astonished. He wasn't ugly anymore. He had turned into a handsome young swan. Now, he realized why he looked different from his siblings because he was a swan and they were ducks.

B. **Listen to the story and answer the following questions!**
   1. What is the story theme?
   2. Who is the character of the story?
   3. Where is the place of the story?
   4. When is the time of the story?
   5. What is the problem and solution of the story?
   6. What is the moral that we can take?

Answer Key
A. **Fill in the blank**
   1. Suddenly
   2. Beautiful
   3. Egg
   4. Sad
   5. Ugly
   6. Soon
   7. Find
   8. Saw
   9. Children
   10. Spring

B. **Essay**
   1. The search of personal identity
   2. The characters of the story are the ugly duckling, ducks, swan, hens, etc.
   3. The place is in the river
   4. The time is spring
   5. The problem is the other ducks judged the ugly duckling.
      The solution is the ugly duckling realizes that he is different because he is actually a swan.
   6. Moral of the story: we should not discriminate people by judging their physical appearance

Listening Post Test

A. Listen to the story and fill in the blank!

The Lion and The Mouse

Once upon a time, there lived a lion who ruled the forest. One day after eating his meal, the lion felt (1)…………… under a tree. A little mouse saw him and thought it would be fun to play on him. He began running up and down the sleeping lion. He ran up the tail and slid down the (2)……………

The lion woke up (3)…………… with a loud roar. He grabbed the mouse with his huge paw. The mouse struggled but could not escape. The lion opened his big jaws to swallow him. The mouse was very scared. "Oh King, I am very scared. Please don't eat me. Forgive me this time. Please let me go. I shall never forget it and maybe one day I can help you."

The lion was so amused by the ideas of the mouse being able to (4)…………… him that he lifted up his paw and let him go. "Thank you King. I will never forget your kindness." "You are lucky my friend that I just eaten. Now go but don't mess with me again. Or I will make a meal of you."

Few days later, the lion was roaming the jungle. Hunters set a trap to catch the lion. The hunters hid behind the tree waiting for the lion to approach (5)……………. As he did, the hunters pulled the ropes and caught him in the net. The lion started to roar loudly and tried to escape but hunters fastened the net.

They went back to the village to (6)…………… a cart to transport the lion. The lion was still roaring loudly. All the animals including the mouse heard the roar. "The king is in trouble. I must return the favour." He soon reached the lion. "Don't worry, my king. I will set you (7)……………." He climbed up the trap and used his sharp little teeth to bite through the ropes.

Finally, he freed the lion from the trap. The lion realized that even a little mouse can be a great help. "Thank you mouse, I will never trouble you again. Live (8)…………… in my forest. You saved the king's life. Now you are the prince of this forest."
"Thank you King! Bye! See you soon."
"Where are you going? Don't you want to play on me and slide down my tail?"

The mouse started jumping on his back and sliding down his tail.

After a while, the hunters came back with a (9) ……………cart to carry the lion. The lion and the mouse saw them and started running toward them. The lion gave a big roar. The hunters were terrified and ran away back to the village. Lion and mouse became (10) …………… forever.

B. Listen to the story and answer the following questions!
1. What is the story theme?
2. Who is the character of the story?
3. Where is the place of the story?
4. What is the problem and solution of the story?
5. What is the moral that we can take?

Answer Key

A. Fill in the blank
1. Asleep
2. Tail
3. Angrily
4. Help
5. The trap
6. Bring
7. Free
8. Happily
9. Big
10. Friends

B. Essay
1. Even the smallest friend is worthwhile
2. The characters of the story are lion, the mouse, hunter
3. The place is in the jungle
4. a) The problem is the mouse accidentally wakes the lion from sleeping.
   The lion is captured in a hunter's net.
   b) The solution is the lion let the mouse go rather than kill it.
   The mouse was able to gnaw away at the netting.
5. Moral of the story: mercy always has a reward

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: MTs Syekh Yusuf Sungguminasa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Dua
Materi Pokok	: Narrative text
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	3.14.1 Mengidentifikasi fungsi sosial teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 3.14.2 Mengidentifikasi struktur teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1 Mengungkapkan makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi fungsi sosial teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya

2. Mengidentifikasi struktur teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
3. Mengungkapkan makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

D. Materi Pembelajaran

Teks naratif, berbentuk fabel pendek dan sederhana

Fungsi Sosial

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

Struktur Teks

Narrative Text

A narrative text is an imaginative story to entertaint people.

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

Unsur Kebahasaan

1. Tokoh binatang (karakter), waktu, tempat, masalah dan solusi yang terkait dengan tokoh
2. Ucapan, tekanan kata, intonasi.
3. Ejaan dan tanda baca
4. Tulisan tangan

Topik

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

Rabbit & Crocodile

Once upon a time, a Bunny wished to go across a river, however he could not swim. He had a concept, he saw a boss of Crocodiles swimming in the river. The Bunny asked he go across of crocodile.

"How many crocodile exist in the river?" in charge of crocodile answered, "we are twenty below".

"Where are they?"the Bunny requested the second time. "just what is it for?" in charge crocodile asked.

"All you are good, mild and also kind, so I wish to make a line in order. Later, I will certainly understand exactly how kind you are," said the Rabbit.

After that the boss of the Crocodiles called all his good friend an asked then making a line in order from one side to the order side of the river. Fust after that, the Bunny began to count while jumping from one crocodile to an additional: one … 2 … three … four … till twenty. And finally, he said thanks to all crocodiles because he had actually gone across the river.

E. Metode Pembelajaran

Pendekatan : Scientific

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Digital storytelling
2. Alat dan bahan : Whiteboard, board marker, laptop, benda-benda sekitar, realia
3. Sumber : Buku teks, kamus bahasa Inggris, internet

G. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
- Guru memasuki ruang kelas kemudian mengucapkan salam - Guru mengecek kehadiran peserta didik - Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari - Guru menanyakan materi sebelumnya yang akan dikaitkan dengan materi ajar - Guru menginformasikan apa yang akan dipelajari dan tujuannya
Kegiatan Inti (60 menit) **Mengamati** - Peserta didik mengamati teks naratif berbentuk fabel pendek dan sederhana - Peserta didik membaca dan mendengarkan fabel tersebut - Peserta didik mengidentifikasi struktur teks naratif dari fabel tersebut - Peserta didik menirukan pengucapan dan intonasi yang benar **Menanyakan** - Peserta didik menanyakan mengenai teks naratif berbentuk fabel - Peserta didik menanyakan tentang fungsi sosial, struktur teks naratif dari fabel tersebut **Bereksplorasi** - Peserta didik mencari dan mengumpulkan informasi terkait dengan struktur teks naratif berbentuk fabel yang telah diberikan secara kolaborasi - Peserta didik mengidentifikasi struktur teks naratif yang tedapat dalam fabel tersebut **Mengasosiasi** - Peserta didik menuliskan fungsi sosial dan struktur teks naratif yang terdapat dalam fabel tersebut - Peserta didik menjawab latihan dengan melengkapi paragraf yang rumpang **Berkomunikasi** - Peserta didik menyampaikan jawabannya dari materi yang telah dipelajari - Peserta didik memperoleh balikan dari guru dan teman mengenai jawaban yang disampaikan - Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat pembelajaran berlangsung

Kegiatan Penutup (10 menit)

- Peserta didik mengkonfirmasi materi yang sudah diajarkan dengan melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru dan peserta didik mengucapkan salam perpisahan

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

   Penilaian Sikap:
   a. Penilaian diri dan penilaian teman sejawat.
   b. Menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

   Penilaian Pengetahuan (classroom exercises and homework)
   a. Lisan/tulisan
   b. Penugasan

2. Instrumen Penilaian

   Instrumen Penilaian Sikap

No	Sikap yang diamati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

Kriteria:

4 : sangat baik   2 : cukup

3 : baik   1 : kurang

3. Pembelajaran Remedial dan Pengayaan
   a. Materi : Narrative text
   b. Ketuntasan Personal
      1) Peserta didik yang memperoleh nilai sama atau di atas standar KKM dinyatakan TUNTAS
      2) Peserta didik yang memperoleh nilai dibawah standar KKM harus mengikuti kegiatan remedial

3) Nilai remedial : jika nilai remedial berada sama atau diatas ratra-rata KKM, maka nilai yang dimasukkan adalah nilai standar KKM sedangkan jika nilai remedial berada di bawah standar KKM, maka nilai yang dimasukkan adalah nilai apa adanya.

c. Ketuntasan Kolektif

1) Jika skor soal yang dicapai $\geq$ 65% materi pelajaran bisa dilanjutkan.

2) Jika skor soal yang dicapai $<$ 65%, materi pelajaran harus di ulang terutama soal yang ketuntasannnya $<$ 65%

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : MTs Syekh Yusuf Sungguminasa
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII/Dua
Materi Pokok   : Past Tense
Alokasi Waktu   : 2 x 40 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	3.14.1 Mengidentifikasi unsur kebahasaan *(past tense)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 3.14.2 Memahami unsur kebahasaan *(past tense)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1 Menanyakan unsur kebahasaan *(past tense)* teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi unsur kebahasaan *(past tense)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
2. Memahami unsur kebahasaan *(past tense)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
3. Menanyakan unsur kebahasaan *(past tense)* teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

D. Materi Pembelajaran

You can use the simple past to talk about a past state of being, such as the way someone felt about something. This is often expressed with the simple past tense of the verb to be and an adjective, noun, or prepositional phrase.

Example: He saw a boss of crocodiles swimming in the river.

Unsur Kebahasaan

1. Uraian kejadian atau peristiwa dan ungkapan dalam bentuk past tense
2. Ucapan, tekanan kata, intonasi.
3. Ejaan
4. Tulisan tangan

Topik

The Fox and the Stork

A fox invited a stork over for dinner. The fox served a very thin soup in a very shallow bowl. It was easy enough for the fox lap the soup of the bowl. But the stork pecked with her long narrow beak and couldn't get even one drop of soup.

"I'm dreadfully sorry, Stork," said the fox. "It seems that my soup is not to your taste."

"That's quite all right, Fox," said the stork politely. "Why don't you come over to my house for dinner next Tuesday?"

Next Tuesday came around, and the fox visited the stork for dinner. The stork served soup also, but in a jar with a long skinny neck. It was easy enough for the stork to stick her thin beak into the jar and slurp up the soup. But the fox could only lick the rim of the jar. He couldn't get even a drop of soup!

"Oh, I'm so dreadfully sorry, Fox," said the stork. "Perhaps the soup is not to your teste."

E. Metode Pembelajaran

Pendekatan   : Scientific

F. Media, Alat, dan Sumber Pembelajaran

1. Media   : Digital storytelling

2. Alat dan bahan   : Whiteboard, board marker, laptop, benda-benda sekitar, realia
3. Sumber   : Buku teks, kamus bahasa Inggris, internet

G. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
- Guru memasuki ruang kelas kemudian mengucapkan salam
- Guru mengecek kehadiran peserta didik
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
- Guru menanyakan materi sebelumnya yang akan dikaitkan dengan materi ajar
- Guru menginformasikan apa yang akan dipelajari dan tujuannya

Kegiatan Inti (60 menit)

Mengamati
- Peserta didik mendengarkan fabel pendek dan sederhana
- Peserta didik mengidentifikasi unsur kebahasaan *(past tense)* yang terdapat pada fabel
- Peserta didik menirukan pengucapan dan intonasi yang benar

Menanyakan
- Peserta didik menanyakan mengenai unsur kebahasaan *(past tense)* yang terdapat pada fabel

Bereksplorasi
- Peserta didik mencari dan mengumpulkan informasi terkait dengan unsur kebahasaan *(past tense)* yang terdapat pada fabel yang telah didengarkan secara kolaborasi
- Peserta didik mengidentifikasi unsur kebahasaan *(past tense)* yang terdapat pada fabel

Mengasosiasi
- Peserta didik menuliskan unsur kebahasaan *(past tense)* yang terdapat dalam fabel tersebut dengan cara melengkapi paragraf yang rumpang

Berkomunikasi
- Peserta didik menyampaikan jawabannya dari materi yang telah dipelajari
- Peserta didik memperoleh balikan dari guru dan teman mengenai jawaban yang disampaikan
- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat pembelajaran berlangsung

Kegiatan Penutup (10 menit)
- Peserta didik mengkonfirmasi materi yang sudah diajarkan dengan melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru dan peserta didik mengucapkan salam perpisahan

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

   Penilaian Sikap:
   a. Penilaian diri dan penilaian teman sejawat.
   b. Menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

   Penilaian Pengetahuan (classroom exercises and homework)
   a. Lisan/tulisan
   b. Penugasan

2. Instrumen Penilaian

   Instrumen Penilaian Sikap

No	Sikap yang diamati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

   Kriteria:
   4 : sangat baik   2 : cukup
   3 : baik   1 : kurang

3. Pembelajaran Remedial dan Pengayaan
   a. Materi : Past tense
   b. Ketuntasan Personal
      1) Peserta didik yang memperoleh nilai sama atau di atas standar KKM dinyatakan TUNTAS
      2) Peserta didik yang memperoleh nilai dibawah standar KKM harus mengikuti kegiatan remedial
      3) Nilai remedial : jika nilai remedial berada sama atau diatas ratra-rata KKM, maka nilai yang dimasukkan adalah nilai standar KKM sedangkan jika nilai remedial berada di bawah standar KKM, maka nilai yang dimasukkan adalah nilai apa adanya.
   c. Ketuntasan Kolektif
      1) Jika skor soal yang dicapai ≥ 65% materi pelajaran bisa dilanjutkan.
      2) Jika skor soal yang dicapai < 65%, materi pelajaran harus di ulang terutama soal yang ketuntasannnya < 65%

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : MTs Syekh Yusuf Sungguminasa
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII/Dua
Materi Pokok   : Adverb
Alokasi Waktu   : 2 x 40 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	3.14.1 Mengidentifikasi unsur kebahasaan *(adverb)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 3.14.2 Memahami unsur kebahasaan *(adverb)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1 Mengungkapkan unsur kebahasaan *(adverb)* teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi unsur kebahasaan *(adverb)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
2. Memahami unsur kebahasaan *(adverb)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
3. Mengungkapkan unsur kebahasaan *(adverb)* teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

D. Materi Pembelajaran

Adverb (kata keterangan) adalah kata yang berfungsi untuk mendeskripsikan kata kerja, kata sifat, dan kata keterangan lainnya.

Unsur Kebahasaan

1. Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
2. Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately*, dsb.
3. Ucapan, tekanan kata, intonasi.
4. Ejaan
5. Tulisan tangan

Topik

The Story Rabbit and Bear

Once upon a time, there lived a bear and a rabbit. The rabbit was a good shot. On the contrary, the bear was always clumsy and could not use the arrow to shoot.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. Because he was afraid to arouse the bear's anger, he did not refuse the challenge. He went with the bear and shot buffaloes. He shot and killed so many that there were lots of meats left after.

However the bear did not make the rabbit get any of the meat. Even he could not taste it. The poor rabbit went home hungrily after a day of hard work.

Fortunately, the youngest child of the bear was very kind to the rabbit. His mother bear always gave him an extra large piece of meat but he did not eat it all. He took some outside with him and pretended to play ball with the meat. He kicked the ball of meat toward the rabbit's house. The meat flew into the rabbit's house. In this way, the hungry rabbit got his meal.

E. Metode Pembelajaran

Pendekatan   : Scientific

F. Media, Alat, dan Sumber Pembelajaran

1. Media   : Digital storytelling

2. Alat dan bahan   : Whiteboard, board marker, laptop, benda-benda sekitar, realia
3. Sumber   : Buku teks, kamus bahasa Inggris, internet

G. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
- Guru memasuki ruang kelas kemudian mengucapkan salam
- Guru mengecek kehadiran peserta didik
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
- Guru menanyakan materi sebelumnya yang akan dikaitkan dengan materi ajar
- Guru menginformasikan apa yang akan dipelajari dan tujuannya

Kegiatan Inti (60 menit)

Mengamati
- Peserta didik mendengarkan fabel pendek dan sederhana
- Peserta didik mengidentifikasi unsur kebahasaan *(adverb)* yang terdapat pada fabel
- Peserta didik menirukan pengucapan dan intonasi yang benar

Menanyakan
- Peserta didik menanyakan mengenai unsur kebahasaan *(adverb)* yang terdapat pada fabel

Bereksplorasi
- Peserta didik mencari dan mengumpulkan informasi terkait dengan unsur kebahasaan *(adverb)* yang terdapat pada fabel yang telah didengarkan secara kolaborasi
- Peserta didik mengidentifikasi unsur kebahasaan *(adverb)* yang terdapat pada fabel

Mengasosiasi
- Peserta didik menuliskan unsur kebahasaan *(adverb)* yang terdapat dalam fabel tersebut dengan cara melengkapi paragraf yang rumpang

Berkomunikasi
- Peserta didik menyampaikan jawabannya dari materi yang telah dipelajari
- Peserta didik memperoleh balikan dari guru dan teman mengenai jawaban yang disampaikan
- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat pembelajaran berlangsung

Kegiatan Penutup (10 menit)
- Peserta didik mengkonfirmasi materi yang sudah diajarkan dengan melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru dan peserta didik mengucapkan salam perpisahan

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

   Penilaian Sikap:
   a. Penilaian diri dan penilaian teman sejawat.
   b. Menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

   Penilaian Pengetahuan (classroom exercises and homework)
   a. Lisan/tulisan
   b. Penugasan

2. Instrumen Penilaian

   Instrumen Penilaian Sikap

No	Sikap yang diamati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

   Kriteria:
   4 : sangat baik   2 : cukup
   3 : baik   1 : kurang

3. Pembelajaran Remedial dan Pengayaan
   a. Materi : Adverb
   b. Ketuntasan Personal
      1) Peserta didik yang memperoleh nilai sama atau di atas standar KKM dinyatakan TUNTAS
      2) Peserta didik yang memperoleh nilai dibawah standar KKM harus mengikuti kegiatan remedial
      3) Nilai remedial : jika nilai remedial berada sama atau diatas ratra-rata KKM, maka nilai yang dimasukkan adalah nilai standar KKM sedangkan jika nilai remedial berada di bawah standar KKM, maka nilai yang dimasukkan adalah nilai apa adanya.
   c. Ketuntasan Kolektif
      1) Jika skor soal yang dicapai $\geq$ 65% materi pelajaran bisa dilanjutkan.
      2) Jika skor soal yang dicapai < 65%, materi pelajaran harus di ulang terutama soal yang ketuntasannnya < 65%

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: MTs Syekh Yusuf Sungguminasa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Dua
Materi Pokok	: Noun
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	3.14.1 Mengidentifikasi unsur kebahasaan *(noun)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 3.14.2 Memahami unsur kebahasaan *(noun)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1 Menanyakan unsur kebahasaan *(noun)* teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi unsur kebahasaan *(noun)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
2. Memahami unsur kebahasaan *(noun)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
3. Menanyakan unsur kebahasaan *(noun)* teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

D. Materi Pembelajaran

Noun adalah suatu kata yang digunakan untuk menunjukkan benda, nama orang, tumbuhan, hewan, pekerjaan dan gagasan, baik yang dapat dilihat atau pun yang abstrak.

Unsur Kebahasaan

1. Kosa kata: *noun* yang terdapat dalam fabel dan yang digunakan sebagai kata ganti
2. Ucapan, tekanan kata, intonasi.
3. Ejaan
4. Tulisan tangan

Topik

The Fox and the Crow

Eventually, there was a fox that saw a crow flying off with an item of cheese in its beak as well as clear up pleasantly on a branch of a tree.

"That's my food, because I am a fox," Master Reynard stated, while he was most likely to the foot of the tree.

"Good day, girlfriend crow," he welcomed. "Just how gorgeous you are looking today: how shiny your softy plumes, exactly how brilliant your eagle eye. I feel certain your voice must surpass that of various other birds, just as your number does, allow me take pleasure in one tune from you that I may greet you as the queen of birds."

The crow lifted up her head and also croaked her ideal, but the minute she opened her mouth the item of the cheese dropped to the ground, and directly got by Master Fox.

"That will certainly do," he said. "that was all I actually desired. As the substitution for your cheese I will give you an item of sensible suggestions for the future: "do not depend on phonies."

E. Metode Pembelajaran

Pendekatan   : Scientific

F. Media, Alat, dan Sumber Pembelajaran

1. Media   : Digital storytelling

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G. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
- Guru memasuki ruang kelas kemudian mengucapkan salam - Guru mengecek kehadiran peserta didik - Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari - Guru menanyakan materi sebelumnya yang akan dikaitkan dengan materi ajar - Guru menginformasikan apa yang akan dipelajari dan tujuannya
Kegiatan Inti (60 menit) **Mengamati** - Peserta didik mendengarkan fabel pendek dan sederhana - Peserta didik mengidentifikasi unsur kebahasaan *(noun)* yang terdapat pada fabel - Peserta didik menirukan pengucapan dan intonasi yang benar **Menanyakan** - Peserta didik menanyakan mengenai unsur kebahasaan *(noun)* yang terdapat pada fabel **Bereksplorasi** - Peserta didik mencari dan mengumpulkan informasi terkait dengan unsur kebahasaan *(noun)* yang terdapat pada fabel yang telah didengarkan secara kolaborasi - Peserta didik mengidentifikasi unsur kebahasaan *(noun)* yang terdapat pada fabel **Mengasosiasi** - Peserta didik menuliskan unsur kebahasaan *(noun)* yang terdapat dalam fabel tersebut dengan cara melengkapi paragraf yang rumpang **Berkomunikasi** - Peserta didik menyampaikan jawabannya dari materi yang telah dipelajari - Peserta didik memperoleh balikan dari guru dan teman mengenai jawaban yang disampaikan - Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat pembelajaran berlangsung
Kegiatan Penutup (10 menit) - Peserta didik mengkonfirmasi materi yang sudah diajarkan dengan melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya - Guru memberikan umpan balik terhadap proses dan hasil pembelajaran - Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya - Guru dan peserta didik mengucapkan salam perpisahan

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

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   Penilaian Pengetahuan (classroom exercises and homework)
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2. Instrumen Penilaian

   Instrumen Penilaian Sikap

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2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

   Kriteria:
   4 : sangat baik   2 : cukup
   3 : baik   1 : kurang

3. Pembelajaran Remedial dan Pengayaan
   a. Materi : Noun
   b. Ketuntasan Personal
      1) Peserta didik yang memperoleh nilai sama atau di atas standar KKM dinyatakan TUNTAS
      2) Peserta didik yang memperoleh nilai dibawah standar KKM harus mengikuti kegiatan remedial
      3) Nilai remedial : jika nilai remedial berada sama atau diatas ratra-rata KKM, maka nilai yang dimasukkan adalah nilai standar KKM sedangkan jika nilai remedial berada di bawah standar KKM, maka nilai yang dimasukkan adalah nilai apa adanya.
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      2) Jika skor soal yang dicapai < 65%, materi pelajaran harus di ulang terutama soal yang ketuntasannnya < 65%

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan   : MTs Syekh Yusuf Sungguminasa
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII/Dua
Materi Pokok   : Adjective
Alokasi Waktu   : 2 x 40 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	3.14.1 Mengidentifikasi unsur kebahasaan *(adjective)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 3.14.2 Memahami unsur kebahasaan *(adjective)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1 Menngungkapkan unsur kebahasaan *(adjective)* teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi unsur kebahasaan *(adjective)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
2. Memahami unsur kebahasaan *(adjective)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
3. Mengungkapkan unsur kebahasaan *(adjective)* teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

D. Materi Pembelajaran

Adjective adalah kata yang menjelaskan benda lain *(noun and pronoun)*

Unsur Kebahasaan

1. Kosa kata: *adjective* yang terdapat dalam fabel dan yang digunakan sebagai
2. Ucapan, tekanan kata, intonasi.
3. Ejaan
4. Tulisan tangan

Topik

The Tortoise and the Hare

As usual, the hare was bragging to all the other animals about his speed. "I'm faster than the wind, quicker that nightfall," he said. "No one has ever beaten me. No one ever will. I challenge any animal here to race me." The foxes and donkeys and frogs and serpents looked on in silence. No one would accept the hare's challenge. Then a lone voice rose up. "I will race you," said the tortoise.

"You!" said the hare, snickering. "Why, that's a fine joke. I will dance around you all the way to the finish line!"

"We'll see about that," said the tortoise quietly. "Shall we race?"

The starting signal was given, and off went the tortoise and the hare. Almost at once, the hare darted over a hillside and was out of sight. The tortoise set off slowly, just plodding along. Soon the hare was way ahead of the tortoise. It was a hot day. He'd grown tired from running so fast. He thought about how far behind the tortoise would be by now. So the hare decided to take a little nap. On a soft, shady patch of grass, he curled up and went to sleep.

Steadily, slowly, the tortoise kept plodding along. The sun fell lower in the sky. The shadows grew longer. The hare woke up and stretched. "I wonder where that silly tortoise is now," he said to himself. "I had a great nap. I'll bet the tortoise is still miles behind me."

The hare looked back down the road. Sure enough, there was no tortoise in sight. Then he looked up the road toward the finish line. Oh no! the tortoise, still plodding along, was now nearing the end of the race.

Then the hare ran the fastest he ever had. But it was too late. The tortoise crawled across the finish line. All the animals shouted, "Tortoise won, tortoise won!" The hare couldn't believe it. And the tortoise just smiled to himself!

E. Metode Pembelajaran

Pendekatan   : Scientific

F. Media, Alat, dan Sumber Pembelajaran

1. Media   : Digital storytelling
2. Alat dan bahan   : Whiteboard, board marker, laptop, benda-benda sekitar, realia
3. Sumber   : Buku teks, kamus bahasa Inggris, internet

G. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)

- Guru memasuki ruang kelas kemudian mengucapkan salam
- Guru mengecek kehadiran peserta didik
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
- Guru menanyakan materi sebelumnya yang akan dikaitkan dengan materi ajar
- Guru menginformasikan apa yang akan dipelajari dan tujuannya

Kegiatan Inti (60 menit)

Mengamati

- Peserta didik mendengarkan fabel pendek dan sederhana
- Peserta didik mengidentifikasi unsur kebahasaan *(adjective)* yang terdapat pada fabel
- Peserta didik menirukan pengucapan dan intonasi yang benar

Menanyakan

- Peserta didik menanyakan mengenai unsur kebahasaan *(adjective)* yang terdapat pada fabel

Bereksplorasi

- Peserta didik mencari dan mengumpulkan informasi terkait dengan unsur kebahasaan *(adjective)* yang terdapat pada fabel yang telah didengarkan secara kolaborasi
- Peserta didik mengidentifikasi unsur kebahasaan *(adjective)* yang terdapat pada fabel

Mengasosiasi

- Peserta didik menuliskan unsur kebahasaan *(adjective)* yang terdapat dalam fabel tersebut dengan cara melengkapi paragraf yang rumpang

Berkomunikasi

- Peserta didik menyampaikan jawabannya dari materi yang telah dipelajari
- Peserta didik memperoleh balikan dari guru dan teman mengenai jawaban yang disampaikan
- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat pembelajaran berlangsung

Kegiatan Penutup (10 menit)
- Peserta didik mengkonfirmasi materi yang sudah diajarkan dengan melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru dan peserta didik mengucapkan salam perpisahan

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

   Penilaian Sikap:
   a. Penilaian diri dan penilaian teman sejawat.
   b. Menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

   Penilaian Pengetahuan (classroom exercises and homework)
   a. Lisan/tulisan
   b. Penugasan

2. Instrumen Penilaian

   Instrumen Penilaian Sikap

No	Sikap yang diamati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

   Kriteria:

   4 : sangat baik

   3 : baik

   2 : cukup

   1 : kurang

3. Pembelajaran Remedial dan Pengayaan
   a. Materi : Adjective
   b. Ketuntasan Personal
      1) Peserta didik yang memperoleh nilai sama atau di atas standar KKM dinyatakan TUNTAS
      2) Peserta didik yang memperoleh nilai dibawah standar KKM harus mengikuti kegiatan remedial

3) Nilai remedial : jika nilai remedial berada sama atau diatas ratra-rata KKM, maka nilai yang dimasukkan adalah nilai standar KKM sedangkan jika nilai remedial berada di bawah standar KKM, maka nilai yang dimasukkan adalah nilai apa adanya.

c. Ketuntasan Kolektif
   1) Jika skor soal yang dicapai $\geq$ 65% materi pelajaran bisa dilanjutkan.
   2) Jika skor soal yang dicapai $<$ 65%, materi pelajaran harus di ulang terutama soal yang ketuntasannnya $<$ 65%

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: MTs Syekh Yusuf Sungguminasa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Dua
Materi Pokok	: Verb
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	3.14.1 Mengidentifikasi unsur kebahasaan *(verb)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 3.14.2 Memahami unsur kebahasaan *(verb)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1 Menngungkapkan unsur kebahasaan *(verb)* teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi unsur kebahasaan *(verb)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
2. Memahami unsur kebahasaan *(verb)* teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
3. Mengungkapkan unsur kebahasaan *(verb)* teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana sesuai dengan konteks penggunaannya

D. Materi Pembelajaran

Verb adalah suatu kata yang menunjukkan pekerjaan/aktifitas pada subjek/pelakunya.

Unsur Kebahasaan

1. Kosa kata: *verb* yang terdapat dalam fabel dan yang digunakan sebagai
2. Ucapan, tekanan kata, intonasi.
3. Ejaan
4. Tulisan tangan

Topik

The Lion and a Clever Fox

Long ago, there lived a lion in a dense forest. One morning his wife told him that his breath was bad and unpleasant. The lion became embarrassed and angry upon hearing it. He wanted to check this fact with others. So he called three others outside his cave.

First came the sheep. The Lion opening his mouth wide said, "Sheep, tell me if my mouth smells bad?" The sheep thought that the lion wanted an honest answer, so the sheep said, "Yes, Friend. There seems to be something wrong with your breath". This plain speak did not go well with the lion. He pounced on the sheep, killing it.

Then the lion called the wolf and said, "What do you think? Do I have a bad breath?" The wolf saw what happened to the sheep. He wanted to be very cautious in answering a question. So, the wolf said, "Who says that Your breath is unpleasant. It's as sweet as the smell of roses". When the lion heard the reply, he roared in an anger and immediately attacked the wolf and killed it. "The flatterer!" growled the lion.

Finally, came the turn of the fox. The lion asked him the same question. The fox was well aware of the fate of the sheep and the wolf. So he coughed and cleared his throat again and again and then said, "Oh Dear Friend, for the last few days, I have been having a very bad cold. Due to this, I can't smell anything, pleasant or unpleasant".

The lion spared the fox's life.

Then the hare ran the fastest he ever had. But it was too late. The tortoise crawled across the finish line. All the animals shouted, "Tortoise won, tortoise won!" The hare couldn't believe it. And the tortoise just smiled to himself!

E. **Metode Pembelajaran**

Pendekatan   : Scientific

F. **Media, Alat, dan Sumber Pembelajaran**

1. Media   : Digital storytelling
2. Alat dan bahan   : Whiteboard, board marker, laptop, benda-benda sekitar, realia
3. Sumber   : Buku teks, kamus bahasa Inggris, internet

G. **Langkah-langkah Pembelajaran**

Kegiatan Pendahuluan (10 menit)

- Guru memasuki ruang kelas kemudian mengucapkan salam
- Guru mengecek kehadiran peserta didik
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
- Guru menanyakan materi sebelumnya yang akan dikaitkan dengan materi ajar
- Guru menginformasikan apa yang akan dipelajari dan tujuannya

Kegiatan Inti (60 menit)

Mengamati

- Peserta didik mendengarkan fabel pendek dan sederhana
- Peserta didik mengidentifikasi unsur kebahasaan *(verb)* yang terdapat pada fabel
- Peserta didik menirukan pengucapan dan intonasi yang benar

Menanyakan

- Peserta didik menanyakan mengenai unsur kebahasaan *(verb)* yang terdapat pada fabel

Bereksplorasi

- Peserta didik mencari dan mengumpulkan informasi terkait dengan unsur kebahasaan *(verb)* yang terdapat pada fabel yang telah didengarkan secara kolaborasi
- Peserta didik mengidentifikasi unsur kebahasaan *(verb)* yang terdapat pada fabel

Mengasosiasi

- Peserta didik menuliskan unsur kebahasaan *(verb)* yang terdapat dalam fabel tersebut dengan cara melengkapi paragraf yang rumpang

Berkomunikasi

- Peserta didik menyampaikan jawabannya dari materi yang telah dipelajari
- Peserta didik memperoleh balikan dari guru dan teman mengenai jawaban yang disampaikan
- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan saat pembelajaran berlangsung

Kegiatan Penutup (10 menit)
- Peserta didik mengkonfirmasi materi yang sudah diajarkan dengan melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
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H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

   Penilaian Sikap:
   a. Penilaian diri dan penilaian teman sejawat.
   b. Menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

   Penilaian Pengetahuan (classroom exercises and homework)
   a. Lisan/tulisan
   b. Penugasan

2. Instrumen Penilaian

   Instrumen Penilaian Sikap

No	Sikap yang diamati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses PBM					

   Kriteria:
   4 : sangat baik
   3 : baik
   2 : cukup
   1 : kurang

3. Pembelajaran Remedial dan Pengayaan
   a. Materi : Verb
   b. Ketuntasan Personal
      1) Peserta didik yang memperoleh nilai sama atau di atas standar KKM dinyatakan TUNTAS
      2) Peserta didik yang memperoleh nilai dibawah standar KKM harus mengikuti kegiatan remedial

3) Nilai remedial : jika nilai remedial berada sama atau diatas ratra-rata KKM, maka nilai yang dimasukkan adalah nilai standar KKM sedangkan jika nilai remedial berada di bawah standar KKM, maka nilai yang dimasukkan adalah nilai apa adanya.

c. Ketuntasan Kolektif

1) Jika skor soal yang dicapai $\geq$ 65% materi pelajaran bisa dilanjutkan.

2) Jika skor soal yang dicapai $<$ 65%, materi pelajaran harus di ulang terutama soal yang ketuntasannnya $<$ 65%

APPENDIX IX

The students' row of pre-test

No.	Respondents	Text Structure	Language Component
1.	AT	72	78
2.	FIT	64	67
3.	II	70	78
4.	KNR	67	75
5.	MJ	65	68
6.	MPS	67	75
7.	MFA	55	65
8.	NA	65	70
9.	RA	65	72
10.	RID	63	64
11.	RIN	65	70
12.	SAF	70	77
13.	SNR	60	60
14.	MHA	72	77
15.	IMAZ	75	83
16.	ANAF	70	75
17.	AFA	68	73
18.	MF	63	68
19.	MIN	61	62
20.	ALZ	65	70
21.	EPRB	68	72
22.	FR	68	72
23.	ILH	72	78
24.	NM	68	75
25.	WHY	70	75
26.	CS	68	72
27.	SM	63	67
	Total	$\sum x = 1799$	$\sum x = 1938$
	Mean Score (X)	66.63	71.78

APPENDIX X

The students' row of post test

No.	Respondents	Text Structure	Language Component
1.	AT	81	83
2.	FIT	71	77
3.	II	76	83
4.	KNR	79	81
5.	MJ	72	79
6.	MPS	80	80
7.	MFA	68	75
8.	NA	73	78
9.	RA	77	79
10.	RID	74	75
11.	RIN	78	79
12.	SAF	82	81
13.	SNR	73	75
14.	MHA	83	86
15.	IMAZ	85	86
16.	ANAF	79	84
17.	AFA	79	82
18.	MF	81	84
19.	MIN	75	78
20.	ALZ	72	75
21.	EPRB	71	75
22.	FR	73	78
23.	ILH	83	85
24.	NM	81	81
25.	WHY	75	78
26.	CS	85	85
27.	SM	72	75
	Total	$\sum x = 2078$	$\sum x = 2157$
	Mean Score (X)	76.96	79.89

APPENDIX XI

The students' classifications of pre-test and post test score

1. Text Structure

No.	Respondents	Pre-test	Classifications	Post Test	Classifications
1.	AT	72	Good	81	Very Good
2.	FIT	64	Fair	71	Good
3.	II	70	Good	76	Good
4.	KNR	67	Fair	79	Good
5.	MJ	65	Fair	72	Good
6.	MPS	67	Fair	80	Very Good
7.	MFA	55	Poor	68	Fair
8.	NA	65	Fair	73	Good
9.	RA	65	Fair	77	Good
10.	RID	63	Fair	74	Good
11.	RIN	65	Fair	78	Good
12.	SAF	70	Good	82	Very Good
13.	SNR	60	Fair	73	Good
14.	MHA	72	Good	83	Very Good
15.	IMAZ	75	Good	85	Very Good
16.	ANAF	70	Good	79	Good
17.	AFA	68	Fair	79	Good
18.	MF	63	Fair	81	Very Good
19.	MIN	61	Fair	75	Good
20.	ALZ	65	Fair	72	Good
21.	EPRB	68	Fair	71	Good
22.	FR	68	Fair	73	Good
23.	ILH	72	Good	83	Very Good
24.	NM	68	Fair	81	Very Good
25.	WHY	70	Good	75	Good
26.	CS	68	Fair	85	Very Good
27.	SM	63	Fair	72	Good

2. Language Component

No.	Respondents	Pre-test	Classifications	Post Test	Classifications
1.	AT	78	Good	83	Very Good
2.	FIT	67	Fair	77	Good
3.	II	78	Good	83	Very Good
4.	KNR	75	Good	81	Very Good
5.	MJ	68	Fair	79	Good
6.	MPS	75	Good	80	Very Good
7.	MFA	65	Fair	75	Good
8.	NA	70	Good	78	Good
9.	RA	72	Good	79	Good
10.	RID	64	Fair	75	Good
11.	RIN	70	Good	79	Good
12.	SAF	77	Good	81	Very Good
13.	SNR	60	Fair	75	Good
14.	MHA	77	Good	86	Very Good
15.	IMAZ	83	Very Good	86	Very Good
16.	ANAF	75	Good	84	Very Good
17.	AFA	73	Good	82	Very Good
18.	MF	68	Fair	84	Very Good
19.	MIN	62	Fair	78	Good
20.	ALZ	70	Good	75	Good
21.	EPRB	72	Good	75	Good
22.	FR	72	Good	78	Good
23.	ILH	78	Good	85	Very Good
24.	NM	75	Good	81	Very Good
25.	WHY	75	Good	78	Good
26.	CS	72	Good	85	Very Good
27.	SM	67	Fair	75	Good

APPENDIX XII

The students' mean score of pre-test and post test

1. Mean score of pre-test and post test in term of text structure

   a. Pre-test

   $$\overline{X} = \frac{\sum x}{N}$$

   $$= \frac{1799}{27}$$

   $$= 66.63$$

   b. Post test

   $$\overline{X} = \frac{\sum x}{N}$$

   $$= \frac{2078}{27}$$

   $$= 76.96$$

2. Mean score of pre-test and post test in term of language component

   a. Pre-test

   $$\overline{X} = \frac{\sum x}{N}$$

   $$= \frac{1938}{27}$$

   $$= 71.78$$

   b. Post test

   $$\overline{X} = \frac{\sum x}{N}$$

   $$= \frac{2157}{27}$$

   $$= 79.89$$

APPENDIX XIII

The percentages of students' improvement

1. Text Structure

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{76.96 - 66.63}{66.63} \times 100\%$$

$$P = \frac{10.33}{66.63} \times 100\%$$

$$P = 15.50\%$$

2. Language Component

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{79.89 - 71.78}{71.78} \times 100\%$$

$$P = \frac{8.11}{71.78} \times 100\%$$

$$P = 11.29\%$$
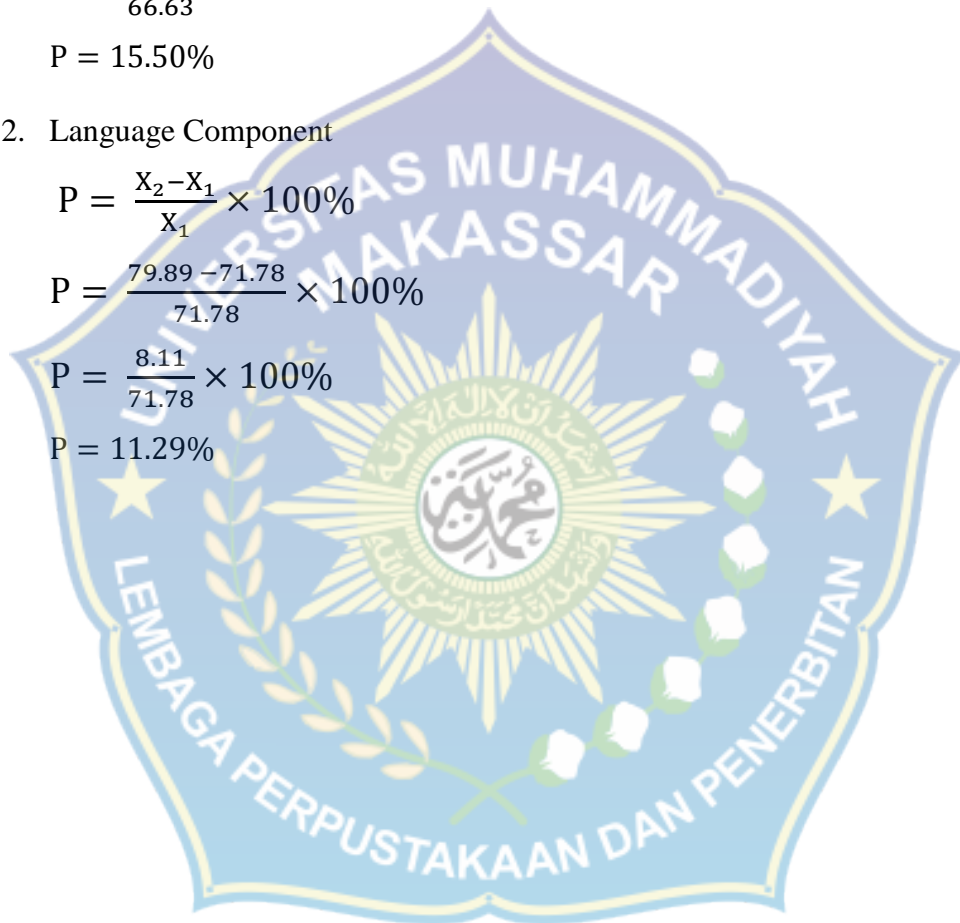
Frequencies Variables

1. **Text Structure**

   a. **Pre-test**

Statistics

PretestofStructure

N	Valid	27
	Missing	0
Mean		66.6296
Median		67.0000
Mode		65.00[a]
Std. Deviation		4.30695
Variance		18.550
Range		20.00
Minimum		55.00
Maximum		75.00
Sum		1799.00

a. Multiple modes exist. The smallest value is shown
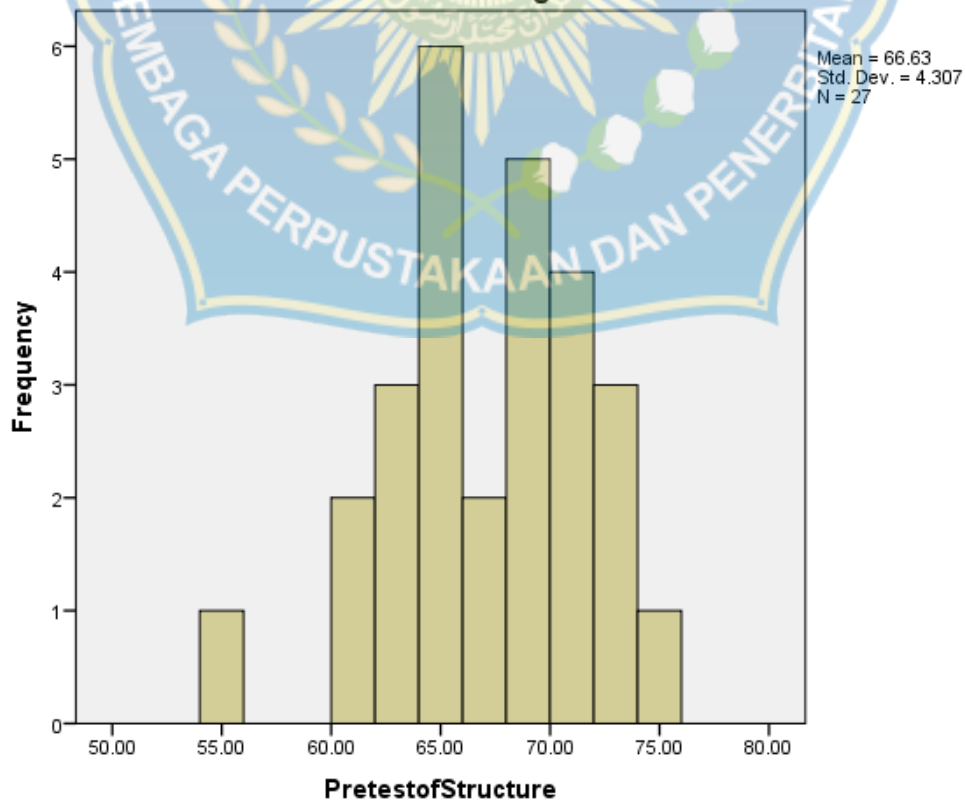
Histogram

Mean = 66.63
Std. Dev. = 4.307
N = 27

PretestofStructure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55.00	1	3.7	3.7	3.7
	60.00	1	3.7	3.7	7.4
	61.00	1	3.7	3.7	11.1
	63.00	3	11.1	11.1	22.2
	64.00	1	3.7	3.7	25.9
	65.00	5	18.5	18.5	44.4
	67.00	2	7.4	7.4	51.9
	68.00	5	18.5	18.5	70.4
	70.00	4	14.8	14.8	85.2
	72.00	3	11.1	11.1	96.3
	75.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

b. Post test

Statistics

PosttestofStructure

N	Valid	27
	Missing	0
Mean		76.9630
Median		77.0000
Mode		72.00[a]
Std. Deviation		4.75946
Variance		22.652
Range		17.00
Minimum		68.00
Maximum		85.00
Sum		2078.00

a. Multiple modes exist. The

smallest value is shown

Histogram

Mean = 76.96
Std. Dev. = 4.759
N = 27

PosttestofStructure
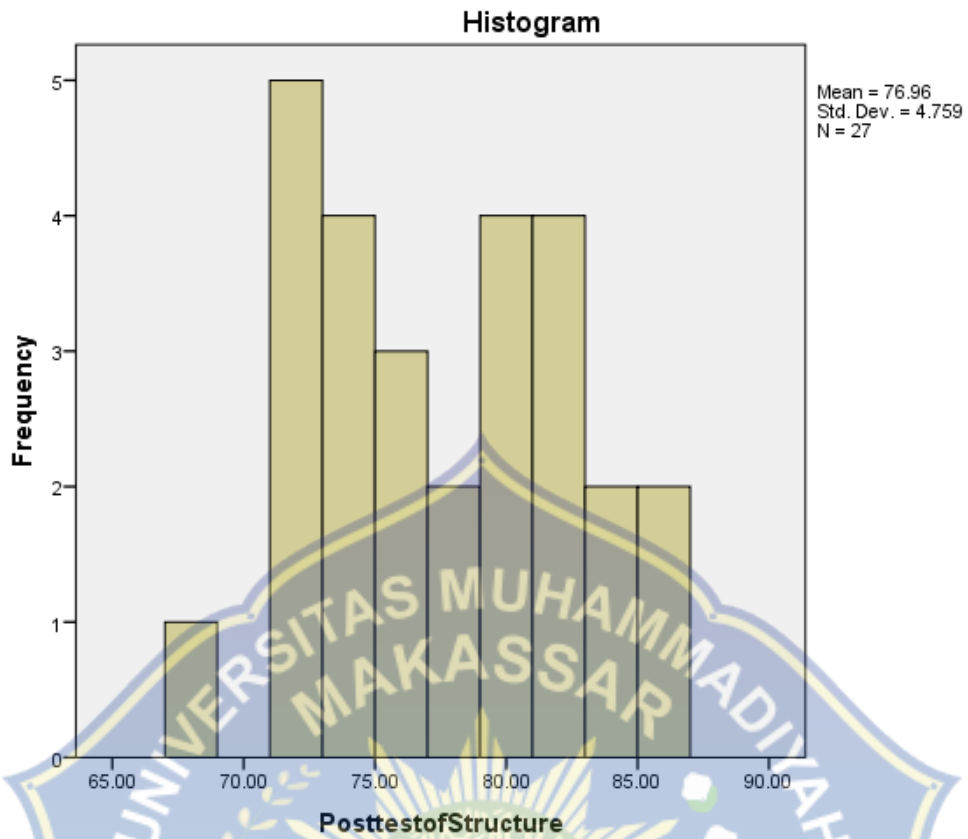
PosttestofStructure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68.00	1	3.7	3.7	3.7
	71.00	2	7.4	7.4	11.1
	72.00	3	11.1	11.1	22.2
	73.00	3	11.1	11.1	33.3
	74.00	1	3.7	3.7	37.0
	75.00	2	7.4	7.4	44.4
	76.00	1	3.7	3.7	48.1
	77.00	1	3.7	3.7	51.9
	78.00	1	3.7	3.7	55.6
	79.00	3	11.1	11.1	66.7
	80.00	1	3.7	3.7	70.4
	81.00	3	11.1	11.1	81.5
	82.00	1	3.7	3.7	85.2
	83.00	2	7.4	7.4	92.6
	85.00	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

2. Language Component

a. Pre-test

Statistics

PretestofLanguageComponent

N	Valid	27
	Missing	0
Mean		71.7778
Median		72.0000
Mode		75.00
Std. Deviation		5.45847
Variance		29.795
Range		23.00
Minimum		60.00
Maximum		83.00
Sum		1938.00
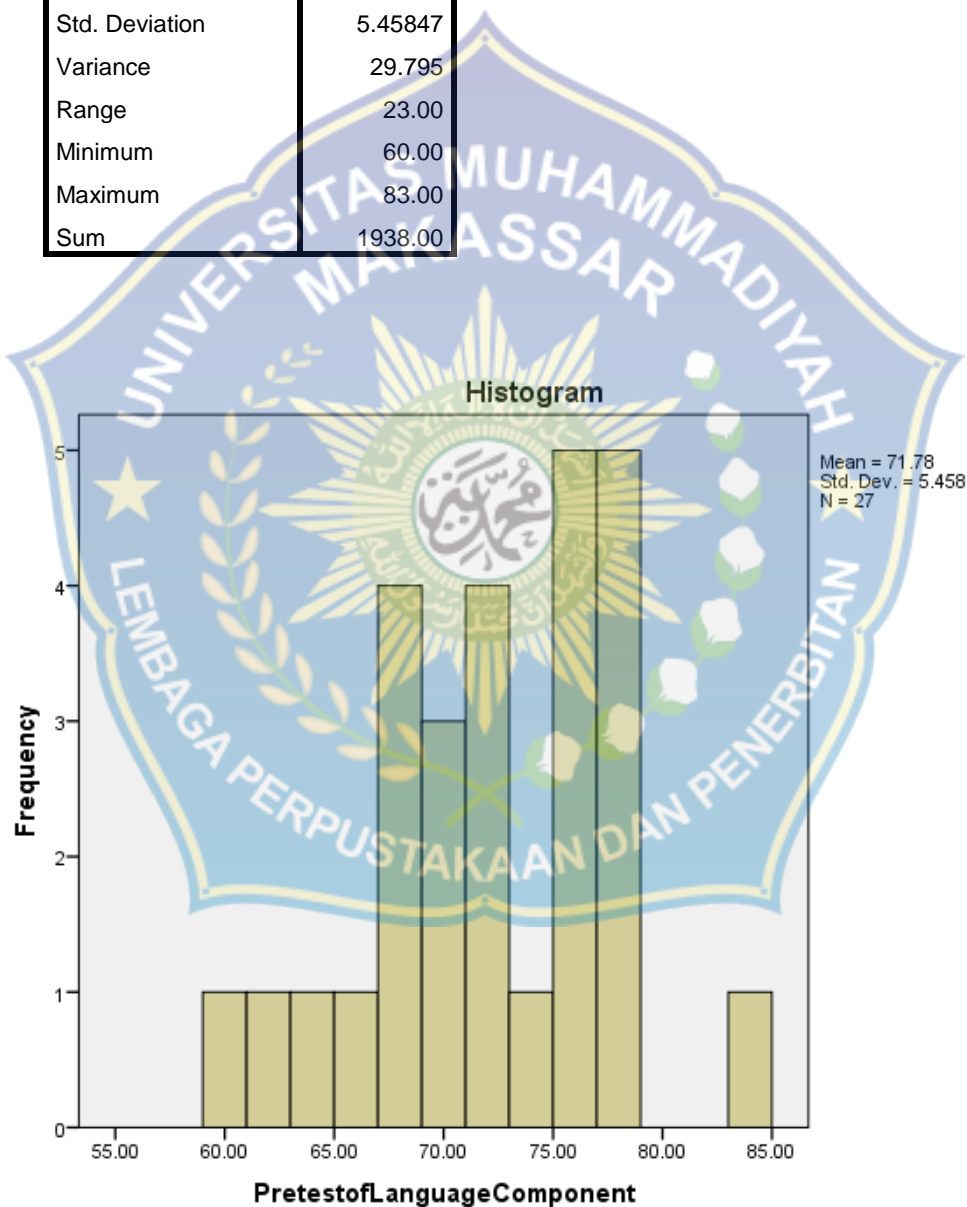
Histogram

Mean = 71.78
Std. Dev. = 5.458
N = 27

PretestofLanguageComponent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	1	3.7	3.7	3.7
	62.00	1	3.7	3.7	7.4
	64.00	1	3.7	3.7	11.1
	65.00	1	3.7	3.7	14.8
	67.00	2	7.4	7.4	22.2
	68.00	2	7.4	7.4	29.6
	70.00	3	11.1	11.1	40.7
	72.00	4	14.8	14.8	55.6
	73.00	1	3.7	3.7	59.3
	75.00	5	18.5	18.5	77.8
	77.00	2	7.4	7.4	85.2
	78.00	3	11.1	11.1	96.3
	83.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

b. **Post test**

Statistics

PosttestofLanguageComponent

N	Valid	27
	Missing	0
Mean		79.8889
Median		79.0000
Mode		75.00
Std. Deviation		3.70377
Variance		13.718
Range		11.00
Minimum		75.00
Maximum		86.00
Sum		2157.00

Histogram
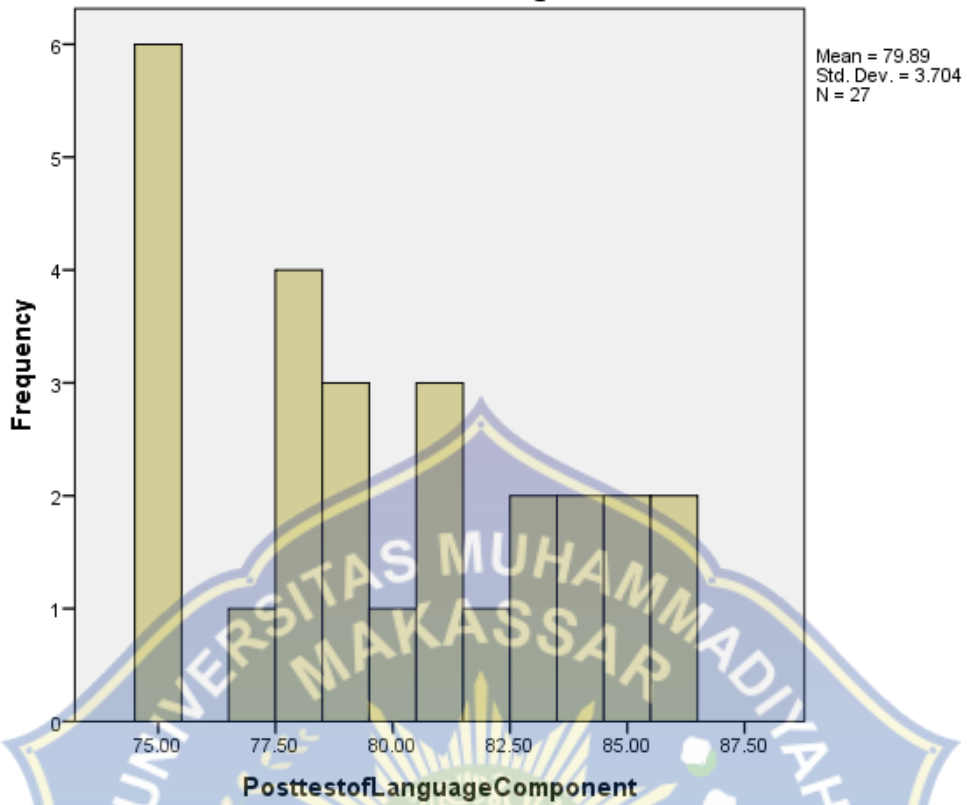
Mean = 79.89
Std. Dev. = 3.704
N = 27

PosttestofLanguageComponent

PosttestofLanguageComponent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75.00	6	22.2	22.2	22.2
	77.00	1	3.7	3.7	25.9
	78.00	4	14.8	14.8	40.7
	79.00	3	11.1	11.1	51.9
	80.00	1	3.7	3.7	55.6
	81.00	3	11.1	11.1	66.7
	82.00	1	3.7	3.7	70.4
	83.00	2	7.4	7.4	77.8
	84.00	2	7.4	7.4	85.2
	85.00	2	7.4	7.4	92.6
	86.00	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

T-test Pairs
 1. **T-test Text Structure**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PretestofStructure	66.6296	27	4.30695	.82887
	PosttestofStructure	76.9630	27	4.75946	.91596

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PretestofStructure&PosttestofStructure	27	.690	.000

Paired Samples Test

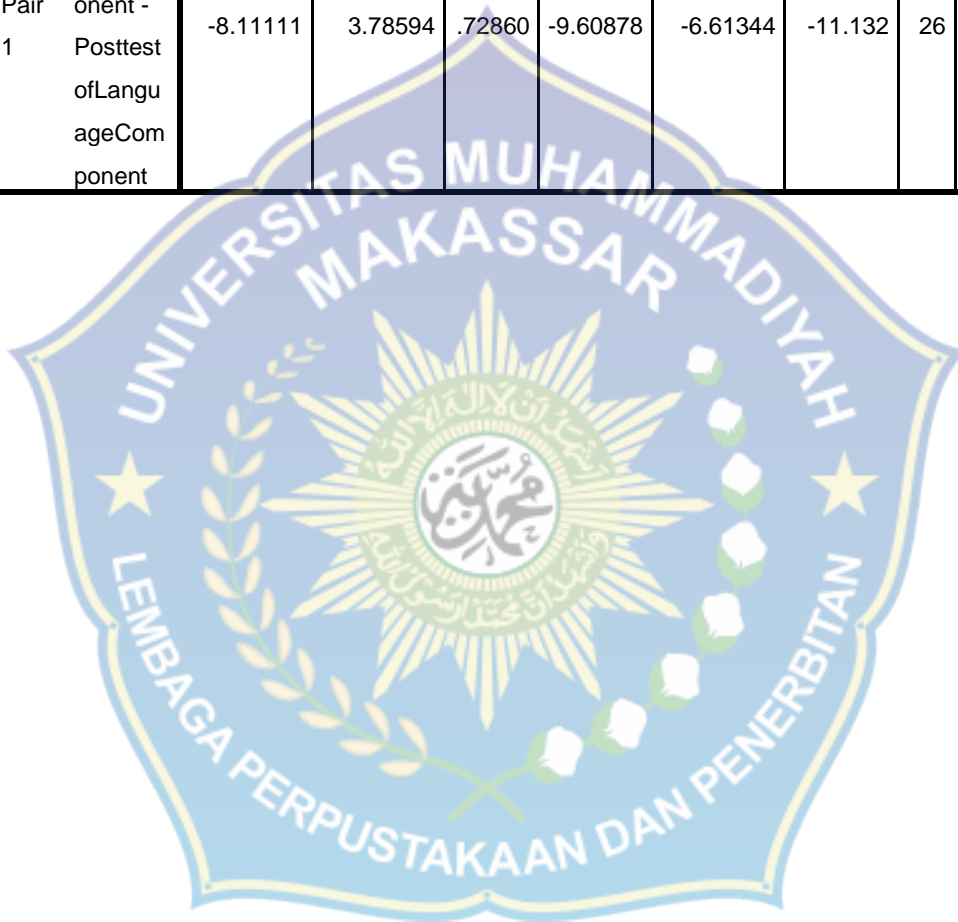|		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PretestofStructure – PosttestofStructure	-10.33333	3.59487	.69183	-11.75542	-8.91125	-14.936	26	.000

 2. **T-test Language Component**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PretestofLanguageComponent	71.7778	27	5.45847	1.05048
	PosttestofLanguageComponent	79.8889	27	3.70377	.71279

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PretestofLanguageComponent& PosttestofLanguageComponent	27	.722	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PretestofLanguageComponent - PosttestofLanguageComponent	-8.11111	3.78594	.72860	-9.60878	-6.61344	-11.132	26	.000

بسم الله الرحمن الرحيم

Nomor	: 0072/FKIP/A.I-III/XI/1440/2019
Lampiran	: 1 Rangkap Proposal
Hal	: **Pengantar LP3M**

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
Di –
  Makassar

السلام عليكم ورحمة الله وبركاته

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa yang tersebut namanya di bawah ini:

Nama	:	**Siti Nurjanah**
N I M	:	10535617014
Jurusan	:	Pendidikan Bahasa Inggris
Alamat	:	Palangga

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian Skripsi.

Dengan Judul : **Using Digital Storytelling to Improve Students' Listening Ability**

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته

Makassar, Maret 2019
D e k a n,

Erwin Akib, M.Pd., Ph.D.,
NBM. 860 934

Nomor : 714/05/C.4-VIII/III/1440/2019   28 Jumadil akhir 1440 H
Lamp : 1 (satu) Rangkap Proposal   05 March 2019 M
Hal   : Permohonan Izin Penelitian

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –
       Makassar

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 0072/FKIP/A.1-II/III/1440/2019 tanggal 5 Maret 2019, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **SITI NURJANNAH**
No. Stambuk   : **10535 6170 14**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Using Digital Storytelling to Improve Students' Liestening Ability"

Yang akan dilaksanakan dari tanggal 9 Maret 2019 s/d 9 Mei 2019.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

03-19

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor   : **12170/S.01/PTSP/2019**
Lampiran :
Perihal   : **Izin Penelitian**

KepadaYth.
Bupati Gowa

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 714/05/C.4-VIII/III/1440/2019 tanggal 05 Maret 2019 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a   : **SITI NURJANAH**
Nomor Pokok   : 10535 6170 14
Program Studi   : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat   : Jl. Slt Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" USING DIGITAL STORYTELLING TO IMPROVE STUDENTS LISTENING ABILITY "

Yang akan dilaksanakan dari : Tgl. *09 Maret s/d 09 Mei 2019*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 05 Maret 2019

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Pertinggal.

SIMAP PTSP 06-03-2019

PEMERINTAH KABUPATEN GOWA
BADAN KESATUAN BANGSA DAN POLITIK
Jln. Mesjid Raya   No. 30. Telepon. 884637. Sungguminasa – Gowa

Sungguminasa, 08 Maret 2019

Nomor: 070/ᴈᴧᴈ /BKB.P/2019

K e p a d a

Yth. Ka. MTs Syekh Yusuf Sungguminasa

Lamp : -

Perihal : ***Rekomendasi Penelitian***

Di-

T e m p a t

Berdasarkan Surat Badan Koordinasi Penanaman Modal Daerah Provinsi Sul-Sel Nomor: 12170/S.01/PTSP/2019 tanggal 05 Maret 2019 tentang Rekomendasi Penelitian

Dengan ini disampaikan kepada Bapak/Ibu bahwa yang tersebut di bawah ini:

Nama : **SITI NURJANAH**
Tempat/Tanggal Lahir : Sragen, 19 Februari 1996
Jenis kelamin : Perempuan
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Pallangga, Gowa

Bermaksud akan mengadakan Penelitian/Pengumpulan Data dalam rangka penyelesaian Skripsi/Tesis di wilayah/tempat Bapak/Ibu yang berjudul ***"USING DIGITAL STORYTELLING TO IMPROVE STUDENTS LISTENING ABILITY"***

Selama : 09 Maret s/d 09 Mei 2019
Pengikut : Tidak Ada

Sehubungan dengan hal tersebut di atas, maka pada prinsipnya kami dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan harus melapor kepada Bupati Cq. Badan Kesatuan Bangsa dan Politik Kab.Gowa;
2. Penelitian/Pengambilan Data tidak menyimpang dari izin yang diberikan.;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) Eksemplar copy hasil penelitian kepada Bupati Gowa Cq. Kepala Badan Kesatuan Bangsa dan Politik Kab.Gowa.

Demikian disampaikan dan untuk lancarnya pelaksanaan dimaksud diharapkan bantuan seperlunya.

An. BUPATI GOWA
KEPALA BADAN,

DRS. BAHARUDDIN.T
Pangkat : Pembina Utama Muda
N I P   : 19600124 197911 1 001

Tembusan :

1. Bupati Gowa (sebagai laporan);
2. Ka. Kantor Kementrian Agama Kab. Gowa;
3. Ketua LP3M UNISMUH Makassar di Makassar
4. Yang bersangkutan;

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web   : www.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

AB 0235-18 BG

Nama Mahasiswa	: SITI NURJANAH
NIM	: 10535617014
Judul Penelitian	: *"USING DIGITAL STORYTELLING TO IMPROVE STUDENTS' LISTENING ABILITY"*
Tanggal Ujian Proposal	: 15/02/2019
Tempat/Lokasi Penelitian	: MTs Syekh Yusuf Sungguminasa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Thursday, 14/3/2019	Pre-test	Rospinah	
2	Tuesday, 19/3/2019	Treatment	Rospinah	
3	Thursday, 21/3/2019	Treatment	Rospinah	
4	Tuesday, 26/3/2019	Treatment	Rospinah	
5	Thursday, 28/3/2019	Treatment	Rospinah	
6	Tuesday, 2/4/2019	Treatment	Rospinah	
7	Thursday, 4/4/2019	Treatment	Rospinah	
8	Tuesday, 9/4/2019	Post-test	Rospinah	
9				
10				

.... , ... April 2019

Mengetahui,

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah,

NURJANAH SE., S.Pd

| Terakreditasi Institusi
BAN-PT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْم

SURAT KETERANGAN PENELITIAN

Nomor: MTs. 21.02.35/KP.13/038/IV/2019

Yang bertanda tangan dibawah ini:

Nama	:	**NURJANNAH, SE., S.Pd**
NIG	:	12127306004070004
Jabatan	:	Kepala Madrasah Tsanawiyah Syekh Yusuf

Menerangkan bahwa bersedia menerima mahasiswa yang tercantum dibawah ini :

Nama	:	**SITI NURJANNAH**
NIM	:	10535617014
Jurusan / Universitas	:	Pendidikan Bahasa Inggris/ UNISMUH Makassar
Tempat/Tanggal Lahir	:	Sragen, 19 Februari 1996
Alamat	:	Jl. Dato Gappa

Benar telah mengadakan penelitian / pengambilan data pada Madrasah Tsanawiyah Syekh Yusuf Sungguminasa dari tanggal 06 Maret s/d 30 April 2019 dengan Judul Penelitian :

"USING DIGITAL STORYTELLING TO IMPROVE STUDENTS' LISTENING ABILITY"

Demikian Surat ini diberikan untuk dipergunakan sebagaimana mestinya.

Sungguminasa, 30 April 2019

Kepala Madrasah,

NURJANNAH. SE., S.Pd
12273060004070004

بِسْـــمِ اللّٰــهِ الرّحمنِ الرّحيـــمِ

COUNSELLING SHEET

Nama	:	**SITI NURJANAH**
Stambuk	:	10535 6170 14
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	**Using Digital Storytelling to Improve Students' Listening Ability**
Consultant I	:	Dr. Ratna Dewi, S.S., M.Hum.

Day / Date	Chapter	Note	Sign
Tuesday, 14/05/'19	III	Chap 3 ok Next, chap IV	
Saturday, 29/06/19	IV	Improve your findings	
Sunday 07/07/19	IV	Make a description on the quantitave scores found	
Sunday 28/07/19	IV	Reimprove your discussion	
Monday 05/08/19	IV	Find appropriate rubric	

Makassar,   2019
Approved by:
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

بِسْمِ اللَّـهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Nama	:	**SITI NURJANAH**
Stambuk	:	10535 6170 14
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	**Using Digital Storytelling to Improve Students' Listening Ability**
Consultant I	:	**Dr. Ratna Dewi, S.S., M.Hum.**

Day / Date	Chapter	Note	Sign
Tuesday 06/08/2019	V	SL is ready to follow thesis examination	

Makassar,   2019
Approved by:
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

بســـم اللـه الرحمن الرحيـــم

COUNSELLING SHEET

Nama	:	**SITI NURJANAH**
Stambuk	:	10535 6170 14
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	**Using Digital Storytelling to Improve Students' Listening Ability**
Consultant II	:	**Dr. Saiful, S.Pd., M.Pd.**

Day / Date	Chapter	Note	Sign
Wednesday, 26/06/2019		• Abstract • Acknowledgement • T-test • Discussion • Conclusion • Suggestion • Appendixes	
Wednesday 03/07/2019		AC ready for external Revised for Pinshur Ex primers and Om	

Makassar,   2019
Approved by:
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE

Siti Nurjanah was born on February 19th, 1996 in Sragen, Central Java. She is the first child of two daughters from the marriage of Tukino and Sari. She began her study at TK Kemala Bhayangkari Jeneponto and graduated in 2002. She continued her study at SD Inpres No. 114 Agang Je'ne, Jeneponto and graduated in 2008. Then, she continued her education at SMP Negeri 1 Binamu, Jeneponto and graduated in 2011. Afterwards, she continued her study at SMK Negeri 1 Jeneponto and graduated in 2014. In the same year (2014), she was registered as a student of English Education Department of Teacher Training and Education Faculty at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title *Using Digital Storytelling to Improve Students' Listening Ability (A Pre-experimental Research at the Eighth Grade of MTs Syekh Yusuf Sungguminasa in the Academic Year 2018/2019).*