

**THE USE OF NARRATIVE SHORT VIDEO AS A MEDIA TO INCREASE  
STUDENTS UNDERSTANDING IN STUDYING ENGLISH READING  
SKILL AT TENTH GRADE OF AS-SYAFI'I VOCATIONAL  
HIGH SCHOOL**

**UNDERGRADUATE THESIS**



UNIVERSITAS ISLAM NEGERI  
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JEMBER

**STATE ISLAMIC UNIVERSITY  
KIAI HAJI ACHMAD SIDDIQ OF JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
MAY 2023**

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Presented to

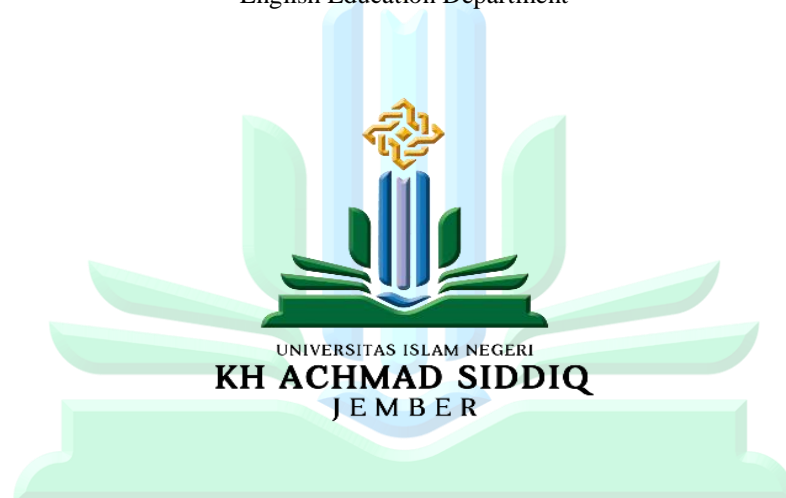
Kiai Haji Achmad Siddiq State Islamic University of Jember

In partial fulfillment of the requirements

For Bachelor Degree (S.Pd.)

Faculty of Tarbiyah and Teacher Training

English Education Department



By:

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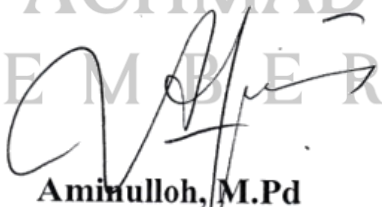
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UNIVERSITAS ISLAM NEGERI  
Approval by Advisor  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

  
Aminulloh, M.Pd

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It has been examined and approved by the board  
examiners in partial fulfillment of the requirement  
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Faculty of Tarbiyah and Teacher Training  
Islamic Studies and Language Education Department  
English Education Program

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## MOTTO

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

*Artinya: "Barangsiapa yang hendak menginginkan dunia, maka hendaklah ia menguasai ilmu. Barangsiapa menginginkan akhirat hendaklah ia menguasai ilmu, dan barangsiapa yang menginginkan keduanya (dunia dan akhirat) hendaklah ia menguasai ilmu," (HR Ahmad).<sup>1</sup>*



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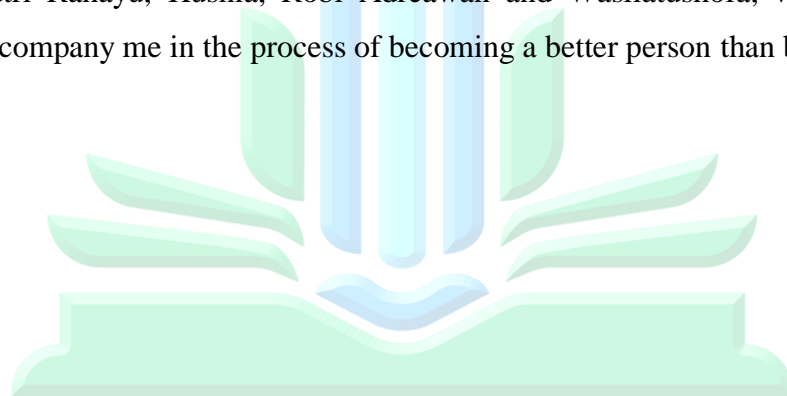
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<sup>1</sup> Departement Agama RI, *Ilmu Hadis*, (Bandung: CV Penerbit Diponegoro, 2020),87.

## DEDICATION

This thesis is dedicated for everyone who cares and loves me. I proudly dedicate this thesis to:

1. My beloved parents, my father Hariyanto and My Mother Eny Haryuni Gunanti who always give me endless love, the best prayers and have given me the opportunity to receive education up to Bachelor Degree.
2. My beloved Grandmothers, Almh.Senema and Almh.Supiyatun who always give me best support and best prayers.
3. My beloved sister and brother, Nanda Loveana Salsabila and Mochammad Faiz Hafiz Chalif that always support me.
4. My Best Friends, Muhammad Nasich Fatahillah, Rohmat Hidayatullah, Putri Rahayu, Husnia, Robi Adreawan and Wasilatushofa, who always accompany me in the process of becoming a better person than before.



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## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil 'alamin. Thanks to Allah SWT, the lord of the world, The master of the day that has given to the researcher love to finish this thesis. Sholawat and salam always be given to our prophet Muhammad SAW, human who has bought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language of UIN KH Achmad Siddiq Jember. The undergraduate thesis entitled “The Use of Narrative Short Video as Media to Increase Students Understanding in Studying English Reading Skill at Tenth Grade of As-Syafi’i Vocational High School”.

I also so aware that the undergraduate thesis could never finished without helping and supported from others during the process of this. Therefore, in this occasion the writer expresses many thanks to honorable:

1. Prof. Dr. H. Babun Soeharto, S.E., M.M.as a Rector of UIN KH Achmad Siddiq Jember who has given to the researcher a best opportunity to study in this university
2. Prof. Dr. Hj. Mukni’ah, M.Pd.I. as Dean of Faculty of Tarbiyah and Teaching Training who has given me best facility to study in this Faculty
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7. My beloved students X BDP class of SMK As-Syafi'i Rambipuji who helped me to accomplish the process of research

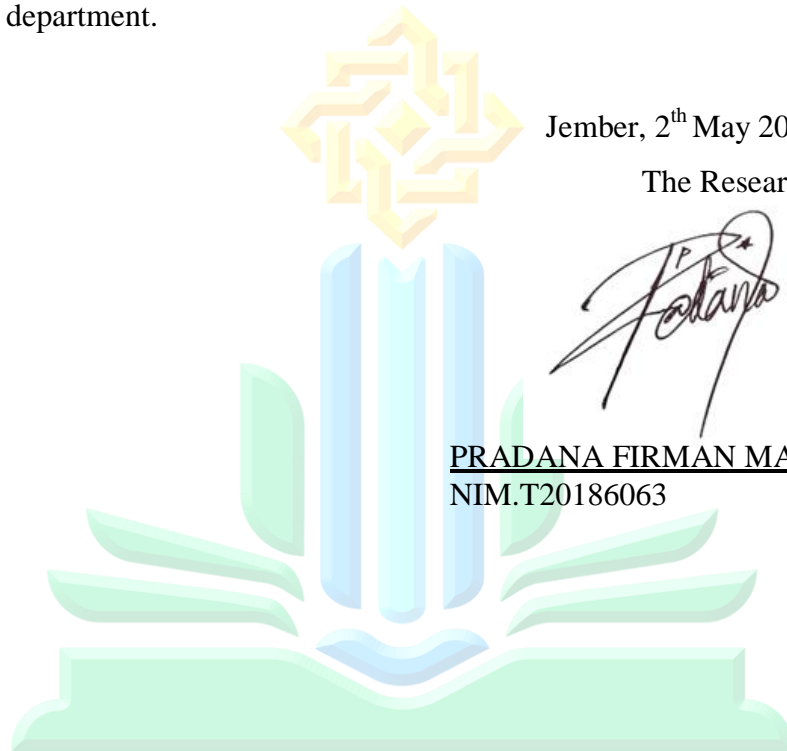
I hope Allah SWT gives his blessing and mercies to all of you. The writer is aware that this undergraduate thesis is less and so far from perfect. Therefore, the writer hopes this undergraduate thesis will be useful in the future especially in the education department.

Jember, 2<sup>th</sup> May 2023

The Researcher,



PRADANA FIRMAN MAULANA  
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## ABSTRACT

**Pradana Firman Maulana, 2023. *The Use of Narrative Short Video as Media to Increase Students Understanding in Studying English Reading Skill at Tenth Grade of As-Syafi'i Vocational High School***

**Key Words: Narrative Short Video, Students Understanding, and Reading Skill**

Reading is a process to get the meaning or understanding from the topic, such as from book, magazine. Reading skill is an essential skill for learners of English as a foreign language.

This research focus on How is the implementation of narrative video media able to increase the student's understanding in English reading? This purpose of this research To Describe the implementation of narrative video media able to increase the students understanding in studying narrative.

For solving the problem this research, the researcher uses Classroom Research (CAR) using Kemmish and Mc Taggart which consisted of four steps which, planning the implementing, implementing the implementing, observing and reflecting. In this research, the researcher conducted two cycles. Each cycle consisted of three meetings, two meeting to teach about narrative with short video and focus on teaching narrative to increase student's understanding, and one meeting to do the post-test. In planning the implementing, the researcher as the teacher prepared lesson plan based on the data from the preliminary study, which refers to the problem found. The researcher has criteria uses in the success of learning. In this research, the researcher successes when there is 70% of students have to reach the target score that was 70. The subject of this research was the class X BDP of SMK As-Syafi'i Rambipuji that consisted thirty students.

The result of this research show that after implementing of Narrative Short Video Media as Media to Increase Students Understanding in Reading English, the researcher concluded that media of narrative short video could increase students understanding in English Reading. After the researcher as the teacher implemented short video media, the average score of the post-test 2 was 77,3 and the percentage who achieved the minimum score was 83,3% (25 of 30 students). The improvement after implementing the second cycle like, the result of the student participation in the learning English reading about narrative text was better than first cycle.

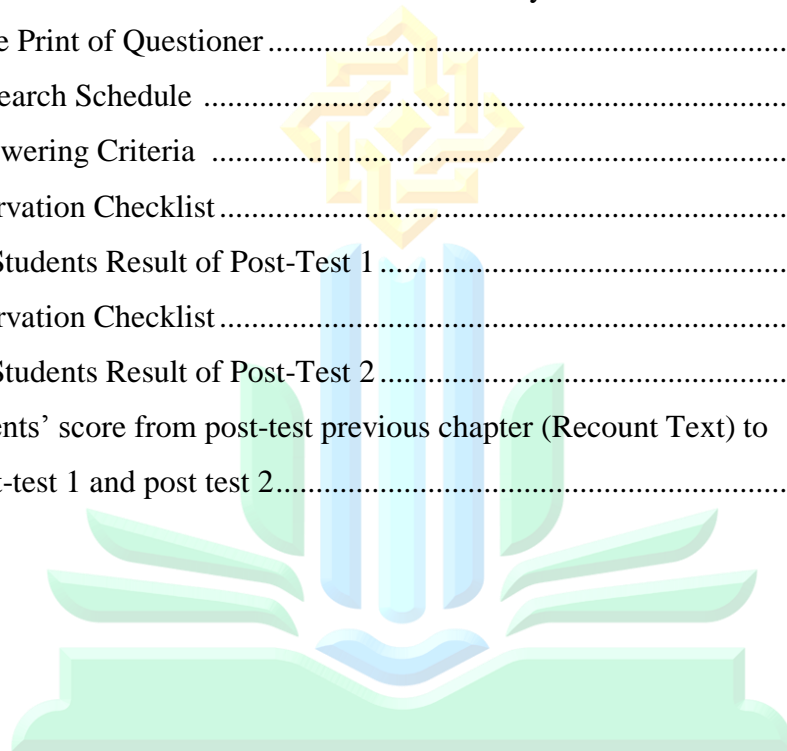
## TABLE OF CONTENTS

<b>COVER .....</b>	<b>ii</b>
<b>APPROVAL SHEET .....</b>	<b>iii</b>
<b>LEGITIMATION.....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>DEDICATION.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>LIST OF CONTENTS .....</b>	<b>x</b>
<b>LIST OF TABLE.....</b>	<b>xiii</b>
<b>LIST OF PICTURE .....</b>	<b>xiv</b>
<b>LIST OF APPENDIXES.....</b>	<b>xv</b>
<b>CHAPTER 1 INTRODUCTION</b>	
A. Research Background.....	1
B. Research Question.....	8
C. Research Objective.....	9
D. Significance of the Research.....	9
E. Limitation of the Research .....	10
F. Definition of Key Term.....	10
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>13</b>
A. Previous of Research.....	13
B. Theoretical Framework .....	20
1. Teaching and Learning Model .....	20
a. The Definition of Teaching and Learning Model .....	20
b. PBLM (Problem Based Learning Model).....	20
2. Narrative.....	21
a. The Definition of the Narrative.....	21
b. Social Function of Narrative .....	27
c. Generic Function of Narrative .....	28
d. The Language Features of Narrative.....	29

e. Types of Narratives .....	30
3. The Concept of English Short Video .....	31
a. The Definition of English Short Video .....	31
b. Types of English Short Video .....	32
4. Increasing Student Understanding in English Reading by Subtitle	34
a. Increasing Student Understanding .....	34
b. English Reading by Subtitle .....	36
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>37</b>
A. Research Design .....	37
B. Research Setting .....	41
C. Research Subject .....	42
D. Technique of Collecting Data .....	42
E. Technique of Analyzing Data .....	45
F. Validity of Data .....	46
G. Research Procedure .....	46
H. Criteria of Success .....	49
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION .....</b>	<b>51</b>
A. Research Findings .....	51
B. The Implementation of Narrative Short Video as a Media To Increase Students Understanding In Studying English Reading .....	51
C. Discussion .....	72
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>74</b>
A. Conclusion .....	74
B. Suggestion .....	75
<b>REFERENCES .....</b>	<b>76</b>

## LIST OF TABLE

No	Description	Page
2.1	Similarities and Differences of Previous Study.....	17
3.1	Blue Print of Questioner.....	44
3.2	Research Schedule.....	47
3.3	Answering Criteria.....	48
4.1	Observation Checklist.....	57
4.2	The Students Result of Post-Test 1.....	59
4.3	Observation Checklist.....	65
4.4	The Students Result of Post-Test 2.....	67
4.5	Students' score from post-test previous chapter (Recount Text) to post-test 1 and post test 2.....	69



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J E M B E R

## LIST OF PICTURE

No Description	Page
3.1 The model of Implementing Research of Kemmis and Mc Taggar .....	39



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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF APPENDICES

Appendix 1 : <b>Declaration of Authorship</b> .....	79
Appendix 2 : <b>Research Matrix</b> .....	80
Appendix 3 : <b>The Result of Questioner</b> .....	84
Appendix 4 : <b>Lesson Plan</b> .....	88
Appendix 5 : <b>Research Journal Activities</b> .....	124
Appendix 6 : <b>The Present List of X BDP</b> .....	126
Appendix 7 : <b>Previous Test</b> .....	128
Appendix 8 : <b>Lesson Plan Post-Test 1 and Post-Test 2</b> .....	135
Appendix 9 : <b>Research License Letter</b> .....	153
Appendix 10 : <b>License Letter Research Finished Letter</b> .....	154
Appendix 11 : <b>Documentation</b> .....	155
Appendix 12 : <b>Biodata</b> .....	156

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER 1 INTRODUCTION

### A. Research Background

Student is the person who's studying at school or institution. The student uses the mind to solve some problem. For train the brain student learn every lesson that suitable by her/his degree. In Indonesia generally have 3 School degree. The first is elementary school, there are six degrees in elementary school. The second is Junior High School, there are three degrees in Junior high School, and last are Senior High School and Vocational High School. Between Senior High School and Vocational High School have differentiation. Senior High School is focus on general object and theories whereas vocational high school focus on practices for preparing to work after graduat, but also could take the university, but all of them are similar about degree. There are three degrees of them.

The students have many lessons such as religion, math, saint, Indonesian, English, etc. All of them are important, so the students have difficulties to understand all the lesson, so the teachers have to have the creativities to teach the student. The teachers have to increase the student understanding in order to student can enjoy the lesson.

Depend on information in SMK As-Syafi'i the English teacher in SMK As-Syafi'i explained that first grade students of SMK As-Syafi'i Rambipuji needed help to increase the understanding in English Lesson. It also proven from the result of preliminary study that there were some students who could pass

minimum mastery level criterion (KKM) that is 70, but the result of most student that only 43,35 % of all students in first grade reached minimum mastery level criterion (KKM-75). So only 57,65% of students that got under the minimum mastery level criterion (KKM). It means more than a half percent of the class who could not achieve the minimum mastery level criterion (KKM). From that data proved that students of SMK As-Syafi'i had not understanding and understood enjoy the class that made the students got minimum score.

Students have understanding in his/her self. The understanding itself had to increase by the teacher as the instrument education. Student judgement about the lesson such as the teacher is bored, the lesson is difficult to understand etc, can made the students' understanding decreased then lose.

In education, student understanding refers to the inclination of the student towards a particular subject in which he or she is easily able to connect without any hassle or hurdle. The student might increase an understanding in any lesson in the class. Without the student understanding, it was not possible to understand much. Understanding can grown up the intention of student to study or learned something. Understanding also could made student easier to received the lesson from the teacher.

English was one of the international languages becomes the major language of printed information. It could be in technology, economics, commerce and science. The most important way which was vital in processing information was reading. By having the reading skills to comprehend passages, textbooks and references written in English, the students were able to absorb information and



knowledge. Based on the school-based curriculum in the senior high schools that language skills were categorized as receptive skills and productive skills. Speaking and writing were productive skill while listening and reading were receptive skills<sup>2</sup>

Narrative Text was a story with complication or problematic events and it tries to found the resolutions to solved the problems.<sup>3</sup> Narrative was a one of material in English teaching that had a social function and types. The social function to amuse, to entertained, and to deal with problematic events which lead to a crisis or turned point of some kind, which in turned found a resolution. Narratives could also be written to taught, to changed attitudes/social opinions. The stories sot up one or more problems, which must eventually find a way to be resolved, there were many types of narrative. Narrative could be imaginary, factual, or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

In narrative text, we use simple past tense. The simple past is used to talk about a completed implementing in a time before now. The duration of narrative is not important. The time of the implementing can be in the recent past or the distant past. We always use the simple past when we say something happened, so it is associated with certain past time expression.<sup>4</sup>

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<sup>2</sup> Hijril Ismail, *Journal Of English Education*, (Purworejo : Scientific Journal, 2017), 125.

<sup>3</sup> Tim penyusun, *Modul Belajar Praktis Bahasa Inggris*, (Jawa Tengah: viva pakarindo), 16.

<sup>4</sup> Tim penyusun, *Modul Belajar Praktis Bahasa Inggris*, (Jawa Tengah: viva pakarindo), 17.

Media in teaching and learning according to Gagne is various component which support the learners to learning.<sup>5</sup> It's a means that used in education is to become the support of the students. The media make easier the students more understand because the purpose of media is to support learners to learning anything. According to Kemp, Jerold classification of medias in education are:<sup>6</sup>

- a. Simulated media is media that provides pleasure and fun such as games, quizzes, role plays, etc.
- b. Visual media is media that related too seeing or sight that are used to illustrate something. Those such as in form of pictures or slides.
- c. Audio media is media can be in the form of cassette recorders, radio sets, songs, or telephone sets.
- d. Audio visual form is the media that combine audio media visual such as movies and video clips.
- e. Real object media is real objects that are used as media such as tools, coins, or things in the classroom.

Depend of the classification of media the researcher will use audio visual Form. The audio visual is short video because short video is including part of video. Video is one kind of audiovisual form that can stimulate students attention in the language learning.

Short video is video that about under than 30 minutes. Short Video is to show the simple story. The simple story that to use by me to show the narrative story. The narrative video that used is English video that use English subtitle.

<sup>5</sup> Gagne, R Briggs. *Principles of Instructional Design 4<sup>th</sup> Edition*. (Fort Wort, TX : HBJ College Publisher 2010).

<sup>6</sup> Kemp, Jerold E, *Intructional Design*. (Beltmond California: Lake Publisher 2010)

According to Reich quoted in Zarei and Rashvand, subtitling is audiovisual translation in which viewers can read statements of dialogues on the screen as well as watch the images and listen to the dialogues.<sup>7</sup>

Reading is the process to get the meaning or understanding from the topic, such as from book, magazine. Reading is an essential skill for learners of English as a foreign language. For most of learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. Reading is a vital skill for everyone, including students. Mickulecky & Jeffries say that reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences. Therefore, on the basis of this opinion, the reading skill has been viewed as something that can help students to enrich their insight in English language.

According to Harmer reading is one of the receptive skills of English. Yet, the four language skills are closely related to each other. The ability to read texts in English is important as a bridge to understand the textbook. If students continue their studies to the senior high school and university, they are required to

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<sup>7</sup> Asni Furaidah, Waching Video With Subtitle As An Alternative To Improve Reding Skill,( Surakarta: English Education Department Teacher Training and Education Faculty Universitas Sebelas Maret),258.

understand many books written in English.<sup>8</sup> There are four reading techniques which are:

Skimming, sometimes referred to as gist reading, means going through the text to grasp the main idea. Here, the reader doesn't pronounce each and every word of the text but focuses their attention on the main theme or the core of the text. Examples of skimming are reading magazines or newspapers and searching for a name in a telephone directory.

Scanning, the reader quickly scuttles across sentences to get to a particular piece of information. Scanning involves the technique of rejecting or ignoring irrelevant information from the text to locate a specific piece of information.

Intensive reading is far more time-consuming than skimming and scanning as it needs the reader's attention to detail. It involves close reading that aims at the accuracy of comprehension. Here, the reader has to understand the meaning of each and every word.

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Extensive reading lays more emphasis on fluency and less on accuracy. It usually involves reading for pleasure and is more of an out-of-classroom activity. It is highly unlikely for readers to take up the extensive reading of text they do not like.<sup>9</sup> From four reading techniques the researcher chose the Skimming Method because Skimming Method is suitable for the research.

Based on Environment of SMK As-Syafi'i the understanding of studying English is low because the judgement. Judgement such as English is bored and difficult. That's judgement make student difficult to receive the material from the

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<sup>8</sup> Hijril Ismail, *Journal Of English Education*, (Purworejo: Scientific Journal, 2017), 125.

<sup>9</sup> <https://www.planetspark.in/blogs/types-of-reading-skills>

teacher. So the teacher has to change the judgement from the student. The change can be start from the teaching by media. We can use anything media but in this case the researcher used short video as media to make student enjoy the class and can entertain the student.

Based on curriculum there are narrative text lesson in first grade of vocational high school, so the researcher as the teacher want to teach by the short video of narrative story as media to teaching in the narrative text chapter. In the short video use English as language of story and the subtitle English also. This manner can make student can guess what the activity of the story and know the English meaning by the English tittle. Because usually the student don't know what the character of the story said, by tittle student know what the character said in English. This method can make the student know some vocabularies from the video. Because they watch by happily can make brain save the vocabularies longer than usually.

Based on case above this method can solve the problem. Because the media support the teacher to teach and support the student to more understand. In this era the media is most important one of education . In the field of education, technology provides benefits for both learners and teachers. The educational process can be easier to do because there is a lot of information related to learning materials that can be accessed by students through technology. Besides that, technology also provides a fun and easy learning process through a variety of understanding media. According to Raja & Nagasubramani information and technology (IT) development can improve learners' interactive learning through

the understanding features that are provided in it. Information and technology development provides many sources in learning a language, such as in improving students' speaking skill (Almurashi 2016).<sup>10</sup>

SMK As-Syafi'i is the vocational school that has one major. The major is Online Business and Marketing. English in Online business is nearest, so the main set or judgement of student have to change. This media is one of manner to change the main set or judgement. First grade is basically or the foundation in vocational high school so we have to repair something about teaching for the student because that can use full in future.

The researcher used the Classroom Implementing Research Method to do Research because the method is suitable to the tittle.

According that problem above, the researcher proposes to conduct this study under title "The Use of Narrative Short Video as Media to Increase Students Understanding in Studying English Reading at First Grade of As-Syafi'i Vocational High School".

## **B. Research Question**

According to the background of study above, the research question formulated as follow how is the implementation of narrative video media able to increase the student's understanding in English reading?

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<sup>10</sup> Putu Enik, *The Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills*, (Bali: *The Art of Teaching English as a Foreign Language*, 2021),9.

### **C. Research Objective**

According to the research questions above, the research objective formulated as follows to describe the implementation of narrative video media able to increase the students understanding in studying narrative.

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

This research expects to give contributions to the language teaching learning process as follow:

1. For English Teacher

The result of the research could be used for English teacher as a reference to increase students understanding in studying english reading skill at first grade of As-Syafi'i vocational high school by using narrative short video as media.

2. For Student

The implementings of the research were expected to be useful to increase students understanding in studying English reading skill. Since using narrative short video as teaching media.

3. For Researcher Future

Hopefully this research can be used as a reference for the other researchers for others researchers to conduct a researcher further with a similar topic by different design, area and media.

### **E. Limitation of the Research**

Based on the observation in As-Syafi'i Vocational High School an interview the researcher focused on the strategy, that is the use narrative short video as media to increase students understanding at As-Syafi'i Vocational High School especially in tenth grade and the material used in this research was Narrative.

### **F. Definition of Key Terms**

#### 1. Narrative

Narrative is the story has function to entertain the reader or someone that watch it. The narrative is story that fiction tell about something without evidence. The kind of narrative is folklore, legend, fairy tale, horror, romance, etc. the language features of narrative is using past tense, there is adverb of time, time conjunction, specific character, implementing verb, direct speech. The generic structures of narrative is an orientation that's about opening of story and the introduction character of story. Next is complication that's tell the problem begin. Next is resolution that's about the end of story or problem solving of story. The last is coda or reorientation this part is optional because this part is moral value or what we get from the story.

#### 2. Media

Media is a mean that transmitting or delivering messages in teaching and learning process. Teaching and learning process the teacher has to use media in order to make the students more understand or easier to get the point when the



teacher teach, and also make the student not bored when learning or studying in the class.

### 3. Short Video

Short Video is the video that has short duration. In this research the short videos mean that the duration is not more than 30 minutes. This short video that is simple story.

### 4. Student Understanding

Student understanding is the understanding of student when they learn some material or lesson from their teacher. The teacher has to keep the student understanding is so important because when the students understanding mean that they enjoy to joining our class and the lesson is easier to understand by the student.

The understanding of students can be evidenced by understanding of student. The understanding of students could be seen in the score of result of their exercise and examination.

### 5. English Reading

Reading is the process to get some point from the text or writing. Reading is one of English skill. Reading in my research is reading from the English subtitle in the video. The student can understand the meaning from video because they can get some point from what they look from video. This process also can make students have new vocabularies. In this reading the researcher used scanning technique to read the subtitle of the videos

## 6. Classroom Action Research (CAR)

Classroom Action Research (CAR) is one of research methods. This research was implementing research that conducted by teacher in the classroom. CAR is including qualitative research although the data similar by qualitative method.



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J E M B E R

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous of Research

The researcher has three previous research that has chosen by researcher because relevant with this study. It can help researcher looked for some references. They are:

The First is Nunik Puspita Ningrum from Institut Agama Islam Negeri Metro, Lampung<sup>11</sup>. The title is The use of English Movie With Subtitle To Improve The Student's Pronunciation Mastery At The Eleventh Grades Of SMAN 2 Way Serdang In The Academic Year Of 2017/2018. The Goal of this research is to improve the student's pronunciation on mastery at the eleventh grades of SMAN 2 Way Serdang in the academic year of 2017/2018. In this research, the researcher conducted classroom implementing research (CAR) which was done in two cycles. Each cycle consist of planning, implementing, observing and reflecting. The subjects of this research were 28 students in Eleventh class of SMA N 2 Way Serdang. In collecting data, the researcher used test (pre-test, post-test I and post-test 2), observation and documentation.

The research was conducted collaborative with the English teacher of SMA N 2 Way Serdang of Mesuji Lampung. The result of this research showed that using English movie with subtitle had positive result in improving the students' pronunciation at the eleventh graders of SMA N 2 Way Serdang of

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<sup>11</sup> Nunik Puspita Ningrum, "The Use Of English Movie With Subtitle To Improve The Students Pronunciation Mastery At The Eleventh Graders Of SMAN 2 Way Serdang In The Academic Year Of 2017/2018", (Thesis, State Intitute Of Islamic Studies Of Metro)

Mesuji Lampung. It can be proven by the students' average score from pre test to post test. The average score in pre-test was 50, post-test I was 63, and become 70 in post-test II. It means that the use of English movie with subtitle can improve the students' pronunciation mastery.

The Second is thesis written by Dea Utami Permatasari from Banda Aceh<sup>12</sup>. The title is "The Effectiveness Of Movie Subtitle To Improve Reading Comprehension". The objectives of this research are to investigate whether movie subtitle can improve students' reading comprehension. This research was conducted at SMAN 7 Banda Aceh. This study examines the effectiveness of teaching by using movie subtitle in reading comprehension. The aim of this study is to investigate whether movie subtitle can improve students' reading comprehension.

In the collecting data teaching experiment, the researcher used some techniques such as; test and questionnaire. This technique is effective in teaching reading using movie subtitle. This can be proved that students' result was sharply improved (in pre-test was 43.40% while in post-test was 72.19%). It means the increase from pre-test and post-test was 60.11%. In addition, based on the analysis of questionnaire, most of the students gave positive responses about students' reflection on learning by using this technique in which 69.2% of them agreed that movie subtitle technique helps them in comprehending the reading and also get a new knowledge from it. Therefore, it can be concluded that movie subtitle gave strong effect on students' reading score and positive influence for them.

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<sup>12</sup> Dea Utami Permatasari, "The Effectiveness of Movie Subtitle To Improve Reading Comprehension". (Thesis State Islamic University Darussalam)

The Third is thesis written by Harry Azhar Ramli from Banda Aceh<sup>13</sup>. The title is The Use of “Inside Out” Movie’s Subtitles to Improve Reading (A Case Study at Smk-pp Saree). This research was focus on find out whether using inside out movie subtitle to improve students’ reading and to investigate to what extent inside out improved students’ reading ability, this research was aimed to find out whether using Inside Out movie subtitles improve students’ reading and to investigate to what extent Inside Out improved students’ reading ability. This research conducts study at SMK-PP Saree, Aceh Besar. The population of this research was 177 students. The sample was 65 students in agriculture class (XI A1 and XI A2). The sampling technique used was simple random sampling which is part of probability sampling.

The data were collected by using tests (pre-test and post-test) and questionnaire. The finding of this study showed that using Inside Out movie subtitles improved students’ reading ability. It was proven by the improvement of the mean score of the experimental class which was higher (34.9 to 68.65) than the mean score in the control class (30.7 to 47.3). Moreover, based on the analysis of the questionnaire, most of the students gave positive response (85.1%) in learning reading by using Inside Out movie.

The Forth thesis written by Fila Candra Setiawati from Surabaya.<sup>14</sup> The title is “Peningkatan Motivasi Belajar Bahasa Inggris Siswa Di SMK Jawahirul Ulum Sidoarjo”.the aim of this research is to develop student motivation in

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<sup>13</sup> Harry Azhar Ramli, “The Use Of “Inside Out” Movie’s Subtitles To Improve Reading (A Case Study At Smk-pp Saree)”, (Thesis, State Islamic university Ar-Raniry Of Banda Aceh)

<sup>14</sup> Filla Candra Setiawati, “Peningkatan Motivasi Belajar Bahasa Inggris Melalui Penggunaan Aplikasi Android Siswa di SMK Jawahirul Ulum Jabon Sidoarjo”.(Thesis,State Islamic University of Sunan Ampel Surabaya)

studying English at SMK Jawahirul Ulum Kab Sidoarjo. This research for XA and XB the students of SMK Jawahirul Ulum Kab Sidoarjo in 2016/2017. The lesson that taught was English Conversation. The motivation meant that intrinsic and extrinsic from the student that was given by android application. The data collected used pretest-posttest control group that was one of experiment method type true experimental design.

The data collected from questioner of student's motivation to study English in XA and XB class after studying in each class. The data analysis used attitude scale and rating scale. The classification of the result divided by two type the first is classification of scoring questioner research sheet which are sangat baik (SB), baik (B), cukup (C), tidak baik (TB), sangat tidak baik (STB) and classification of scoring observation motivation study sheet which are sangat baik (SB), Baik (B), Cukup (C), Kurang (K).

The last from Marwana Ambo Lele from University Muhammadiyah of Makassar (2019).<sup>15</sup> The title is "The student's Perception of the media Used by Teacher in Teaching English". The aim of this research is to find out the media used by the teacher in English teaching and the student's perception of the media used by the English teacher. This research used descriptive qualitative research with the instruments. The instruments were an observation and interview. The observation used to observe the teacher of the eight grade student at SMP Muhammadiyah 12 Makassar. The interview distributed to the students of the eight grades.

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<sup>15</sup> Marwana Ambo Lele, " *The student's Perception of The media Used By Teacher In Teaching English*". (Thesis, University Muhammadiyah of Makassar)

The method was qualitative descriptive methodology. Qualitative research method was used to examine question that can best verbally describing how participants in a study perceive and interpret various aspects of their environment. Qualitative research back to process-oriented methods use to understand, interpret, describe and develop a theory. The data collected from the data collection for observation and data collection for interview.

**Table 2.1**

**Similarities and differences of previous study**

No	Title of research	Similarities	Differences
1	Nunik Puspita Ningrum The use of English Movie with Subtitle to Improve the Student's Pronunciation Mastery At The Eleventh Grades Of SMAN 2 Way Serdang In The Academic Year Of 2017/2018	a. Both of researchers use sub tittle in the research. b. both of researchers use car (classroom implementing research) methodology to research.	a. The research by nunik puspita ningrum focus on improving student's pronouncing mastery. b. The previous researcher is using post test design. c. The previous research focused on the use of English movie with subtitle to improve students pronunciation mastery This research focus on making student understanding in reading.

No	Title of research	Similarities	Differences
2	Dea Utami Permatasari The Effectiveness of Movie Subtitle to Improve Reading Comrehesion	a. Both of researchers focus on reading.	a. The previous researcher used an experimental quantitative research method. This researcher used car method. b. The previous research used pre-test and post-test
3	Harry Azhar Ramli The Use Of “Inside Out” Movie’s Subtitles to Improve Reading (A Case Study at Smk-pp Saree)	a. Both of researchers focus on reading. b. Both of researcher used subtitle media as reading material.	a. The previous researcher is used quantitative method This researcher is used car method b. The previous researcher focus on improving reading. This researcher focus on increasing reading understanding.
04	Fila Candra Setiawati “Peningkatan Motivasi Belajar Bahasa Inggris Siswa Di SMK Jawahirul Ulum Sidoarjo”.	a. both of researchers use questioner for the researcher. b. both of researchers have similar purpose that’s increasing	a. The previous research used the speaking skill and the researcher will use reading skill. b. The previous



No	Title of research	Similarities	Differences
		something of student.	research increase students motivation but the researcher will increase student interest
05	Marwana Ambo Lele The student's Perception of the media Used by Teacher in Teaching English	a. both of researchers use qualitative descriptive to collecting the data. b. both of researchers use media as instrument in their research.	a. the previous researcher used many media to do research, then researcher will use one media only that's short video. b. the previous researcher focused on students perception and the researcher focus on students understanding.

That's all were similarities and differences between this researcher and previous researcher. The researcher concluded that there are similarities and differences between the writer researcher with previous researchers. The differences between this researcher with three previous researchers are:

- a. This research focused on making student understanding and understanding in reading.
- b. This researcher uses classroom implementing research.

c. This researcher focuses on narrative only.

The past studies here been unable to resolve skill develop the previous study. The gap was this research focus on increasing student understanding in English reading skill. The researcher uses the questioner to check how many percent about students understanding in the tenth grade. The researcher do the research in the narrative chapter and uses the short video to teach it and increase the student understanding.

## **B Theoretical Framework**

### **1. Teaching and Learning Model**

#### **a. The Definition of Teaching and Learning Model**

The learning model, which includes strategies, tactics, methods, materials, media, and learning, is a systematic process or pattern used as a guide to achieving learning objectives to be tools for evaluation<sup>16</sup>. The learning model is a framework that gives a systematic description for carrying out learning in order to help students learn in a certain method to achieve, one may infer from the explanation of the teaching and learning model.

#### **b. PBLM (Problem Based Learning Model)**

##### **1) The Definition of Problem Based Learning**

The problem-based learning model, according to Arends in Trianto in Muhammad Afandi's book, is a method of instruction in which students work on

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<sup>16</sup> Muhammad Afandi, Evi Chamala, Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah*, (Semarang: Unissula Press, 2013), 16

real-world issues with the goal of creating their own knowledge, honing higher-order thinking and inquiry skills, and gaining independence and confidence.<sup>17</sup>

According to the definition given above, the problem-based learning model may also be described as an innovation in education that maximizes students' thinking through group projects so that they can continuously assess and refine their ideas.

## 2) The Advantages and Disadvantages of Problem Based Learning

In Muhammad Afandi's book, Trianto listed the following benefits of problem-based learning:<sup>18</sup>

1. Be realistic with student life
2. The concept according to the needs of students
3. Foster the nature of student inquiry
4. Cultivate problem solving abilities

Then the disadvantages as follows:

1. Complex learning preparation (tools, problems, concepts).
2. The difficulty of finding relevant problems
3. Frequent miss-conception
4. Requires a lot of time

## 2. Narrative

### a. The Definition of Narrative

In English there are many kinds of narrative text which are procedure, recount, narrative, descriptive, news item, report, analytical exposition, spoof,

<sup>17</sup> Muhammad Afandi, *Model dan Metode Pembelajaran di Sekolah*, 25

<sup>18</sup> Muhammad Afandi, *Model dan Metode Pembelajaran di Sekolah*,

hortatory exposition, explanation, discussion, review. In this research the researcher focus on narrative. Some Expert have defined what narrative is. A narrative text is a text, which relates a series of logically, and chronologically related events which are induced or skilled via elements. She, moreover, states that a key to comprehending a story is a feel of plot, of theme, of characters, and of events, and of ways they relate. further, Anderson and Anderson provide an explanation for that a narrative is a text that tells a story and, in doing so, entertains the target audience<sup>19</sup>. It has character, placing, and movement. The characters, the putting, and the trouble of the narrative are commonly brought in the starting. The trouble reaches its excessive point within the middle. The finishing resolves the hassle. The verb to narrate method to inform, to present all account of. Writing narrative is actually simply placing what show up to somebody on paper Widayati<sup>20</sup>. In narrative, the incidents that make up the tale are typically instructed within the order wherein they would honestly take place. a narrative can tell what happens in a rely of mins or years.a narrative text normally consists of with capabilities of characters, important person, setting, time, trouble, answer, and a plot (shape). a few authors use plot, shape, or rhetorical step interchangeably. according to Diana, a narrative text usually has description of capabilities and rhetorical steps<sup>21</sup>.

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<sup>19</sup> Anderson, M. & Anderson, K. *Text Types in English 2*, (Macmillan Education Australia 2003)

<sup>20</sup> Widayati, S. *Pembelajaran dan Evaluasi Writing.*,(Jakarta: Departemen Pendidikan & Kebudayaan Direktorat Jenderal Pendidikan Tinggi 2003)

<sup>21</sup> Diana, M. *Children's Literature: An Invitation to the World*,(Boston: Pearson Education2003)

## 1. Plot

The plot answers the questions “what is taking place within the tale?” and “what's the collection of activities?” some tales have simple and easy plots. Others have complex plots that make the reader assume and ask questions: Who solves issues? stories that go with the flow well keep the reader concerned and fascinated. moreover, Rebecca says that plot is the series of events showing characters in movement<sup>22</sup>. This series isn't unintended but is chosen by means of the writer as the great way of telling his or her tale. If the writer has selected nicely, the plot will produce battle, tension, and motion as a way to arouse and keep the reader's understanding. kids need what most adults want in literature: motion, happenings, questions that need solutions, answers that in shape questions, glimpses of glad and sad results, discovery of the way events grow and flip. in keeping with KTSP 2006, plot (rhetorical step) is extra than the collection of movements or struggle. it is also the sample of these movements. If the plot sample is oversimplified through diagram, it is visualized as follows.

Narrative order in fiction, the order in which events are related, may also observe several patterns, however the most common sample in younger youngsters's literature is the chronological association. If a story relates occasions in the order of their taking place, their story is in chronological order, possibly moving with the characters from one region of movement to some other and but chronological. Order is straightforward for kids to follow if inside their revel in; chronological order is therefore more commond growing implementing starts with

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<sup>22</sup> Rebecca, J. L. *A Critical Handbook of Children's Literature*, (Massachuset: Pearson Education 2003).

the scenario that must be proven and defined. This reason behind the scenario and the characters' circumstance is referred to as exposition. It's far placed inside the beginning. In maximum memories for kids, it is woven into early section so that attention is caught right away and held. Then, this early implementing grows into a suspense that holds them to examine. Early readers just like the suspense of "What's going to occur?" The writers for kids need to decide how lots suspense the kid can maintain and how much reassurance is needed to stability suspense. the peak and turning point of the conflict, the point at which we recognise the outcome of the implementing, is known as the climax. In a progressive plot, suspense pulls the reader via the growing motion to the significant climax, wherein war is resolved in a way foreshadowed and inevitable; the final questions are generally responded in a denouement, with its closed ending.

## 2. Characters

Characters answer the questions "who are those people?" and "Are they plausible?" Characters want to be true for the reader to hook up with them.

Readers are seeking characters whose humanity touches theirs. Characters also are easy to relate to and accept as true with in. Characters a few to lifestyles for the readers what they are saying, their implementings, and what others say approximately them.

## 3. Setting

Setting informs the reader of wherein the story is taking vicinity. Its solutions the questions "where am I?" and "what's going to I see if I stroll around here?" more often, the putting falls into the history, and the reader isn't

particularly aware about it. Readers realize straight away, but, when the setting isn't nicely drawn, due to the fact they can't feel the experience of in which they're meanwhile, Anderson and Anderson provide an explanation for five steps in building a narrative text. they may be orientation, complication, sequence of activities, decision, and coda<sup>23</sup>.

In orientation, the narrator tells the target audience who is in the tale, when it's far happening, wherein it's far taking place, and what's taking place. In worry, the narrator tells approximately something on the way to begin a sequence of occasions. these occasions will affect one or more of the characters. The trouble is the cause. Then, inside the subsequent step, sequence of activities, the narrator tells how the characters react to the worry. on this step, the emotions of the man or woman and what they do are blanketed. Similarly, the events can be instructed in chronological order (the order wherein they occur) or with flashbacks. The target audience is given the narrator's factor of view. In resolution element, complication is taken care of out or the hassle is solved. Coda is non-obligatory structure in a story. on this element, the narrator consists of a coda if there is to be a moral or message to be learned from the story. To make it quick and less complicated to apprehend, essentially the generic structures of a narrative incorporate 3 factors: orientation, complication, and resolution. the other two additives as proposed by means of Anderson and Anderson<sup>24</sup> are simply versions or may even be considered as optional for the reason that two aren't differently essentially.

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<sup>23</sup> Anderson, M. & Anderson, K. *Text Types in English 3*, (Macmillan Education Australia 2003).

<sup>24</sup> Anderson, M. & Anderson, K. *Text Types in English 3*, (Macmillan Education Australia 2003).

Narrative may be presented as written or spoken texts. Written narratives frequently take the shape of novels. The story is typically informed with the aid of a narrator. If the narrator is one of the characters on this story, the tale is stated to be informed inside the first man or woman. If someone outside the tale is the narrator, then the tale is being advised inside the 1/3 man or woman (Anderson & Anderson,<sup>25</sup>.in addition, narrative text may also take many sorts or paperwork. they may be myths, fairytales, aboriginals, science, fiction, dreaming memories/bedtime stories, and romance novels. among the one paperwork, fairy testimonies or fairy tale has lots of sub-paperwork: fairies, goblins, elves, trolls, giants, and speakme animals. Gurney in Carnine believes that tales have their personal shape known as story grammar<sup>26</sup>. This structure often resolves across the conflicts or troubles confronted by means of the characters inside the tale and the characters' attempts to resolve the hassle. The story grammar components of struggle, aim, resolution of the battle, plot, and the character's thoughts and feelings are commonplace to many testimonies. by means of keying on the presence of these components of a tale, the reader is higher capable of recognize the tale. The structure of a tale may be simple (the additives are few and written in a predictable sequence) or complicated (the components are severa and their series unpredictable). Additionally, Anderson and Anderson kingdom that narrative commonly consist of the following grammatical functions which are:

1. Nouns that perceive the specific characters and locations in the story.
2. adjectives that offer correct description of the characters and setting.

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<sup>25</sup> Ibid.

<sup>26</sup> Ibid.



3. time words that connect events to tell after they arise.
4. verbs that show the implementings that occur in the story<sup>27</sup>.

The number one rule for growing a chain for introducing memories is to development from easy stories to greater complicated testimonies. elements to remember are:

- a. the quantity of characters, plots, dreams, and sub-dreams
- b. the quantity of attempts by using characters to acquire the purpose
- c. the explicitness of the story grammar components (the primary characters, , and conflict),
- d. the period of the tale,
- e. the clarity of the story, and the amount of heritage expertise required by college students.

The motive of a narrative, other than offering entertainment, may be to make the target audience think about a trouble, train them a lesson, or excite their emotions. In properly-written narration, a writer makes use of perception, creativity, drama, suspense, humor, or fable to create a vital topic or impact. The details all work together to increase an identifiable tale line that is simple to observe and paraphrase.

#### **b. Social Function of Narrative Text**

The narrative text has purpose of the text it's self. The purpose or social function is to amuse or to entertain with problematic event in the story or the text that leads to crisis or turning poin of some kind, that in turn finds a resolution. The

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<sup>27</sup> Anderson, M. & Anderson, K. *Text Types in English 2*, (Macmillan Education Australia 2003).

narrative text also be written to teach, to change attitudes/social opinions. The story of narrative text usually set up one or more problems, that must eventually find a way to be resolved. The main point of the social function of narrative text is to entertain or to amuse the reader or someone that consume the story without thinking about the rightness.

### **c. Generic Structure of Narrative**

Such as others text narrative text has structure in order to the story suitable every paragraph by paragraph, which are:

#### **a. Orientation**

Orientation is the first structure which as opening of the text that introduce every participant or characters, time, and location or background of the story. This part is answering question of who, where, when. The simply orientation is seating the scene and introduce the participant of the story.

#### **b. Complication**

Complication is the second structure that located after orientation and this part or this paragraph explain first problem. This problem is starting turning up problem in the story that continue to the conflict and climax continue to anticlimax a story.

#### **c. Resolution**

Resolution is paragraph that to be the end of the story, that to be solution of the story. The problem of narrative text has to make it done. This part usually called closing paragraph. The story can close by happy ending or sad ending. The simply this part is also included the outcome of the attempts to achieve the goal.

#### d. Reorientation

Reorientation is the closing sentence that tell last condition of the main character in the story and this part also has the moral value in the narrative. This part is optional, its means if nothing this part it's never mind because this part is optional.

#### **d. The Language Features of Narrative**

##### 1. Using Past Tense

Most often the story of narrative text is using past tense, because the story is the past time. Usually, it can be simple past tense, past continuous or others formula of past tense.

##### 2. Using Implementing Verb.

The verb that usually use is a verb that shows an implementing. The Example is climbed, Turned, etc.

##### 3. Specific Noun

The tittle of narrative use specific noun to describe the story that told in story. The specific noun such as snow white, Aurora, etc.

##### 4. Using Direct and Indirect speech

The narrative story sometimes using dialogue to make the readers imagine so that story looks clearer and so real, such as Cinderella said “ Please let me go with you”.

##### 5. Using Time Conjunction

The story of narrative always uses time conjunction such as, when, then, next, before, after, soon, etc.

## 6. Using Adverb of Time

The narrative story always use adverb of time for example Long time ago, One upon a time, One time, One day, etc.

### e. Types of Narratives

There are so many types of narrative text. They can be imaginary or fictions, Factual or non fiction, and combination both of them. They can be included fairy tale, romance, fable, myth, legend, etc.

#### a. Fairy Tale

This story is telling us about fairy life or the princess life. This story usually tell about fairy story such as thinker bell that tell about fairy that has name think, snow white that tell about princess that has bad step mother, ect.

#### b. Romance

This story tell us about love story such as story of Romeo and Juliet. This type not always happy ending but it can sad ending also.

#### c. Fable

This story tells us about animal that funny. Usually, this story watched by kids only. The example of fable story is The Ants and Grasshopper, The Ant and The Dove, The Smartest Parrot, etc.

#### d. Myth

This story is the story that usually some people believe about existence of mystical. The example of myth is Dewi Sri or The Goddess of Rice.

#### e. Legend

This narrative type is a story of human moves which can be perceived each by way of teller and listeners to take vicinity within human history. Normally a legend is a brief traditional and historicized narrative done in a conversational mode. A few define legend as folktale. The examples of legend in this narrative story are the legend of tangkuban perahu, The story of toba lake, etc.

### 3. The Concept of English Short Video

#### a. The Definition of English Short Video

English short video is similar with English movie but this thing is short or we can call English Short movie in general. English video or English movie is one of the media or think that can be use in Language specially English learning.<sup>28</sup>

Video is an electronic medium used to record, reproduce, reproduce, play, and present an ever-changing visual medium.<sup>29</sup> Video was originally developed for mechanical televisions and was quickly replaced by cathode ray tube (CRT) systems, which in turn were replaced by various types of flat panel displays. Video structures vary in display decisions, aspect ratios, refresh rates, shading capabilities, and various capabilities. Analog and digital versions exist and can be distributed in a variety of media, including radio, tape, compact disc, PC documentation, and community streaming.

In General video divided by 2 types from duration of video which are short video long video. Short video has duration under 60 minute and has simply

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<sup>28</sup> Tengku Maya Silviyanti, "Looking Into EFL Students' Perceptions In Listening By Using English Movie Videos On Youtube", *Studies In English Language And Education*, (Banda Aceh: University Of Syiah Kuala), No.1/2014.P.48.

<sup>29</sup> Elen, Richard. "TV Technology 10. Roll VTR". 2011-10-27.

meaning or story. Long video has duration more than 60 minute and has complicated story or meaning in the video.

### **b. Types of English Short Video**

Short video could be very understanding to recognize, shape, the kinds of video that we are able to discuss underneath narrative, documentary, and experimental are targeted at the filmmaker's purpose and the very last product's courting with the viewer.<sup>30</sup>

#### 1. Narrative short Video

As we learned in advance, narrative short video's number one relationship with the target audience is that of a storyteller. Narrative short videos are so pervasive, so ingrained in our tradition, that previous to studying this a book, you can have never stopped to don't forget the designation narrative short video. in spite of everything, to maximum folks, a narrative short video is only a short video. We practice a label simplest to documentary or experimental video that deviate from that "norm."

What distinguishes narrative short video from these different varieties of short video, both of which also tell stories or utilize different formal aspects of narrative, is that narrative short video was directed towards fiction. Even the ones narrative a short video that purport to inform a real tale, including Robert Luketic's 21, adjust the tales they bring so one can better serve the ones concepts of narrative shape that filmmakers use to have interimplementing and entertain audiences.

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<sup>30</sup> Richard Barsam And Dave Monahan, Looking at Movies an Itroudction to Film third edition, P.64.

## 2. Documentary Short Video

we would say that narrative short video and documentary short video differ in general in terms of allegiance. Narrative short video starts with a dedication to dramatic storytelling: documentary short video is extra worried with the recording of fact, the schooling of visitors, or the presentation of political or social analyses. In different phrases, if we consider a story short video as fiction, then the high-quality manner to understand documentary short video is as nonfiction.

## 3. Experimental short video

Experimental is the hardest of all styles of short video to outline with any precision, in component due to the fact experimental filmmakers actively are seeking for to defy categorization and conference. For beginners, it's beneficial to consider experimental cinema as that which pushes the bounds of what most of the people think short video are or have to be. in any case, avantgarde, he term in the beginning applied to this method to filmmaking, comes from a French word used to explain scouts and pathfinders who explored.in advance of an advancing navy, implying that avantgarde artists, whether or not in short video or every other medium, are innovators who lead, instead of observe.

From the definition above the writer conclude that narrative short video is the make short video base on creativeness to entertain meanwhile documentary short video is making short video based on actual story.

#### 4. Increasing Student Understanding in Reading English Subtitle

##### a. Increasing Student Understanding

increasing student understanding is the important thing in promoting a love of literacy in student. one of the best sources that has observed for increasing motivation is a shelf filled with books that fit students' hobby stage and reading stage. They need to be surrounded by way of titles that reflect the lives of themselves in addition to their classmates. while students discover titles with characters that seem like them and households that resemble their very own or their associates, their hobby level increases. create that connections additionally will increase student comprehension.<sup>31</sup>

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students need to be provided with books that represent all genres with a purpose to determine what they mare enjoy studying. unless a baby is given the possibility to study poetry, mysteries, historic fiction, biographies, autobiographies, and technology fiction, she or he might not realize all of the styles of memories that

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<sup>31</sup> Dea Utami Permatasari, "The Effectiveness of Movie Subtitle To Improve Reading Comprehension".(Thesis State Islamic University Darussalam)



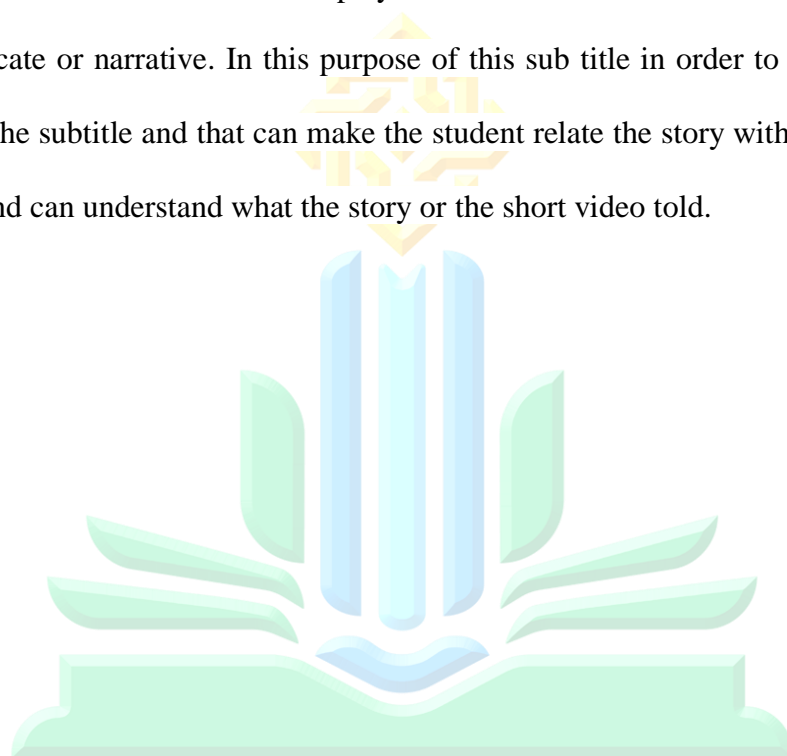
are created for readers of every age. student a book preference is step one in getting youngsters hooked on reading. while students have possession of their reading, successful, impartial readers start to bloom.

instructors may be the pleasant a book matchmaker for their students. when teachers are constructing relationships with their students inside the beginning of the year, they can also behavior one-on-one interviews or provide hobby surveys to each student. This exercise will assist teachers research the strengths, demanding situations, likes, and dislikes in their students. This data allows teachers choose the great a book to spark a student's understanding in reading. Friends can be a excellent useful resource for supporting students discover what books they may like to read. inspire classmates to be a book matchmaker by using developing personalized book guidelines for his or her peers. it is easy to create a advice template that can be stacked within the magnificence a book corner. while students discover a book they think might fit the hobbies and understandings of classmates, they could fill out the personalized ebook advice shape and supply it to their classmate.

Literacy diagnostic equipment including running data or anecdotal notes can also be used to recognize the academic and unbiased studying ranges of college students. at some point of one-on-one or small-organization analyzing preparation, teachers can notice the reading behaviors they have a look at, which includes any mistakes made during reading, students' responses to comprehension questions, or information about their expression, tone, or studying rate.

### **b. Reading English Subtitle**

Reading English subtitle is the instrument to make the student know what the story told. The subtitle makes the student easy to understand the story because help the student that has weakness in listening. Subtitle is the captions displayed at the under of a film or tv display screen that translate or transcribe the communicate or narrative. In this purpose of this sub title in order to the student can read the subtitle and that can make the student relate the story with the text of subtitle and can understand what the story or the short video told.



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J E M B E R

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, the researcher will use a Classroom Action Research design (CAR). CAR is the research that focus on researcher, the researcher means the teacher as teach the student in the class or the place that taught by the teacher. This classroom action research is as instrument for teacher training that the teacher uses new methods that for analysis when the teacher teaches, and then to create new innovative. This research used to solve the problem in the class and to repair the communication between the teacher and student. That is related by Cameron and Jones explained that class room implementing research is the research that a carried out by the researcher or the teacher that become practitioners with a view to develop and improve their professionalism and more understand better.<sup>32</sup>

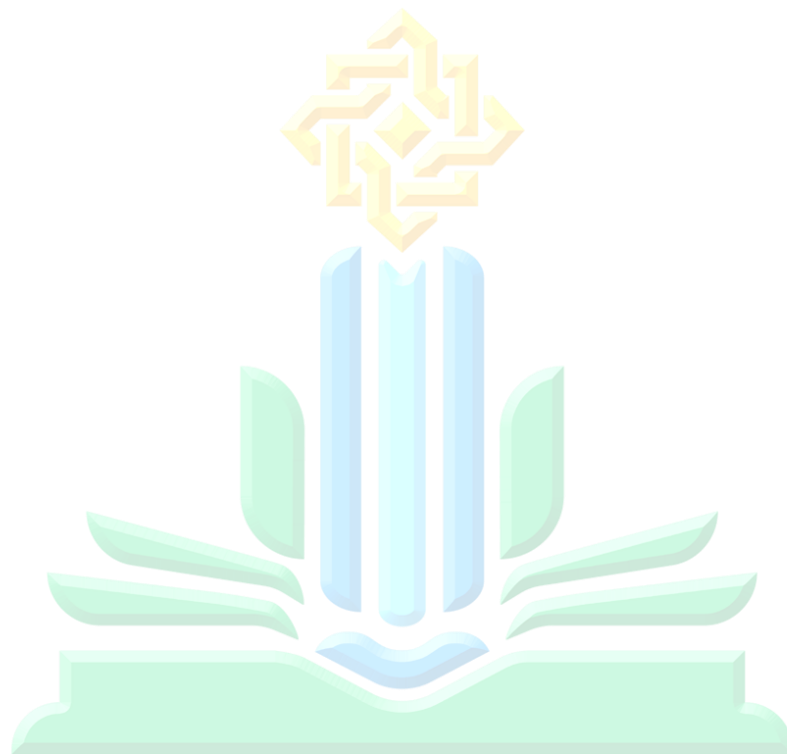
This classroom action research that uses a collaborative classroom research. The collaborator is the English teacher to help the researcher to Evaluate the research.

The researcher uses several steps to do the research. Which are planning, implementing, observing and reflecting. The researcher uses the Classroom

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<sup>32</sup> Cammeron Jone, A Searching proffesion? The Growth of Classroom Action Research. (Scotland: Moray house College of Education,2010)

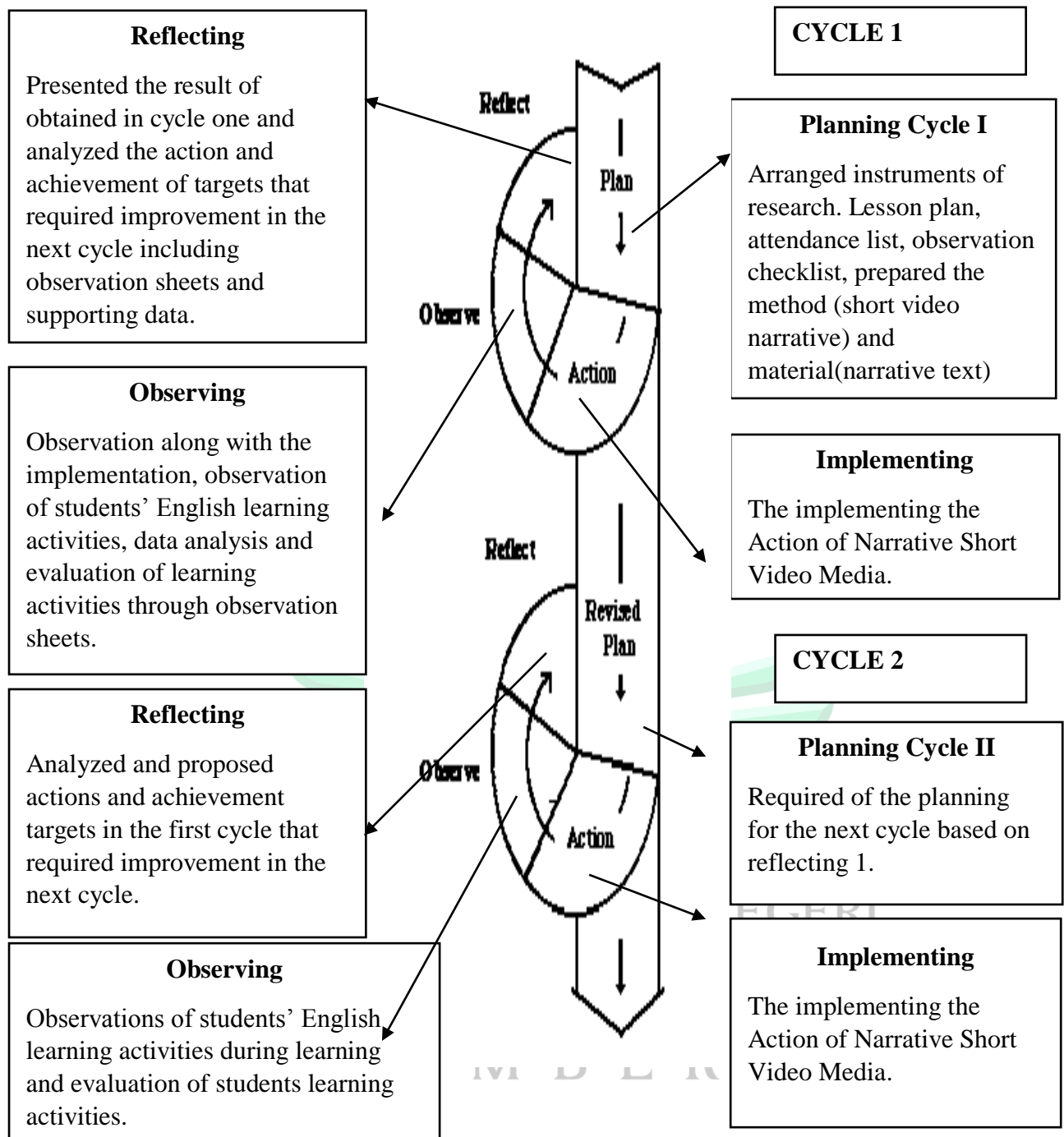
Action Research design by Kemmis and Taggart model.<sup>33</sup> The picture design is below.



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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

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<sup>33</sup> Husna Farhana, Awira, and Nurul Muttaqien, *Penelitian Tindakan Kelas*. IO Publisher. 29



**Follow-Up Action**

Improvement of action and learning process by English teacher research

**Picture 3.1**

**The Model of Implementing Research of Kemmis and Mc. Taggart**

The explanation about the picture:

a. Planning

A Planning is about the researcher plan in the first research. The first is researcher identifying and diagnosis the students understanding in English reading problem in the first grade by interviewing, observing and students questioner. In this phase, the researcher has to prepare the lesson plan to teach the student to increase their English reading understanding. The main of this lesson plan to increase the student understanding in English reading. The contain of the lesson plane is about narrative text. The observation is also prepared before the researcher implement the implementing.

b. Implementing

Implementing can explain as an act of the plan of researcher. It is the realization of the planning of the researcher will do. Implementing is an implementation or the continuity of planning that is prepare by the researcher. In this phase, the researcher tries to implement narrative short video as media to increase students understanding in studying English reading. The researcher will conduct the teaching activities systematically by using procedure. The students watch the narrative short video and next the student has to answer the questions. Before the students watch the short video, the teacher explains about narrative (the definition, the generic structure, the purpose of the narrative, etc) as the material of Narrative Chapter.

### c. Observing

In this shape the researcher collects the data about the use of narrative short video as strategy to increase the student understanding. This part the researcher takes the questioner from the student after using this method to increase their understanding in studying English reading by the English subtitle of the narrative short video. The researcher observes from the questioner, do this method success to increase their understanding in English reading or not. The next researcher makes some notes to conclude the activity as long as the method given to the students and students response.

### d. Reflecting

This phase goal to reflect from the phase before this research is already done. This reflecting do after look at the conclusion of the data that has already collected. This part the researcher analyzing the result of the questioner the students understanding in English reading. Then, the researcher evaluates the process and the result of the effect of using narrative short video as media to increase students understanding in English reading.

## **B. Research Setting**

### 1. Place of the research

This research conducted in SMK As-Syafi'i Rambipuji Jember, it is located at Nogosari, Rambipuji, Jember. The reason why the researcher chooses this school is because the school located in the village that the understanding with English reading is so low. That why this school is so suitable to do this method to increase the student understanding with English reading. The headmaster of SMK

As-Syafi'i has given permission to conduct this research. So, because of that reason the researcher going to take research in SMK As-Syafi'i Rambipuji.

## 2. Time of the research

This research will implement the students to increase their understanding with English Reading. The researcher will implement this method in teaching and learning activity and for the timing is four meeting in one cycle, first meeting for the first questioner and treatment and the second and three meeting for treatment only and one meeting for posttest and last questioner.

## C. Research Subject

This subject of this research in the students at first grade of SMK As-Syafi'i in academic year 2022/2023. Based on interview with vice headmaster of curriculum, the number of the students in this class about 30 students and the students who understanding with English reading are still about under 50%. So, the reason why the researcher chose this subject is because the English reading of the students have to increased. Because the student need media to increase it.

## D. Technique of Collecting Data

In this collecting data uses CAR and Qualitative Descriptive design research, the data collect by used some techniques of collecting data as follows:

### 1. Reading Test

The researcher applied the reading test in order to the researcher wanted to know and measure the students reading comprehension. The reading test constructed by the researcher based on reading comprehension. The design of the test given was multiple choices. Notice that design convers the comprehension of



the features, such as main idea, vocabulary in context, phrase in context and detail information.

Students reading test was in the form of multiple choices, which was consisted of 15 questions. The expected answers were A, B, C, D, and E. Each the scores were the total of correct answer divided by 15 and the result multiplied 100. In this test the researcher could understand about how understanding and how understood students with reading.

## 2. Observation

In this case, the researcher does observation sheet to identify and find the problems face by the students relate to their understanding and understanding in English reading. It is used to record everything events and activities that occur and measure the activities of the students and teachers at the time teaching and learning activities when the researcher in take place.

## 3. Questioner

The researcher applies the questioners because researcher wants to know and measure the student understanding with English reading. The questioner construct by the researcher based on what students feel in English reading. The design of the questioner given is Strongly Disagree (sangat tidak setuju), Disagree (tidak setuju), Agree (setuju), Strongly agree (sangat setuju), while in treatment the design of the questioner given is short answer question. Notice this design focus on students understanding in English reading on narrative short video by the English subtitle.

Questioner of student understanding in English reading is in the form of question is strongly disagree (sangat tidak setuju), disagree (tidak setuju), agree (setuju), strongly agree (sangat setuju) which is consists of 10 questions. The score of question concludes that the problem why the understanding of the student in reading English is so low. The questioner uses Indonesian as language of the questioner. in this questioner the student would be given some question based on blue print of questioner.

**Table 3.1**  
**Blue Print of Questioner**

No	Pernyataan	STS	TS	S	SS
1	Materi Pelajaran Bahasa Inggris di sampaikan dengan baik sehingga mudah dipahami.				
2	Pembelajaran yang di ajarkan oleh guru Bahasa inggris menyenangkan.				
3	Pembelajaran Bahasa inggris yang disertai dengan media seperti video, musik, menyenangkan.				
4	Pembelajaran reading atau membaca teks Bahasa inggris menyenangkan.				
5	Jika pembelajaran Bahasa inggris tidak menyenangkan atau membosankan saya akan konsultasikan kepada guru tersebut.				
6	Jika diberikan tugas Bahasa Inggris saya bersungguh sungguh mengerjakannya.				
7	Saya suka melihat dongeng berbahasa inggris.				
8	Saya suka membaca tulisan berbahasa inggris.				
9	Saya suka mata pelajaran Bahasa inggris.				
10	Saya ingin mampu menguasai Bahasa inggris.				

#### 4. Document Review

The researcher uses document review to collect data, such as students questioner, the students number, narrative short video, lesson plan, exercise of narrative material and school profiles.

#### E. Technique of Analyzing data

In the technique of analysis data, the researcher uses qualitative data and quantitative data. The qualitative data consists of field-note and observation checklists were obtained from observation during learning and teaching process in the class from planning, planning, implementing, observing, and reflecting. The contain and main of this instrument is about questions that have to answer by respondent.<sup>34</sup> The qualitative data consisted of reading comprehension score and result (obtained from previous score and post-test).

In analyzing the data, first step the researcher tried to get the average score of students English reading score. It was how better the students score in English reading.

It uses the formula:<sup>35</sup>

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

Notes:

X = mean of the students before use the strategy

$\sum X$  total score of students before use the strategy

N = number of the student

The last, the researcher want to get the class percentages that pass the target score and the score must be attained considering reading subject was 70 which is adapted from the school agreement at SMK AS-SYAFI'I Rambipuji.

<sup>34</sup> Sutopo, HB. *Metode Penelitian Kualitatif* (Surakarta: UNS Press, 2006), 82.

<sup>35</sup> Rahayu Kariadinata & Maman Abdurrahman, *Dasar-dasar Statistika Pendidikan* (Bandung: CV Pustaka Setia, 2015), 65.

It is the formula:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = The Class Percentage

F = Total percentage score (the student who pass the score)

N = Number of students

### **F. Validity of the data**

Validity is the requirements for instrument of evaluation. It means that a questioner can be said valid if the questioner measures what it will be measured. Every question in questioner can be valid if all question in questioner has been answer all. Validity should be determined by the purpose will be raced by using answering questioner. Therefore, validity refers to the result of an evaluation procedure that uses for which they are understanding.

In this research, the researcher uses content validity. The content validity is focus of giving evidence to elements that be instrument to measures and use rational analysis.<sup>36</sup> Simply, the content validity is talk about the content of test or questioner. And then the questioner and test should suitable with the goal or purpose. The content also should suitable with the material or curriculum.

### **G. Research Procedure**

The procedure of implementing research as follow:

#### 1. Planning the implementing

The researcher prepares about everything that relates with research as follow:

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<sup>36</sup> Febrianawati Yusup, Uji Validitas dan Reliabilitas Instrument Penelitian (Jurnal, Universitas Islam Negeri Banjar Masin, 2018),23.

a. Establishing research schedule

**Table 3.2**  
**Research Schedule<sup>37</sup>**

No	Activity	October				November			
		1	2	3	4	1	2	3	4
1	Treatment 1 (cycle 1)								
2	Treatment 2 (cycle 1)								
3	Post-Test 1 (cycle 1)								
4	Treatment 1 (cycle 2)								
5	Treatment 2 (cycle 2)								
6	Post-Test 2 (cycle 2)								
7	Ect.								
8									

b. Preparing lesson plan

c. Preparing the English short video as instrument and the material about narrative

d. Preparing observation

e. Establishing criteria of success

In this research, the researcher will successes when there is 70% of students can increase their understanding in English reading. This data will get from the questioner that has given to the students.

f. Establishing research instruments

g. Establishing analytical scoring rubrics

<sup>37</sup> Oryza Eka Satifa, "Improving Students' Reading Comprehension In Descriptive Text Through Collaborative Strategic Reading (CSR) At Night Year Of Students Junior High School Of Nurul Islam Jember In Academic Year 2020/2021", (Thesis, State Islamic University Of Jember)51-52

In analyzing data the researcher will give score from the questioner, which score are:

**Table 3.3**  
**Answering Criteria<sup>38</sup>**

Answering Scale	Score
Sangat Setuju	4
Setuju	3
Tidak Setuju	2
Sangat Tidak Setuju	1

## 2. Implementation the Method

The first step is the researcher will give the questioner to the students and explain what the purpose of the questioner. While the students fill the questioner the teacher will prepare the material and a short video. Next, the researcher as the teacher will show the narrative short video before the teacher explain about narrative. Showing the short video do first before explaining the material because in order to the student has imagine about narrative. This method makes a teacher easier to explain because student when teacher explain the material student understand what the teacher talking about. This method also called literacy activity. Then, after the researcher as the teacher show the narrative short video the teacher will explain about the narrative as material. This part the teacher will explain detail about narrative material. While the teacher explains about narrative the teacher also explains about the short video. Its mean the short video become

<sup>38</sup> Arista Kustyamegasari and Agung Setyawan. "Analisis Motivasi Belajar Siswa dalam Pembelajaran Tematik Muatan Bahasa Indonesia pada Siswa Kelas 3 SDN Banyujuh 6 Kamal" (Journal, Trunojoyo University, Madura)585".

the media to explain narrative material. The fourth is the teacher will give the student a simply question about the short video that has shown. The simple question such as “*who is the fathers name of four brother?*”. The question will be intended to the random student. After that the researcher as the teacher will ask about what the student feel when the researcher as the teacher show the short video as media to teach them. The main point is the researcher will approach the student ask about difficulties, etc.

### 3. Observing the implementing

In this part, the researcher as the teacher writes all events that is happened in the class when the activity teaching and learning process. The researcher as the teacher also carried out observation toward implementation of the implementings using checklist. The researcher also writes the note everything tha happened in the class when teaching and learning process.

### 4. Reflecting the implementing

This part aims to reflect or evaluate from phase before. The researcher will do evaluate about teaching and learning process. The researcher will decide the device successful or not, it is done to look for the weakness and the advantages of the device then find out best solution. If still fine some problems and mistakes, it need to move to cycle two until find the solution. In this part the researcher always does the reflection and evaluation after teaching and learning process.

## **H. The Criterion of Success**

This research considered successful if the objective indicator is reached by researcher. The researcher as the teacher has criteria uses in the success of

learning. In this research, the researcher will successes when there is 70% of students can increase their understanding in English reading and their understanding in English reading. This data got from the questioner that has given to the students and when students reach the minimum score 70 (KKM) and 70% of total students in the research.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the details of several activities whether the use of narrative short video s media to increase students understanding and what happen to the class situation in teaching and learning process when the teacher uses this method. This description based on students questioner.

#### **A. Research Findings**

Research finding were obtained from the beginning to the end of the teaching and learning process. The study was conducted at SMK As-Syafi'i Rambipuji in academic year 2022/2023 February 2022. The Implementation of this research was conducted in two cycles, that were two meetings and one post-test. It was conducted to find out the increasing students understanding and understanding in English reading by using short video as teaching media. The explanation below:

#### **B. The Implementation of Narrative Short Video as Media to Increase Students Understanding in Studying English Reading**

The research consisted of two cycles. It was done in March 2022. Before did the cycle the researcher share the questioner to understand how understanding students in English reading. After finishing the cycle, the researcher conducted post test and share the questioner to survey how understanding students after the researcher did the method. The description of implementation was explained as follows:

## **1. The First Cycle**

### **a. Planning in cycle 1**

After knowing how understanding student in English reading from the questioner and knowing students understanding from the post test of recount text chapter, the researcher prepared the lesson plan, media, and materials. The researcher also arranged the lesson plan that was narrative text. The lesson plan focused on increasing student understanding and understanding by using short video as media to teaching about narrative. The researcher designed one meeting to share the first questioner to understand how understanding students in English reading and three meetings for teaching and one meeting for post test and last questioner.

### **b. Implementing in cycle 1**

The researcher conducted the teaching and learning process using short video as media to increase students understanding in English reading. The researcher acted as the teacher who did the implementing by teaching students at the tenth grade of SMK As-Syafi'i Rambipuji. The researcher carried out the activities based on the lesson plan for implementing the use of narrative short video as media to increase students understanding in English reading. The activities in this cycle used three meetings, which are two meeting for teaching and one meeting to post-test to get result. The first meeting was sharing the first questioner and teaching the material, the second meeting was teaching material and training to increasing student understanding and understanding by short video media, and the last meeting was post-test. It was conducted on Monday, February

20<sup>th</sup> 2023 and Monday, 27<sup>th</sup> 2023 for meeting. Each meeting was described as follows:

### **1) First meeting in cycle 1**

It was held on February 20<sup>th</sup> 2022 at 07.30 a.m – 09.30 a.m, in the first grade of SMK As-Syafi'i Rambipuji Jember academic year 2022/2023. The lesson started at 07.30 a.m, the researcher entered the class by saying Assalamualaikum and began the class after the teacher letting the chief of the class to open the class by praying together. After praying together the teacher was greeting to the student such as general greeting “good morning” asking the condition of students or student felt such as “how are you” or “what’s going on”. The teacher checked the students attendance list after general greeting. the teacher prepared the material and also checked the students that had already received the lesson. Before explaining the activities, the teacher started the class by greating the students. The researcher as the teacher told the reason about what the purpose about the researcher and what was going to do. The purpose of the researcher was to build good relationship with the students in order to could did the research running well. Then the teacher as the researcher shared the sheet of questioner to the students in the class to get any information about student’s understanding in reading English. The teacher explained how to answered or filled the questioner that had given by the teacher. The teacher also tolds about why the students had to answer the questioner. the purpose was to know how understanding student in English reading. After students filled their questioners, the teacher commanded

that they had to submitted their questioners to the teacher. After the teacher got student's questioners the teacher directly explained the material

At 07.45 the teacher explained definition of narrative text, the purpose of narrative text, the English feature of narrative, the kinds of narrative text and the function of narrative text. After the teacher explained all of the material or lesson about narrative text, the teacher commanded the students to read the text that kind of narrative text to made students more understood about kinds of narrative text. The teacher read the text by teacher attention. After that the teacher asked the students conduct they understood by the material.

At 08.15 the teacher gave short movie to watch by the student. The title of the short movie was "The ant and The Dove". The duration of the short movie was 2.15 only. The teacher gave the student short movie that not more than three minutes because that was first meeting about reading in the video. That made the student wasn't shock with new method use video. Because they were not understanding by English lesson. That the duty of teacher to make new media that make student more understanding. The student had to attention from the short video to write information from the story. The short video played three times because students request. While students write the information the teacher always looked at the students in ordered to student really did it.

At 08.30 the teacher discussion with the students about the information that written by students. the student corrects wrong answered by the correct answer that had discussion by the teacher.

At 08.40 the teacher shared the LKPD to student and students commanded to did it by the researcher as the teacher. Students used the dictionary to looked for the meaning and other problem to did the LKPD.

At 09.20 the teacher command to students to submitted LKPD that had been filled by them and discussed about the most difficult questions from LKPD.

At 08.25 the teacher commanded the student express their expression about the English lesson today, after that the teacher closing the lesson by saying hamdallah together and saying "wassalamualaikum and have a nice day" .

## **2) Second Meeting in cycle 1**

It was held on February 27<sup>th</sup> 2023 at 07.30 a.m – 09.30 a.m, in the tenth grade of SMK As-Syafi'i Rambipuji Jember academic year 2022/2023. The lesson started at 07.30 a.m, the researcher as the teacher came into the class. Before explaining the activities, the teacher started the class by greeting to the students. The researcher as the teacher told the reason about what the purpose about the researcher and what was going to do. The purpose of the researcher was to build good relationship with the students in order to could did the research running well. Before doing the studying the researcher as the teacher checked the students attendant list by called all of the students one by one.

At 07.40 the teacher used the short video media to increase students understanding. The tittle of short video was "Four Brothers". The story of short video told the adventure of four brothers in the forest to look for the new life skill. The students looked happily and understanding to the story. The students also looked curiosity to the ending of the story. After watching the short video, the

teacher made interimplementing with the students. The interimplementing such as question and answer section, the teacher asked the student about the story spontaneous to the student and the student answer the question spontaneous.

At 08.10 the teacher commanded the students to looked for a short narrative story in the internet or in the google. The students commanded to wrote the story and tried to understood what the story's mean or knew what point of the short narrative story.

At 08.35 the teacher shared the LKPD for the exercising in the school. This section to measured the degree of students understanding. The students also used the dictionary to supported their exercised. After the student did the LKPD the students submitted the LKPD to the teacher.

At 09.25 the teacher asked the students how the material today happy or not. Most students said that the material is good and understanding. The researcher is happy to heard that. Before the teacher closed the class the teacher gave the motivation. After the researcher as the teacher gave the motivation. The teacher closed the class by saying hamdallah and leave taking. The researcher as the teacher did not forget to said "have a nice day" to the students.

### **c. Observing in Cycle 1**

In observing, the researcher as the teacher observed the situation of the class while the teaching the teaching learning process, students' participations in the class and students understanding during learning process in reading. The data were described as follows:

**Table 4.1**  
**Observation Checklist**

No	Students Activities	Grade					Score
		1	2	3	4	5	
1	Students paid attention to the researcher as the teacher when they taught by using short video narrative			✓			3
2	Students understanding in short video narrative as teaching media			✓			3
3	Students answer teachers question about narrative correctly?			✓			3
4	Students asked questions to clarify understanding				✓		4
5	Students enthusiasm the task			✓			3
Total							16

Note:

1= Very bad (no attention and no respond)

2= Bad (only few attentions or respond)

3= Fair/enough (some of students / half of students gave attentions or respond)

4= Good (more than half of students gave attention or resond)

5= Very good (almost all of students gave attention and respond)

The score of the observation as follows:

$$P = \frac{F}{N} \times 100\%$$

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$$= \frac{16}{25}$$

$$= 64\%$$

According to the observation that used observation checklist above, it was described that the students were paid attention to the teacher as the teacher. Around half of them were done the task nicely. Some them still had not attention and they still had a talk with each other while the researcher as the teacher was giving explanation.

Some students were understanding when the researcher showed the short video narrative story for them because they felt fun when studying English with new media such as narrative short video.

When the researcher as the teacher showed the narrative short video to the students, then the researcher asked about story of the video almost all students known or understood the story.

#### **d. Reflecting in Cycle 1**

In this phase, the researcher as the teacher and the collaborator as vice headmaster of curriculum that understand about English Teaching evaluate and reflected the implementing in cycle one. Based on the observation note that had been taken by vice headmaster as the observer, the researcher was given many suggestions by the observer bellows: the researcher had to made the class was conducive because there were some students did conversation with other that of course made the student couldn't received the material well or could disturbed the other student. The observer also gave suggestion that the researcher as the teacher could more interactive to looked for student and giving more conversation such as call students one by one and give smile or important one was giving student enjoy and felt cared by the teacher.

After giving the treatment in cycle one, the researcher did the post-test one. It was held on March 6<sup>th</sup> 2023 at 07.30 a.m-09.00 a.m in Ten grade of As-Syafi'i Vocational School Rambipuji Jember. The test was done in order to know the understanding of students in reading narrative story. The post-test was consisted of twenty multiple choices that about narrative material.

The data of students result of post-test could be seen as follows:



**Table 4.2**  
**The Students Result of Post-Test 1**

No	Name	Result Of Students Post-Test	Criterion of Success	Fail/Past
1	Acha Fitria Ningsih	70	70	Past
2	Achmad Riyan Hadinata	55	70	Fail
3	Achmad Firmansyah	65	70	Fail
4	Ahmad Aril Lukmanto	75	70	Past
5	Ahmad Jefri Husaen	55	70	Fail
6	Akhmad Ainul Yaqin	40	70	Fail
7	Bagus Maulana	75	70	Past
8	Bagus Pratama	60	70	Fail
9	Cahya Maulana Adi Putra	65	70	Fail
10	Diah Nur Laili	70	70	Past
11	Dian Tika Puspitasari	70	70	Past
12	Diki Suria Saputra	65	70	Fail
13	Fajar Sidiq	55	70	Fail
14	Fauzia Yunika	75	70	Past
15	Feni Febriana Putri	90	70	Past
16	Herman Riyansyah	65	70	Fail
17	Lufna Irvania	75	70	Past
18	Lusiana Safarah	80	70	Past
19	Mahfudi	80	70	Past
20	Muhammad Ainur Rofik	75	70	Past
21	Muhammad Eksal Virdiano M	55	70	Fail
22	Muhammad Rizal	65	70	Fail
23	Rehan Oktafiano	55	70	Fail
24	Riang Rindi Amelia	70	70	Past
25	Samsul Arifin	55	70	Fail
26	Siti Anggun Putmawati	75	70	Past
27	Siti Husnul Hotimah	85	70	Past
28	Tika Ayu asari	70	70	Past
29	Wisnu Eka Nur Cahyo	70	70	Past
30	Tryo Syawal	55	70	Fail
Total		2015		
Mean		67,16		
Percentage		53,3%		

In the post-test one, the total of students' result was 2015 and the total of students who did the post test was 30, so mean of the students' result was:

$$X = \frac{x}{n}$$

$$X = \frac{2015}{30}$$

$$= 67,16$$

After knowing the students' mean score or result, the researcher as the teacher tried to know the students' percentage at post-test one that was:

$$P = \frac{F}{N} X 100\%$$

$$P = \frac{16}{30} X 100\%$$

$$P = 53,3\%$$

The Result of the post-test 1 of cycle 1 showed that the average score was only 67,16, it concludes that the students were still had low average score in the test about narrative reading text. Only 16 of 30 students who passed the target score or reached the minimum score in curriculum of school, that was 70 and the percentage of students who passed Minimum Score (KKM) just only 53,3% under 70% of criterion of success.

From the result of the observation and the score of the post-test, it was concluded that students had not achieved the criterion of success yet. From the first cycle, it could be seen the student still had difficulties or problem to mastering the narrative story or text. It seemed that they needed more explanation deeply about the material and they needed more attention.

In the other hand, the observed suggested to the researcher as the teacher to give more motivation to the students to study more and active more in this material. It concluded that, the researcher as the teacher and the collaborator still needed cycle 2 to make students' reading ability better than before.

## 2) The Second Cycle

### a. Planning in cycle 2

in this second cycle, the researcher and the collaborator rearranged the strategy based on the reflecting phase in first cycle. The researcher and the collaborator were sharing the ideas about the strategy and lesson plan, the materials, and the students' worksheet. To get the maximum result in this research, researcher and the collaborator solved the problems that found in the first cycle by focus on understanding the meaning or the story means, the main pint is students have t know the point of story by using dictionary when they were confused with the story. The researcher as the teacher would give more attention to the students in ordered to students be more active in class. For this planning the students focus on the point of the story and the purposed of story, if the student didn't understand the student could used the dictionary. The researcher as the teacher and the collaborator prepared observation checklist to get a note according to classroom activities.

### b. Implementing in cycle 2

This second cycle similar such as cycle that used three meetings, which are two meeting for teaching and one meeting to post-test to get result the first meeting and the second meeting were teaching narrative as the material, and the last meeting or third meeting was used to conduct post a test two. The implementing of the second cycle was conducted on Monday, 6<sup>th</sup> March 2023 and Monday, 13<sup>th</sup> March 2023. The researcher as the teacher would teach the students with the same strategy that was used narrative short video.

### 1) First Meeting in cycle 2

It meeting was held on Monday 6<sup>th</sup> March 2023 at 07.30 a.m – 09.30 a.m, in the tenth grade of SMK As-Syafi'i Rambipuji Jember academic year 2022/2023. The lesson started at 07.30 a.m, the researcher as the teacher came into the class such as generally. Before explaining the activities, the teacher started the class by greeting to the students. The researcher as the teacher told the reason about what the purpose about the researcher and what was going to do. The purpose of the researcher was to build good relationship with the students in order to could did the research running well. Before doing the studying the researcher as the teacher checked the students attendant list by called all of the students one by one. After checking the attendantlist the teacher asked about material in last week. The teacher did question and answer about material last week that he taught.

At 7.45 the researcher as the teacher gave the reading text video to the students by the title “The Golden Egg” to watch together with the teacher and try to read in the seat by some students to try read the reading text video. The teacher also did question and answer session with the student in ordered to student who didn't understand.

At 08.10 the research as the teacher made groups that the student divided by six groups that every group had five students. Every group given video reading text by the teacher that 1 video had many readings text story and every group could chosen one title, tried to read and translated it together. The goal of this method is every student in the group could tried read the reading text video and

tried to understand what the video of reading text means. The student in every group translate by dictionary and understood about the story.

At 08.45 the teacher shared the LKPD for the exercising in the school. This section to measured the degree of students understanding. The students also used the dictionary to supported their exercised. After the student did the LKPD the students submitted the LKPD to the teacher

At 09.25 the researcher as the teacher asked to the students told their expression of this class that had through together. After that the teacher close the class by saying hamdallah together and have a nice day also saying wassalamualaikum.

## **2) Second Meeting in cycle 2**

It was held on 13<sup>th</sup> March 2022 at 07.30 a.m – 09.30 a.m, in the tenth grade of SMK As-Syafi'i Rambipuji Jember academic year 2022/2023. The lesson started at 07.30 a.m, the researcher as the teacher came into the class such as generally. Before explaining the activities, the teacher started the class by greeting to the students. The researcher as the teacher told the reason about what the purpose about the researcher and what was going to do. The purpose of the researcher was to build good relationship with the students in order to could did the research running well. Before doing the studying the researcher as the teacher checked the students attendant list by called all of the students one by one. The researcher as the teacher also said that this is the last meeting about narrative chapter.

At 7.35 the researcher as the teacher re told the material that had explained by the teacher in first meeting about narrative chapter. The teacher re explained about material after that the teacher and the student did the questions and answers session

At 07.55 the researcher as the teacher commanded the student to looked for narrative text in internet that most understanding. The teacher also commanded the student to get the point of story by the instrument such as dictionary. The teacher of course commanded students to compare by the short video narrative that what was more understanding between narrative text with video narrative. The teacher shared the questioner to the students and commanded students to filled it.

At 08.40 the submitted the questioner that had been filled before. The teacher explained about the questioner. The teacher also shared the LKPD to the students.

At 09.25 the students submitted the LKPD to the teacher and the teacher close the class by saying hamdallah and leave taking, also as habitual is saying have a nice day to the students.

### **C. Observing in Cycle 2**

In observing, the researcher as the teacher observed the situation of the class while the teaching the teaching learning process, students' participations in the class and students understanding during learning process in reading. The data were described as follows:

**Table 4.3**  
**Observation Checklist**

No	Students Activities	Grade					Score
		1	2	3	4	5	
1	Students paid attention to the researcher as the teacher when they taught by using short video narrative					✓	5
2	Students understanding in short video narrative as teaching media					✓	5
3	Students answer teachers question about narrative correctly?				✓		4
4	Students asked questions to clarify understanding				✓		4
5	Students enthusiasm the task				✓		4
Total							22

Note:

1= Very bad (no attention and no respond)

2= Bad (only few attentions or respond)

3= Fair/enough (some of students / half of students gave attentions or respond)

4= Good (more than half of students gave attention or respond)

5= Very good (almost all of students gave attention and respond)

The score of the observation as follows:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{22}{25}$$

$$= 88\%$$

According to the observation that used observation checklist above, it was described that the students were paid attention to the teacher as the teacher better then when the teacher taught before. It can be proven with the result of the

observatin checklist above that showed that was improvement score of students paid attention to the researcher as the teacher when they taught by using narrative short media to increase student understanding in reading.

The students so understanding when the researcher as the teacher applied the narrative short video media to teach students because they felt fun and happy or was not bored. It can be proven by the result of the observation checklist above that showed that was improvement score of students understanding. In fact, when the researcher applied the short video media as strategy to increase their English reading understanding, in the first and second implementation of the strategy, the students were not shy and afraid because they have already accustomed with their pair. Seldomly, there was student walked to another table and kidding with their friends, but they still attention to the researcher as the teacher.

#### **d. Reflecting in Cycle 2**

in this phase, the researcher as the teacher with collaborator evaluated and reflected the implementing and the result of observation. Based on observation note that had been taken by the collaborator as the observer in this research. The researcher implemented Narrative Short Video as Media to Increase students Understanding in Reading strategy better than previous performance in cycle 1. The students were active in the classroom and they spirit in doing the exercise. It could be seen on the score of the observation that been taken by observer, the score was 88%. It showed better improvement for the students activities related to increase student understanding in reading by using narrative short video media



than the cycle 1. After giving in cycle 2, the researcher as the teacher did post-test two. It was held on Monday, March 20<sup>th</sup> 2023 at 07.30 p.m – 09.30 p.m in tenth grade of As-Syafi'i Vocational High School Rambipuji Jember. The test was done in ordered to know understanding. The post-test was consisted of twenty multiple-choice questions.

The data of students result of post-test could be seen as follows:

**Table 4.4**  
**The Students Result of Post-Test 2**

No	Name	Result Of Students Post-Test	Criterion of Success	Fail/Past
1	Acha Fitria Ningsih	80	70	Past
2	Achmad Riyan Hadinata	80	70	Past
3	Achmad Firmansyah	70	70	Past
4	Ahmad Aril Lukmanto	85	70	Past
5	Ahmad Jefri Husaen	70	70	Past
6	Akhmad Ainul Yaqin	60	70	Fail
7	Bagus Maulana	85	70	Past
8	Bagus Pratama	80	70	Past
9	Cahya Maulana Adi Putra	70	70	Past
10	Diah Nur Laili	80	70	Past
11	Dian Tika Puspitasari	85	70	Past
12	Diki Suria Saputra	65	70	Fail
13	Fajar Sidiq	65	70	Fail
14	Fauzia Yunika	80	70	Past
15	Feni Febriana Putri	95	70	Past
16	Herman Riyansyah	70	70	Past
17	Lufna Irvania	80	70	Past
18	Lusiana Safarah	90	70	Past
19	Mahfudi	90	70	Past
20	Muhammad Ainur Rofik	85	70	Past
21	Muhammad Eksal Virdiano M	75	70	Past
22	Muhammad Rizal	70	70	Past
23	Rehan Oktafiano	65	70	Fail
24	Riang Rindi Amelia	80	70	Past
25	Samsul Arifin	70	70	Past
26	Siti Anggun Putmawati	80	70	Past
27	Siti Husnul Hotimah	90	70	Past

28	Tika Ayu asari	85	70	Past
29	Wisnu Eka Nur Cahyo	75	70	Past
30	Tryo Syawal	65	70	Fail
Total		2320		
Mean		77,3		
Percentage		83,3%		

In the post-test two, the total of students' result was 2235 and the total of students who did the post test was 30, so mean of the students' result was:

$$X = \frac{x}{n}$$

$$X = \frac{2320}{30}$$

$$= 77,3$$

After knowing the students' mean score or result, the researcher as the teacher tried to know the students' percentage at post-test two that was:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{25}{30} \times 100\%$$

$$P = 83,3\%$$

The Result of the post-test 2 of cycle 2 showed that the average score better than cycle 1 were 77,3. it conclude that the students had already better average score in the test about narrative reading text. There were 25 of 30 students who passed the target score or reached the minimum score in curriculum of school, that was 70 and the percentage of students who passed Minimum Score (KKM) became 83,3% better than percentage in cycle 1 that was 53,3%, so the percentage better than of 70% of criterion of success.

The researcher as the teacher concluded that using Narrative Short Video could increase the students' understanding in reading better than before. In the cycle two, the researcher as the teacher and the collaborator were satisfied because of their hard work to increase the students understanding and understanding in reading in this case narrative text using short video media had been reached. There were many improvements after implementing of the cycle two such as, the result of the students participation in the learning narrative text was better than first cycle.

In the class room, the students felt happy and easy to comprehend the text and felt spirit and enthusiastic in learning reading.

**Table 4.5**  
**Students' score from post-test previous chapter (Recount Text) to post-test 1 and post test 2**

No	Name	Post-Test Previous Chapter	Post-Test 1	Post-Test 2
1	Acha Fitria Ningsih	65	80	80
2	Achmad Riyan Hadinata	55	80	80
3	Achmad Firmansyah	55	70	70
4	Ahmad Aril Lukmanto	70	85	85
5	Ahmad Jefri Husaen	55	70	70
6	Akhmad Ainul Yaqin	40	60	60
7	Bagus Maulana	70	85	85
8	Bagus Pratama	50	80	80
9	Cahaya Maulana Adi Putra	50	70	70
10	Diah Nur Laili	65	80	80
11	Dian Tika Puspitasari	70	85	85
12	Diki Suria Saputra	65	65	65
13	Fajar Sidiq	55	65	65
14	Fauzia Yunika	75	80	80
15	Feni Febriana Putri	80	95	95
16	Herman Riyansyah	55	70	70
17	Lufna Irvania	70	80	80
18	Lusiana Safarah	80	90	90

19	Mahfudi	70	90	90
20	Muhammad Ainur Rofik	70	85	85
21	Muhammad Eksal Virdiano M	55	75	75
22	Muhammad Rizal	50	70	70
23	Rehan Oktafiano	50	65	65
24	Riang Rindi Amelia	50	80	80
25	Samsul Arifin	50	70	70
26	Siti Anggun Putmawati	70	80	80
27	Siti Husnul Hotimah	85	90	90
28	Tika Ayu asari	70	85	85
29	Wisnu Eka Nur Cahyo	70	75	75
30	Tryo Syawal	50	65	65
Total		1820	2015	2320
Mean		60,6	67,16	77,3
Percentage		43,3%	53,3%	83,3%

There was improvement of the students score in test by using short video media. It also could be seen after comparing the result of last post-test in previous chapter that was recount text chapter, the post-post test 1 and post-test 2. From the table above, the students average score was 60,6 and percentage of the students who passed in post-test previous chapter was 43,3%, it meant that there were 13 students who passed the post-test in previous chapter and 17 students did not pass post-test in previous chapter. After the researcher as the teacher conducted implementing research by implementing short video narrative as media, the researcher gained the score of the post-test 1 from the cycle 1. In the post-test 1, the students average score was 67,16 the percentage of the students who passed the post-test 1 was 53,3%, it meant that there were 16 students who passed the post-test 1 and 14 students did not pass the post-test 1. From the calculation it meant that in first cycle of Classroom Implementing Research (CAR) there were some students who still low and under score of criterion success. Furthermore, in the post-test 2, the students average score was 77,5 and the percentage of students

who passed the post-test 2 was 83,3%. It meant that, there were 25 students who passed the post-test 2 and 5 students did not pass the post-test 2. The percentage of the result of post-test 2 described an improvement from the previous test.

The researcher analyzed the improvement of students understanding got score from post-test in previous chapter to post-test 2 used formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

Note:

P = Percentage of students' improvement

$y^1$  = Post-test 2 result

y = Post-test in previous chapter

The improvement of students understanding got score from post-test in previous chapter to post-test 2 and the aspect of English reading can be seen as follow:

The improvement of reading English score:

$$P = \frac{y^1 - y}{y} \times 100\%$$

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$$P = \frac{77,3 - 60,6}{60,6} \times 100\%$$

$$P = 0,275577$$

$$P = 27,55\%$$

Based on the analyzed above, the students' English reading score from post-test in previous chapter to post-test 2 in cycle 2 by using the formula

described that improvement of students English reading score from post-test in previous chapter to post-test 2 was 27,55%. Finally, it was clear that the students English reading improved optimally in the end of second cycle. In the other word, the implementation of narrative short video as media had increase students understanding in studying English reading.

### **C. Discussion**

This section presented discussion of the research finding which related in the theorist, increasing students understanding in English reading by using narrative short video as the media could help could help the students identified their difficulties and problems in reading. It could be seen from the student score result that was gradually improved. From the data preliminary study, the average score was 60,6 and percentage of the students reached in the standard minimum score was 43,3%. It proved that the students understanding in reading was still low. The researcher the researcher needed appropriate strategy or media to solve the students' difficulty and problem in reading skill and make student active in reading teaching and learning process that was short video media.

Short Video Media had gained good response from the students. It could increase students' understanding and understanding in English reading. Short video media created the different situation in the class because could make students not bored and feel learn something new, become students more active in studying and learning process. Besides, the students' response when the researcher as the teacher showing short video media indicated that students were interactive in the class. This method was suitable to the students to make easier to

understand the English reading. It also can be seen from the students score after the researcher as the teacher implemented short video media. The students average score in previous chapter was 60,6, and percentage who achieved the minimum score was 43,3% (13 of 30 students). after the researcher as the teacher implemented short video media, the average score of the post-test 2 was 77,3 and the percentage who achieved the minimum score was 83,3% (25 of 30 students). The improvement after implementing the second cycle like, the result of the student participation in the learning English reading about narrative text was better than first cycle.

The researcher as the teacher decided to stop the implementing since the result of the second cycle had shown a good improvement in students English reading and reached the target criterion of success. It could be seen in the research finding. Besides, the students who had more difficulty and problem in English reading cannot learn quickly as the other. The researcher demanded to certain characteristic of students to work some problem solving. The aim of this study is to investigate whether movie subtitle can improve students' reading comprehension that had been given previously.<sup>39</sup>

So, from those describing and explanation, it could make the students reading ability better than before and the short video media could use as an alternative strategy or media in teaching reading.

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<sup>39</sup> Dea Utami Permatasari, "The Effectiveness of Movie Subtitle To Improve Reading Comprehension".(Thesis State Islamic University Darussalam)

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The Using of Narrative Short Video Media as Media to Increase Students Understanding in Reading English, the researcher concluded that media of narrative short video could increase students understanding in English reading skill. Before the researcher implementing short video most students did not understand about English reading skill. Only 43,3% students that pass the test. Students gave the short video as media to increase students understanding in reading English. The researcher did cycle 1 by planning, implementing, observing and reflecting, but the researcher needed cycle 2 because the result of post-test cycle 1 was still low. The result of post-test was only 53,3% students that pass the criterion of success. After the researcher doing cycle 2 by planning, implementing, observing and reflecting, the average score of the post-test 2 was 77,3 and the percentage who achieved the minimum score was 83,3% (25 of 30 students). The improvement after implementing the second cycle like, the result of the student participation in the learning English reading about narrative text was better than first cycle.

In conclusion, it can be concluded that use narrative short video as media able to increase students understanding in studying English reading at tenth grade of As-Syafi'i Vocational High School. Therefore, it can be suitable solutions or alternative effective strategy for teacher to increase student understanding in English Reading skill in the class. The implement could be seen from result of



post-test. There were only 46,3% students who could pass minimum score or the KKM in previous test then increased become 83,3% in post-test 2.

## **B. Suggestion**

After using this strategy and making conclusion the researcher would like to give suggestion to another English teacher, and next researcher in this chapter as follow:

### 1. For another English Teacher

The researcher hopes that another English teacher would applies Narrative Short Video as Media to Increase students understanding and understanding in English reading as an alternative strategy in teaching reading as it made students reading English more understanding than before, made students more active, and enjoy the class.

### 1. For the next researcher

The researcher hopes this research could be references for the next researcher in order to have better strategy in teaching and learning process.

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**Appendix 1****Appendix 1****DECLARATION OF AUTHORSHIP**

The undersigned below:

Name : PRADANA FIRMAN MAULANA  
Place, date of birth : Jember, 23 July 2000  
Address : Tanggul, Jember  
Faculty : Education and Teacher Training  
Program : English Education

State that thesis entitled "The Use of Narrative Short Video as Media to Increase Students Interest in Studying English Reading at Tenth Grade of As-Syafi'i Vocational High School" in truly my original work. It does not incorporate any material previously written or published by another person expect those indicate in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 22<sup>nd</sup> May 2023

Author

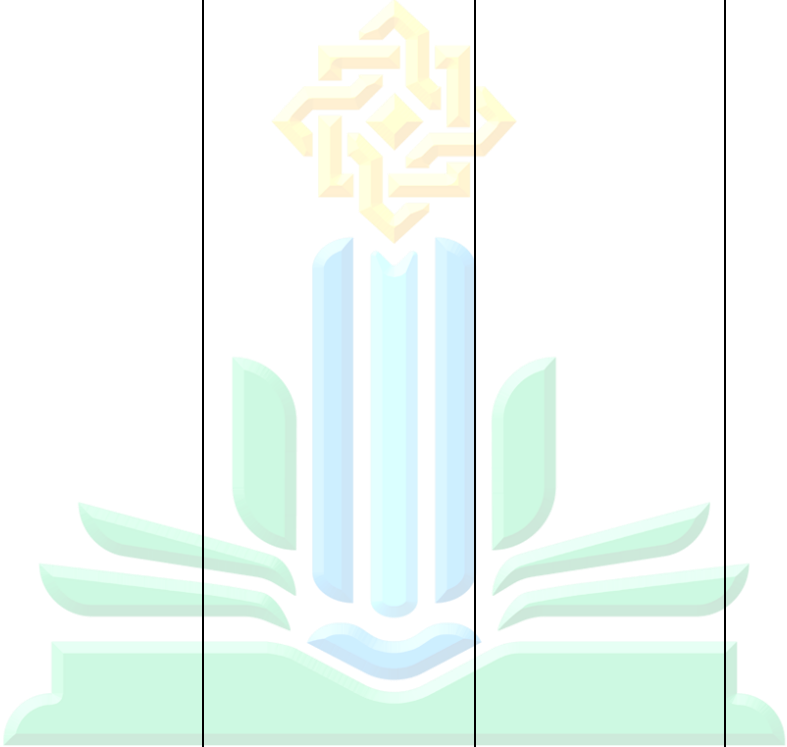
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PRADANA FIRMAN MAULANA  
NIM. T20186063



Appendix 2

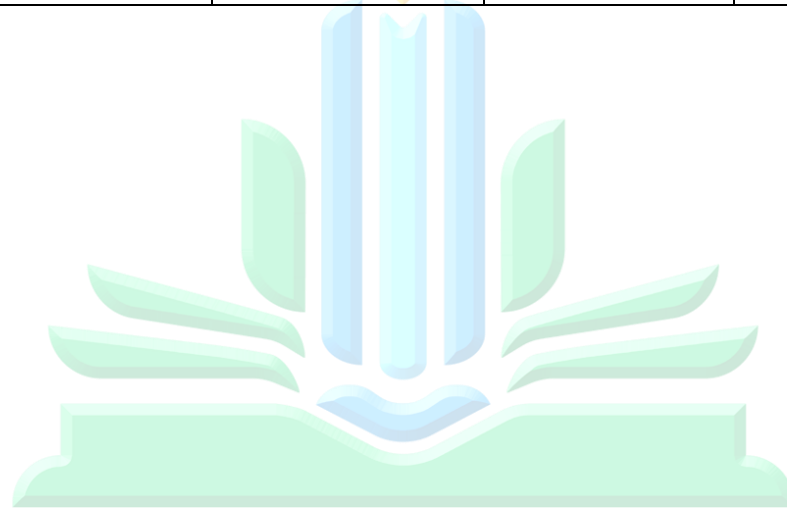
TITTLE	VARIABLES	SUB VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	POBLEM
<b>The Use of Narrative Short Video as Media to Increase Students Understanding in Studying English Reading at Tenth Grade of As-Syafi'i Vocational High School.</b>	1. Reading Ability	1. Narrative text from English subtitle  2. Narrative Running Text	a. Understand a Story b. Retell the story  a. Colorful b. Improve the students' understanding and understanding	1. Students 2. Officer 3. Headmaster 4. Questioner	1. Research Design of Classroom Implementing Research  2. Data Collecting method: a. Questioner b. Observation c. Interview d. Documentation  3. Data Analysis Stage of Technique: a. Qualitative Stage of CAR: 1) Planning 2) Implementing 3) Observing 4) Reflecting	1. How is the implementation of narrative video media able to increase the student's understanding to understanding in English reading? 2. How is the implementation of narrative video media suitable to students in studying English reading?
	2. Student Understanding	1. Questions	a. Student Score			

	3. Narrative		<ol style="list-style-type: none"> <li>1. The definition of narrative</li> <li>2. Social Function of Narrative</li> <li>3. The generic structure of narrative</li> <li>4. The Language Features Of Narrative</li> <li>5. Types of Narrative</li> </ol>		<p>b. Quantitative Get the average of students' reading comprehension score within before and after the implementing. The mean of previous -test and post -test are calculated with the formula as follows:</p> $X = \frac{\sum X}{N}$ <p>X= means of the students before use the strategy  <math>\sum x</math>= total score of students before use the strategy  N= number of the students Then try to get the class percentages that pass the target</p>	
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			 <p data-bbox="568 1114 1585 1343">UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R</p>	<p data-bbox="1518 316 1742 454">score of the minimal mastery level criterion (KKM).</p> $P = \frac{F}{N}$ <p data-bbox="1518 518 1668 619">P=the class percentage F=total percentage score (the student who pass the score) N= number of students</p> <p data-bbox="1518 778 1758 1173">The last, try to analyzes the student's percentage reading test score from previous test up to post-test. it uses to know whether students improve their score or not.</p> $P = \frac{y^1 - y}{y} \times 100\%$ <p data-bbox="1518 1273 1742 1343">P= Percentage of students'</p>	
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					improvement $Y =$ Previous-test result $Y_1 =$ Post-test 4. Criteria of Success: 70%	
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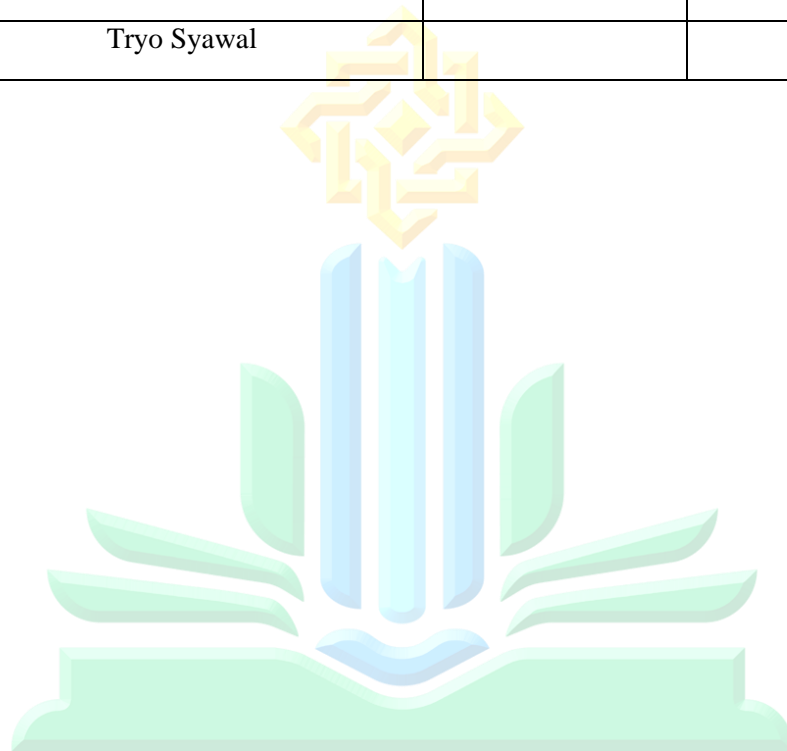
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## Appendix 3

## First Questioner

No	Name	Understanding	Not Understanding
1	Acha Fitria Ningsih	✓	
2	Achmad Riyan Hadinata		✓
3	Achmad Firmansyah		✓
4	Ahmad Aril Lukmanto	✓	✓
5	Ahmad Jefri Husaen		✓
6	Akhmad Ainul Yaqin		✓
7	Bagus Maulana	✓	
8	Bagus Pratama		✓
9	Cahya Maulana Adi Putra		✓
10	Diah Nur Laili		✓
11	Dian Tika Puspitasari		✓
12	Diki Suria Saputra		✓
13	Fajar Sidiq		✓
14	Fauzia Yunika		✓
15	Feni Febriana Putri	✓	
16	Herman Riyansyah		✓
17	Lufna Irvania	✓	
18	Lusiana Safarah	✓	
19	Mahfudi	✓	
20	Muhammad Ainur Rofik	✓	
21	Muhammad Eksal Virdiano M		✓
22	Muhammad Rizal		✓
23	Rehan Oktafiano		✓

24	Riang Rindi Amelia		✓
25	Samsul Arifin		✓
26	Siti Anggun Putmawati		✓
27	Siti Husnul Hotimah	✓	
28	Tika Ayu asari	✓	
29	Wisnu Eka Nur Cahyo		✓
30	Tryo Syawal		✓



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### Second Questioner

No	Name	Understanding	Not Understanding
1	Aca Fitria Ningsih	✓	
2	Achmad Riyan Hadinata	✓	
3	Achmad Firmansyah	✓	
4	Ahmad Aril Lukmanto	✓	
5	Ahmad Jefri Husaen	✓	
6	Akhmad Ainul Yaqin	✓	✓
7	Bagus Maulana	✓	
8	Bagus Pratama		✓
9	Cahya Maulana Adi Putra	✓	
10	Diah Nur Laili	✓	
11	Dian Tika Puspitasari	✓	
12	Diki Suria Saputra	✓	✓
13	Fajar Sidiq	✓	✓
14	Fauzia Yunika	✓	
15	Feni Febriana Putri	✓	
16	Herman Riyansyah	✓	
17	Lufna Levania	✓	
18	Lusiana Safarah	✓	
19	Mahfudi	✓	
20	Muhammad Ainur Rofik	✓	
21	Muhammad Eksal Virdiano M	✓	
22	Muhammad Rizal	✓	
23	Rehan Oktafiano		✓
24	Riang Rindi Amelia	✓	
25	Samsul Arifin		✓
26	Siti Anggun Putmawati	✓	

27	Siti Husnul Hotimah	✓	
28	Tika Ayu asari	✓	
29	Wisnu Eka Nur Cahyo	✓	
30	Tryo Syawal		✓



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J E M B E R

## Appendix 4



## YAYASAN PONDOK PESANTREN AS - SYAFI'I SEKOLAH MENENGGAH KEJURUAN (SMK) AS - SYAFI'I

PROGRAM STUDI KEAHLIAN BISNIS DAN MANAGEMENT

PROGRAM STUDI KEAHLIAN TATA NIAGA

KOMPETENSI KEAHLIAN PEMASARAN

Telepon : 342052412338 NPSN : 69757524

Alamat : Dsn. Gumuksari Ds. Nogosari Kec. Rambipuji Kab.

Tlp 0331-4072046,082330427842 kodepos 68152

### RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Narrative Text  
Kelas/ semester : X BDP/ Genap  
Alokasi Waktu : 3 x 40 Menit (Pertemuan Satu)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Menganalisis fungsi sosial, stuktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa inggris pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4.8. Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks..	4.8.1 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
<b>Tujuan Pembelajaran</b>	Siswa dapat Memahami Maksud, Tujuan dan Ciri-ciri dari Narrative Text serta dapat membedakan jenis-jenis Narrative Text.
<b>Materi Pembelajaran</b>	A Narrative Text is an imaginative story to entertain people.
<b>A. Metode Pembelajaran</b> Model Pembelajaran : 5M  Metode: Tanya jawab, diskusi	<b>B. Media Pembelajaran</b> <b>1. Alat/Bahan:</b> Laptop, smartphone, koneksi internet <b>2. Sumber Belajar:</b>

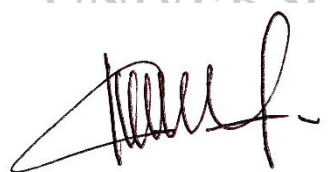
		• Lembar Kerja Siswa	
Langkah-Langkah Pembelajaran			
Sintaks	Kegiatan	Skills	Keterangan
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>Melakukan kegiatan pembuka dengan memberi salam (Hello/Good morning/How are you?/Are you ready for the lesson today?).</li> <li>Guru mengajak siswa berdoa sebelum mulai pembelajaran.</li> <li>Melakukan presensi untuk mengecek kehadiran peserta didik sebagai wujud sikap disiplin</li> <li>Guru menyampaikan materi yang akan dipelajari yaitu Narrative Text.</li> <li>Menyampaikan tujuan dan manfaat mempelajari materi narrative text sebagai penambah wawasan bagi siswa.</li> </ul>	<b>Literasi</b>	
<b>Kegiatan Inti</b> <b>Mengamati</b>	<p><b><u>Kegiatan Literasi</u></b></p> <p>Guru membuka pelajaran untuk menjelaskan materi.</p> <ul style="list-style-type: none"> <li>Peserta didik mengamati contoh-contoh, ciri-ciri dan macam-macam Narrative Text.</li> <li>Peserta didik membaca beberapa teks Narrative dan diamati oleh guru</li> </ul>	<b>Literasi</b>	
<b>Menanya</b>	<p><b><u>Critical Thinking</u></b></p> <ul style="list-style-type: none"> <li>Guru memastikan setiap peserta didik memahami materi.</li> <li>Peserta didik melakukan tanya jawab terkait materi yang telah disampaikan oleh guru</li> <li>Guru menjawab pertanyaan dari peserta didik</li> </ul>	critical thinking	-
<b>Mengeksplorasi</b> <b>(Mengumpulkan data)</b>	<p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan sebagai berikut:</p> <ul style="list-style-type: none"> <li>Peserta didik menonton video pendek..</li> <li>Peserta didik fokus untuk pengumpulan data dan informasi dari video pendek, lalu mencatatkannya.</li> <li>Guru memonitoring kegiatan siswa tentang masalah dalam menonton</li> </ul>	critical thinking & collaborative	

	video pendek.		
<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>Guru membagikan Lembar Kerja Peserta Didik (LKPD) untuk Latihan disekolah atau dirumah.</li> <li>Siswa mencari data yang diperlukan untuk menyelesaikan masalah dengan menggunakan <i>textbook</i>, buku catatan, atau pun kamus. <b>(mandiri)</b></li> </ul>	critical thinking and creativity	
<b>Mengomunikasikan</b>	<ul style="list-style-type: none"> <li>Peserta didik dan guru membahas Bersama tentang hal-hal yang sulit dari soal yang diberikan</li> </ul>	critical thinking, creativity and collaborative	
<b>Penutup</b>	<p>Guru memberi tugas untuk pertemuan selanjutnya (Opsional).</p> <p>Guru meminta siswa mengungkapkan perasaan setelah mengikuti pembelajaran. (Refleksi)</p> <p>Guru mengajak untuk berdoa dan bersyukur</p> <p>Menutup kelas</p>	Communicative	
<p><b>Penilaian :</b></p> <p>1. Sikap : jujur, disiplin dan tanggung jawab          Pengetahuan : Mengisi soal-soal yang diberikan</p>			

Jember, 20 Februari 2023

Mengetahui,

**Waka Kurikulum**



Rofidatul Hasanah, M.Ak

**Guru Mapel**



Pradana Firman Maulana

Menyetujui,

**Kepala SMK As-Syafi'i Rambipuji**



Ahmad Amin Sururi, S.Pd I



### **Materi Narrative Text**

Di berbagai daerah pasti memiliki legenda atau pun mitos yang berkembang di kalangan masyarakat setempat. Hal-hal demikian tidak memiliki data-data yang valid hingga seratus persen tingkat ke faktanya oleh sebab itu terkadang ceritanya berbeda-beda. Cerita-cerita tersebut di peruntukan sebagai hiburan semata-mata. Untuk kalangan anak-anak cerita sejenis dongeng sangat di gemari. Hal-hal yang bersifat tidak faktual dan bertujuan untuk menghibur orang-orang itu disebut juga teks Narrative. Narrative Text sendiri adalah sebuah jenis teks yang menceritakan suatu cerita khayal/ fiktif dengan tujuan menghibur secara kronologis dan berkaitan.

#### **Function of the Narrative Text :**

To amuse or to entertain the reader with a story

Ada beberapa jenis Narrative Text, yaitu:

- Fairy Tales Contohnya : Cerita-cerita dari Disney, Moana, dan cerita-cerita peri.
- Fable Contohnya : si kancil mencuri mentimun, kura-kura vs kelinci.
- Legend Contohnya: kisah Candi Prambanan, Danau Toba, Tangkuban perahu.
- Mith Contohnya : Dewi Padi atau Dewi Sri dan Nyai Roro Kidul.

#### **Ciri - Ciri dari Narrative text**

- Using spesific character ( Menggunakan Karakter spesifik )
- Menggunakan Simple Past Tense
- Using adverbs of time (Menggunakan keterangan waktu)
- Using implementing verb (Menggunakan kata kerja tindakan)
- Using direct speech (Menggunakan Kutipan langsung)

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## Beberapa Contoh Narrative Text :

### 1. Fairy tale

#### Cinderella



They throw their clothes on the floor.

"Pick up our clothes!" they say.

They shout at Cinderella.

"Clean the kitchen!"

"Wash the clothes!"

"Cook the dinner!"

Cinderella is in the kitchen. She is washing the plates.

"Cinderella! Cinderella!" say her sisters. "Come here! Fast!"

Cinderella runs into the living room.

"Here I am!" she says.

"Look at this! The king called us to his party," they say.

"Wow!" says Cinderella. "That's great."

"Yes!" say the sisters. "We can wear beautiful dresses. We can dance with Prince Charming!"

"Can I come to the party?" says Cinderella.

"No!" say the sisters. "You cannot come to the party. You do not have a dress!"

Today is the party. Cinderella is very busy.

The ugly sisters want Cinderella to do everything.

"Cinderella! Come here and help me."

### 2. Fable

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## KIAI HADIYATI

### The Rabbit and the Tortoise



Once upon a time there was a Rabbit and a tortoise. They were good friends. They used to meet and play every day. The rabbit always boasted that he could run faster than the tortoise.

So they decided to have a race. They chose a starting and finishing point. The rabbit ran really fast and soon left the tortoise far behind. He thought that tortoise is too slow and he



can rest for a while. So he stooped under a tree and went to sleep. Mean while tortoise kept walking the whole time and reached the winning point. When the rabbit woke up he saw that tortoise has already won the race.

**Moral: Slow and steady wins the race.**

### 3. Legend

#### **BANDUNG BONDOWOSO AND RORO JONGGRANG (The Legend of Prambanan Temple)**



Once upon a time, there stood an enormous empire called Prambanan. Prambanan people are very peaceful and prosperous under the leadership of the king named Prabu Baka. The small kingdoms in the area around Prambanan are also very submissive and respectful of the King Prabu Baka leadership.

Meanwhile, in another place, there is one kingdom that is not less magnitude with the kingdom of Prambanan, the kingdom Pengging. The kingdom is known to be very arrogant and wants to always expand its territory. Pengging Kingdom has a powerful knight named Bondowoso. He has a magic weapon called Bandung, so Bondowoso is known as Bandung Bondowoso. Besides having a powerful weapon, Bandung Bondowoso also has a Jin army. The army used Bandung Bondowoso to help him to attack other kingdoms and fulfill all his wishes.

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### 4. Mith

#### The Goddess of Rice

A long, long time ago, on the island of Java there were no rice plants. The people of the earth had only grown cassava for their daily food. Rice was only permitted to be grown in heaven. At that time rice was the food of the gods.

At that time man was permitted to visit heaven by walking on the clouds. The gods and goddesses often came down to earth to chat with man.

One day a youth went to heaven. He happened to see the gods dining on

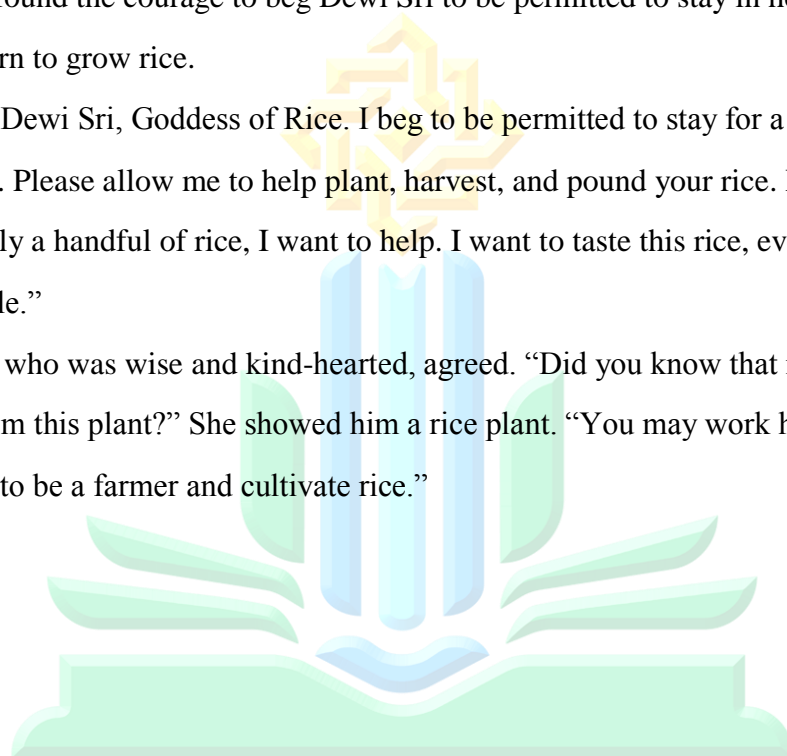
food that he had not seen on earth. The youth did not know that the food he saw was rice.

The fragrant smell of the rice made the youth's mouth water. How he wished to taste the delicious rice!

He sought a way to get his wish. He went to see Dewi Sri, the Goddess of Rice. He found the courage to beg Dewi Sri to be permitted to stay in heaven and to learn to grow rice.

He said, "Dewi Sri, Goddess of Rice. I beg to be permitted to stay for a while in heaven. Please allow me to help plant, harvest, and pound your rice. Even if I get only a handful of rice, I want to help. I want to taste this rice, even if only a little."

Dewi Sri, who was wise and kind-hearted, agreed. "Did you know that rice comes from this plant?" She showed him a rice plant. "You may work here and learn to be a farmer and cultivate rice."



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**LKPD ;**

### Timun Mas (Golden Cucumber)

*Once there lived an old woman in ancient times. Mbok Sirni name. She was a widowed. Since she has not a husband, Mbok Sirni strongly wishes to have a child. However, until her husband died, yet he is also blessed with a child. However, the desire Is to have a child continue to Sirni. she's hoping there is someone who is kind enough to give him the child. The child that can help her work after the child grew old.*

*One day a giant came and met Mbok Sirni. Mbok Sirni very fear of predation that looks really creepy. " The Master Of The Giants. " Said Mbok Sirni with body shaking. " You shall not eat me. I have an old, my body is no longer bad for thou prey. "*

*"Altogether I don't want to eat you, thus I want to give you something." Said the giant. He gave the plant the seeds of the cucumber to Mbok Sirni and said. " grow seeds of the cucumber is, undoubtedly you will get what will you have for this long. "*

*The giant Food on Sirni and told to did not enjoy the results of cucumber seeds to his deed, but he should share it with her as a thank-you Mbok Sirni to him.*

*Mbok Sirni agree with the message of the giant. He then planted the seeds of that cucumber page of his house. Cucumber seeds that grow very fast. Just a few days later a cucumber plant seed that has grown and is also fruitful. The fruits are very big. Among the fruits of that there is a very large fruit. The colour is yellowish glittering like gold exposed to sun light.*

*Mbok Sirni take the biggest fruit and cut it. Mbok Sirni mingled pleasantly surprised excited when finding a beautiful baby girl in the Golden cucumber fruit. Mbok Sirni very grateful for prayer and his desire for it to have a child is granted by God. He then gave a pretty baby name it with the name Cucumber gold.*

*Mbok Sirni tending Cucumber well to Gold Golden Cucumber grow into healthy children more visible and her beauty. Mbok Sirni very fond of Cucumber gold, nor vice versa.*

*Some time later, Mbok Sirni again met with the former Giant gave him seed cucumber. The giant asked him to fulfill his promise to split the results*

*of cucumber seed magic with it. Real food, not very willingly if the Sirni must divide the favourite daughter with the Giants. He also puzzled how to divide her daughter. Fortunately the giant was still kind enough by allowing Golden Cucumber to stay with this food, this food after revealing Sirni and she confuses. The giant said. " Well, pretty girls can stay with you until the age of seventeen. After that I will come to no predators. "*

*The Giants chased cucumber gold for predation*

*Mbok Sirni is very excited to hear the giant greeting. At least it is still enough time for him to think of a way how to make girl's favourite Cucumber Gold no predation by the giant. Although a little rejoicing because there is still time for him to live with a golden Cucumber, but in your heart, which is still filled to Sirni was so worry.*

*Golden cucumber grows into a very beautiful girl. The nature and behavior of good taste dear Mbok Sirni to him. She is obedient and submissive. she also helps the diligent hassles Mbok Sirni which has been considered as the biological mother. A variety of jobs at home is doing well. She is cooking, wash, sweep and also along Mbok Sirni looking for firewood in the forest. Don't overdo it feels very dear to mbok Sirni if golden Cucumber and think of it as children. However, as time passes, Mbok Sirni became very anxious if reminded of his promise on the giant. It is not willing to her if his daughter would be almost wiped out the giant.*

*One night Mbok Sirni dreaming. In his dream he must meet a hermit of the Galaxy which is at Mount bald if willed her daughter survived. The next day, Mbok Sirni to mount Bald. He met a hermit. He asked for help to his son's hermit in order to be freed from the giant.*

*The hermit give one cucumber plant seed seeds, needles, a grain of salt and a slice of shrimp paste to Mbok Sirni. "Bonded it all to your son. He will survive the Giants to no predators. " The Hermit Said. The hermit describes how to use the objects granting it.*

*After saying thanks. Mbok Sirni rushed back home. He objects to the Ascetic of the Cucumber gold.*

*Just a few days after that, the Giants went toward food, House Sirni. His desire to eat Cucumber Gold can not be dammed. The distance to the House, which is still pretty but she's been yelling. " Hi old*

*women! Thou leave thy days for my Prey as soon as possible. "*

*Mbok Sirni came out of his house and responded. " The master of giants, my son has forest a place wherein. She is ready for you to make a meal. "*

*See the giant Cucumber Mas ran at a distance. Without waiting longer, the giant immediately pursue gold Cucumber. The giant salivating having already strengthened her desire to eat Cucumber as soon as possible.*

*Gold Cucumber has been exerting all his strength to run away. However, the giant steps are wide and quickly make the distance between gold and the giant Cucumber closer. See the giant offspring will catch him, then threw a Golden Cucumber seed cucumber. The miracle of cucumber seedling immediately happens, it turns into a*

very thick cucumber plants and lots of fruit. Looks tantalizing cucumber fruit once was. The giant greedily devouring directly all the fruit of cucumbers that magic. However, it turns out the many fruits of the cucumber is yet to satisfy the voracious Giant belly. He's back chasing a golden Cucumber had already run far enough. The longer the Cucumber back Gold will be overtaken by the giant. The needles thrown cucumber mas changed to bamboo See position that the closer returned with the giant, Golden Cucumber then threw a needle which he carried. A miracle occurred. The needle cast Cucumber Gold turns into a very thick bamboo trees. Rods of bamboo trees high and sharp. The giant was initially very difficulty passing through the bamboo forest as a fence blocking him. But with a ferocious giant bamboo trees picking off the thwarts. Both legs are skewered by bamboo rods are not diperdulikannya. He's back chasing a golden Cucumber back away. Cucumber Gold threw handfuls of salt which she carried when knew the giant back closer. A handful of salt was turned into a vast sea that it becomes a barrier between the gold and the giant Cucumber.

*Giant enter into the mud life*

The giant's desire to eat Cucumber Gold is already so high that she ever swim across the vast sea of it. He swims as fast as he could, even though it's very mnguras his energies. The giant fatigue when it arrived on the Mainland opposite the sea, but his desire to eat gold Cucumber does not recede, with its wobble he tried to chase the Cucumber gold.

Gold rose to Cucumber throw weapons possession that is a piece of shrimp paste. Like Gen. ajib before, a piece of shrimp paste it turns into mud suction. The Giants continued to pursue it then sucked mud suction it out. Even though it has issued throughout his energies, the giant helpless face mud suction power. His body continued to sink sucked into the Earth. The screams and the roar of the giant membahaha filled the sky, but no one could help him. The Giants finally meet after death his whole body sucked into the mud.

gold Cucumber survived. she thank the Lord for having freed from vicious giant predatory humans. she went back home to her house to meet Mbok Sirni.

How joyful and its Golden Cucumber found Sirni Mbok survived. Mbok Sirni can live quietly together gold Cucumber without worrying should submit to the giant Golden Cucumber. So it is with the Timun Mas. she walked calmly along the old women who had considered as his own mother.

They live happy.

---

*Choose the correct answer by crossing A,B,C,D or E !*

1.who is the main actor of that story?

a.Giant

**b.Timun mas**

c.parents

d.Timun's mom

e.Grandmother

2.Where the story comes from?

a. West java

**b. Central java**

c. East Java

d. North Sumatera

e. West Papua

3.How is the ending of the story?

**a.happy ending**

b.sad ending

c.never ending

d.will continue

e.angry ending

4.What is the problem in that story?

a.Old parents have a child

b.Giant want to marry with timun mas

**c.Giant want to eat timun mas**



d. Timun mas loves giant so much

e. Giant want to marry timun mas

5. How many actors in that story?

a. 2

b. 3

c. 4

**d. 5**

e. 6

6. How many wrap that timun brought?

a. two

**b. three**

c. four

d. five

e. six

7. What is the last wrap that timun spread?

a. cucumber seed

b. water

**c. shrimp paste**

d. corn seed

e. onion

8. Who is the name of timun's mom?

a. Mbok gini

**b. mbok sirni**

c. mbok sinar

d. mbok yem

e. mbok tini

9. How is the character of timun mas?

a. cruel, evil

**b. dilligent, smart**

c. dilligent, smar, cruel

d. stingy, smart

e. beautiful, ugly

10. How did the giant die?

a. killed by timun

b. killed by timun's parents

c. killed because of a boom

**d. because of some wraps**

e. because tired of the wraps



## YAYASAN PONDOK PESANTREN AS - SYAFI'I SEKOLAH MENENGAH KEJURUAN (SMK) AS - SYAFI'I

PROGRAM STUDI KEAHLIAN BISNIS DAN MANAGEMENT

PROGRAM STUDI KEAHLIAN TATA NIAGA

KOMPETENSI KEAHLIAN PEMASARAN

NO. TLP : 342052412338 NPSN : 69757524

Alamat : Dsn. Gumuksari Ds. Nogosari Kec. Rambipuji Kab. Jember

Tlp 0331-4072046,082330427842 kodepos 68152

### RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

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Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Menganalisis fungsi sosial, stuktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa inggris pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4.8. Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks..	4.8.1 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
<b>Tujuan Pembelajaran</b>	Siswa dapat Memahami Narrative Text dari sebuah video pendek.
<b>Materi Pembelajaran</b>	Narrative Text
<b>C. Metode Pembelajaran</b> Model Pembelajaran : 5M  Metode: Tanya jawab, diskusi	<b>D. Media Pembelajaran</b> <b>3. Alat/Bahan:</b> Laptop, smartphone, koneksi internet <b>4. Sumber Belajar:</b> • Lembar Kerja Siswa
<b>Langkah-Langkah Pembelajaran</b>	

Sintaks	Kegiatan	skills	Ketera-ngan
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Melakukan kegiatan pembuka dengan memberi salam (Hello/Good morning/How are you?/Are you ready for the lesson today?).</li> <li>• Guru mengajak siswa berdoa sebelum mulai pembelajaran.</li> <li>• Melakukan presensi untuk mengecek kehadiran peserta didik sebagai wujud sikap disiplin</li> <li>• Guru menyampaikan materi yang akan dipelajari yaitu Narrative Text.</li> <li>• Menyampaikan tujuan dan manfaat mempelajari materi narrative text sebagai penambah wawasan bagi siswa.</li> </ul>	<b>Literasi</b>	
<b>Kegiatan Inti</b> <b>Mengamati</b>	<p><b><u>Kegiatan Literasi</u></b></p> <p>Guru membuka materi dan menjelaskannya.</p> <ul style="list-style-type: none"> <li>• Peserta didik mengamati video pendek yang berjudul “Four Brothers”.</li> <li>• Peserta didik membahas Bersama dengan guru tentang video pendek yang baru saja ditonton.</li> </ul>	<b>Literasi digital</b>	
<b>Menanya</b>	<p><b><u>Critical Thinking</u></b></p> <ul style="list-style-type: none"> <li>• Peserta didik melakukan tanya jawab terkait materi yang telah disampaikan oleh guru</li> <li>• Guru menjawab pertanyaan dari peserta didik</li> <li>• Peserta didik berusaha memahami isi atau makna</li> </ul>	critical thinking	-
<b>Mengeksplorasi</b> <b>(Mengumpulkan data)</b>	<p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan sebagai berikut:</p> <ul style="list-style-type: none"> <li>• Peserta didik mencari sebuah cerita narrative pendek di google dan mencatatnya.</li> </ul>	critical thinking & collaborative	
<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>• Guru membagikan Lembar Kerja Peserta Didik (LKPD) untuk Latihan disekolah.</li> <li>• Siswa mencari data yang diperlukan untuk menyelesaikan masalah dengan menggunakan <i>textbook</i>, buku catatan, atau pun kamus. (<b>mandiri</b>)</li> </ul>	critical thinking and creativity	
<b>Mengomunikasikan</b>	<ul style="list-style-type: none"> <li>• Peserta didik dan guru membahas Bersama tentang jawaban-jawaban</li> </ul>	critical thinking,	

	dari soal yang diberikan	creativity and collaborat ive	
<b>Penutup</b>	Guru meminta siswa mengungkapkan perasaan setelah mengikuti pembelajaran. (Refleksi)  Guru mengajak untuk berdoa dan bersyukur  Menutup kelas	Commu- nicative	
<b>Penilaian :</b>			
<ol style="list-style-type: none"> <li>2. Sikap : jurnal ( jujur, disiplin dan tanggung jawab )</li> <li>3. Pengetahuan : Mencari salah satu contoh video singkat berkaitan dengan cerita narrative</li> <li>4. Keterampilan : mengidentifikasi struktur-struktur dari video pendek yang telah dicari.</li> </ol>			

Jember, 27 Februari 2023

Mengetahui,

**Waka Kurikulum**



Rofidatul Hasanah, M.Ak

**Guru Mapel**



Pradana Firman Maulana

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ

Menyetujui,

**Kepala SMK As-Syafi'i Rambipuji**



Amin Sururi, S.Pd I

LKPD:

*Choose the correct answer by crossing A,B,C,D or E !*

**Question for numbers 1-5.**

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man.

He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength.

After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?

- A. Sang Prabu was the father of his only daughter.
- B. Sang Prabu was a king of a kingdom in West Java.
- C. Sang Prabu was taken to Kahyangan by a wicked fairy.**
- D. Sang Prabu was a wise man.
- E. Sang Prabu was brought the crystal.

2. Why the wicked fairy did use her magic to make Raden Begawan unconscious?

- A. She didn't like Raden Begawan.
- B. She didn't want Raden Prabu to marry the princess.
- C. She wanted Teja Nirmala to forget about her wedding.

**D. She didn't want the prince of Blambangan to marry the princess.**

E. She wanted the prince of Blambangan to marry the princess

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?

A. Princess Segara will have married Raden Begawan.

B. Sang Prabu will not hold a strength competition.

C. Raden Begawan will not die.

**D. Wicked Fairy will not take Raden Begawan's life.**

E. Raden Begawan was be the Wicked's Friend

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word here in the sentence refers to ...

A. The wicked fairy

B. The nice fairy

**C. Princess Nirmala**

D. Prince Teja

E. Raden Begawan

5. The similarity between fairies and humans according to the text.

A. The place they live.

**B. The jealousy that they possess.**

C. The way they don't feel love.

D. The strength they have.

E. The stranger

**Question for numbers 6-10.**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forests.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

6. What separated one village from another a long time ago in the New Territories?

- A. Another village
- B. Mountains
- C. Forests**
- D. Hills
- E. Castle

7. Who was Ah Tim?

- A. The young woman's brother.
- B. The young woman's son.
- C. The young woman's brother and nephew.



**D. The young woman's brother's son.**

E. The young man's brother's son.

8. Who walked in front when they were in the forest?

**A. Ah Tm**

B. The woman

C. The woman's son.

D. Her brother's nephew.

E. The man

9. How could the wolves catch Ah Tim?

A. He was afraid.

**B. He was stumbled by a stone.**

C. He ran slowly.

D. The woman cried.

E. He walked faster

10. The woman gave her son to the wolves because ...

A. She loved her nephew than her son.

**B. She thought about how her brother would be.**

C. She wanted her son was eaten by the wolves.

D. She was crazy.

E. She was clever.



## YAYASAN PONDOK PESANTREN AS - SYAFI'I SEKOLAH MENENGGAN KEJURUAN (SMK) AS - SYAFI'I

DANG STUDY KEAHLIAN BISNIS DAN MANAGEMENT

ROGRAM STUDY KEAHLIAN TATA NIAGA

KOMPETENSI KEAHLIAN PEMASARAN

: 342052412338 NPSN : 69757524

Alamat :Dsn. Gumuksari Ds. NogosariKec. RambipujiKab.

Tlp 0331-4072046,082330427842kodepos 68152

### RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Narrative Text  
Kelas/ semester : X BDP/ Genap  
Alokasi Waktu : 3 x 30 Menit (Pertemuan Tiga)

Kompetensi Dasar		Indikator Pencapaian Kompetensi
3.8 Menganalisis fungsi sosial, stuktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.		3.8.1 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa inggris pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4.8. Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks..		4.8.1 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, strukur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
<b>Tujuan Pembelajaran</b>	Siswa dapat Memahami Maksud dan Tujuan dari Cerita Narrative Text	
<b>Materi Pembelajaran</b>	Narrative Text	
<b>E. Metode Pembelajaran</b> Model Pembelajaran : 5M  Metode: Tanya jawab, diskusi		<b>F. Media Pembelajaran</b> <b>5. Alat/Bahan:</b> Laptop, smartphone, koneksi internet <b>6. Sumber Belajar:</b> • Lembar Kerja Siswa
<b>Langkah-Langkah Pembelajaran</b>		

Sintaks	Kegiatan	skills	Ketera-ngan
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Melakukan kegiatan pembuka dengan memberi salam (Hello/Good morning/How are you?/Are you ready for the lesson today?).</li> <li>• Guru mengajak siswa berdoa sebelum mulai pembelajaran.</li> <li>• Melakukan presensi untuk mengecek kehadiran peserta didik sebagai wujud sikap disiplin</li> <li>• Guru menyampaikan materi yang akan dipelajari yaitu Narrative Text.</li> <li>• Menyampaikan tujuan dan manfaat mempelajari materi narrative text sebagai penambah wawasan bagi siswa.</li> </ul>	<b>Literasi</b>	
<b>Kegiatan Inti</b> <b>Mengamati</b>	<p><b><u>Kegiatan Literasi</u></b></p> <p>Guru membuka materi yang ada pada power point dan menjelaskannya.</p> <ul style="list-style-type: none"> <li>• Peserta didik mengamati video pendek atau reading text yang berjudul “The Golden Egg”.</li> <li>• Peserta didik membahas Bersama dengan guru tentang video pendek atau reading text yang baru saja ditonton.</li> </ul>	<b>Literasi digital</b>	
<b>Menanya</b>	<p><b><u>Critical Thinking</u></b></p> <ul style="list-style-type: none"> <li>• Peserta didik melakukan tanya jawab terkait reading text yang telah disampaikan oleh guru</li> <li>• Guru menjawab pertanyaan dari peserta didik</li> </ul>	critical thinking	-
<b>Mengeksplorasi</b> <b>(Mengumpulkan data)</b>	<ul style="list-style-type: none"> <li>• Peserta didik dibagi menjadi beberapa kelompok menjadi 6 kelompok, yang setiap kelompok berisi sekitar 5 orang.</li> <li>• Peserta didik diberikan 1 video berisi berbagai cerita text narrative.</li> </ul>	critical thinking & collaborative	
<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>• Peserta didik mengartikan text bacaan tersebut dengan berkelompok.</li> <li>• Siswa menggunakan alat seperti kamus untuk menyelesaikan masalah</li> </ul>	critical thinking and creativity	

	<ul style="list-style-type: none"> <li>Guru membagikan LKPD kepada peserta didik untuk di kerjakan disekolah ataupun dirumah (<b>mandiri</b>)</li> </ul>		
<b>Mengomunikasikan</b>	<ul style="list-style-type: none"> <li>Guru membahas Bersama peserta didik mengenai LKPD yang telah diberikan</li> </ul>	critical thinking, creativity and collaborative	
<b>Penutup</b>	<p>Guru meminta siswa mengungkapkan perasaan setelah mengikuti pembelajaran. (Refleksi)</p> <p>Guru mengajak untuk berdoa dan bersyukur</p> <p>Menutup kelas</p>	Communicative	
<b>Penilaian :</b>			
<p>5. Sikap : jujur, disiplin dan tanggung jawab.</p> <p>6. Keterampilan : mengartikan reading text video dan maju kedepan untuk mengekspresikannya.</p>			

Jember, 13 Maret 2023

Mengetahui,

**Waka Kurikulum****Guru Mapel**


Rofidatul Hasanah, M.Ak



Pradana Firman Maulana

Menyetujui,

**Kepala SMK As-Syafi'i Rambipuji**

Abdul Amin Sururi, S.Pd I

**LKPD:**

*Choose the correct answer by crossing A,B,C,D or E !*

*The following text is for question 1 - 2.*

**Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.**

**One day, the hunter was passing through a forest. He met a woodcutter from the same village.**

**The boastful hunter approached him and said, “How are you? it’s a fine day, isn’t it?”**

**“Yes, yes, indeed!” the woodcutter replied.**

**“Well, can you tell me if you have seen some footprints of the lion nearby? it’s been months since i defeated any.”**

**The woodcutter knew that the hunter only boasted, so he said, “Yes, a lion is in a nearby den. Can i take you there?”**

**The scared hunter said, “No ... No ... i only just wanted to see his footprints.”**

**Finally, the boastful hunter ran away from the spot.**

**1. What is the best title for the text?**

- A. A Boastful Hunter**
- B. A Brave woodcutter
- C. A Woodcutter’s Advice
- D. A Woodcutter’s Rewards
- E. A Handsome Hunter

**2. What did hunter feel when the woodcutter said that there was a lion in a nearby den?**

- A. Upset.
- B. Scared.**
- C. Jealous.
- D. Disappointed.
- E. Happy.

## Text 2

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?"

"Yes1" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour," the younger brother said as he hugged his elder brother"

### 3. What is the text about?

- A. Two brothers are dispute.
- B. Two brothers having continuously bad crops.
- C. Two brothers competing with each other.
- D. Two brothers fighting for the carpenter's services.
- E. Two brothers and sister journey

**Text 3**

**One day several boys were playing at the edge of a pond in which lived a family of frogs. The boys amused themselves by throwing stones into the pond so as to make them skip on top of the water.**

**The stones were flying thick and fast, and the boys were enjoying themselves very much; but the poor frogs in the pond were trembling with fear.**

**At last one of the frogs, the oldest and bravest, put his head out of the water, and said " Oh, please, dear children, stop your cruel play! Though it may be fun for you, it mean death to us!"**

**4. Why did the frog feel insecure?**

- A. The boy frightened them.
- B. The stone would hurt them.**
- C. The boys destroyed the pond.
- D. The water in the pond got dirty.
- E. The waterfall in nature.

**Text 4**

**Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.**

**One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.**

**5. From the story, we know that the cactus was ...**

- A. brave
- B. wise
- C. patient**
- D. humble
- e. stingy

**Text 5**

**One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"**

**Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'**

**The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.**

**"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.**

**"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.**

**"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.**

**6. Why did mouse deer want to go across the river?**

- A. Because he was very hungry**
- B. Because he wanted to cheat Mr. Crocodile**
- C. He wanted to eat some dying trees**
- D. He was afraid of the current of the river**
- E. He wanted some animals**

**7. How many crocodiles were there in the story above?**

- A. Three crocodiles**



**B. Ten crocodiles**

C. Thirteen crocodiles

D. Not mentioned

E. None

Text 6

**The Bear and the Two Friends**

**Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.**

**Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.**

**The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.**

**8. What can we get from the story?**

A. We have to save ourselves

B. We have to learn how to climb

C. Bear will not harm a dead man

**D. True friend always stand by us in ups and downs**

E. The cute bear

**Read the following text to answer questions number 9 - 10.**

**A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.**

**The losing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.**

**Suddenly, an eagle came sailing through the air and carried it off, with its talons. The losing rooster immediately came out of its corner and ruled the farm yard from then on.**

**9. From the text we know that ...**

- A. Only one rooster can rule the roost
- B. The roosters are fighting to flap their wings
- C. The eagle had watched them all day**
- D. The farm needs a new king
- E. The Only farm

**10. What is the main idea of paragraph 3?**

- A. An eagle watching the rooster from a distance
- B. The losing rooster came out from its hiding place
- C. The eagle took the winning rooster as its prey**
- D. The winning rooster celebrates its winning proudly
- E. The lost of eagle



## YAYASAN PONDOK PESANTREN AS - SYAFI'I SEKOLAH MENENGAH KEJURUAN (SMK) AS - SYAFI'I

BIDANG STUDY KEAHLIAN BISNIS DAN MANAGEMENT

PROGRAM STUDY KEAHLIAN TATA NIAGA

KOMPETENSI KEAHLIAN PEMASARAN

NSIS : 342052412338 NPSN : 69757524

Alamat : Dsn. Gumuksari Ds. Nogosari Kec. Rambipuji Kab.

Jember

Tlp 0331-4072046,082330427842 kodepos 68152

### RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Narrative Text  
Kelas/ semester : X BDP/ Genap  
Alokasi Waktu : 3 x 40 Menit (Pertemuan Empat)

Kompetensi Dasar		Indikator Pencapaian Kompetensi
3.8 Menganalisis fungsi sosial, stuktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.		3.8.1 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa inggris pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4.8. Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks..		4.8.1 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
<b>Tujuan Pembelajaran</b>	Siswa dapat Memahami Maksud, Tujuan dari Isi Cerita Narrative dan dapat membandingkan antara Narrative Text dan Video Pendek Narrative.	
<b>Materi Pembelajaran</b>	A Narrative Text	
<b>G. Metode Pembelajaran</b> Model Pembelajaran : 5M  Metode: Tanya jawab, diskusi		<b>H. Media Pembelajaran</b> <b>7. Alat/Bahan:</b> Laptop, smartphone, koneksi internet <b>8. Sumber Belajar:</b>

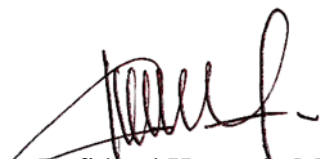
		• Lembar Kerja Siswa	
Langkah-Langkah Pembelajaran			
Sintaks	Kegiatan	Skills	Keterangan
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>Melakukan kegiatan pembuka dengan memberi salam (Hello/Good morning/How are you?/Are you ready for the lesson today?).</li> <li>Guru mengajak siswa berdoa sebelum mulai pembelajaran.</li> <li>Melakukan presensi untuk mengecek kehadiran peserta didik sebagai wujud sikap disiplin</li> <li>Guru menyampaikan materi yang akan dipelajari yaitu Narrative Text.</li> <li>Menyampaikan tujuan dan manfaat mempelajari materi narrative text sebagai penambah wawasan bagi siswa.</li> </ul>	<b>Literasi</b>	
<b>Kegiatan Inti</b> <b>Mengamati</b>	<p><b><u>Kegiatan Literasi</u></b></p> <p>Guru membuka ppt untuk menjelaskan ulang tentang materi-materi yang sudah pernah di pelajari Bersama.</p>	<b>Literasi</b>	
<b>Menanya</b>	<p><b><u>Critical Thinking</u></b></p> <ul style="list-style-type: none"> <li>Guru memastikan setiap peserta didik memahami materi yang sudah di jelaskan ulang.</li> <li>Peserta didik melakukan tanya jawab terkait materi yang telah dijelaskan ulang oleh guru.</li> <li>Guru menjawab pertanyaan dari peserta didik.</li> </ul>	critical thinking	-
<b>Mengeksplorasi</b> <b>(Mengumpulkan data)</b>	<p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan sebagai berikut:</p> <ul style="list-style-type: none"> <li>Peserta didik ditugaskan mencari text narrative di internet yang paling menarik.</li> </ul>	critical thinking & collaborative	
<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>Peserta didik membandingkan short video narrative dan narrative text story serta memahaminya dengan cara mengerti maksud cerita yang disampaikan, menggunakan alat seperti kamus untuk mengetahui</li> </ul>	critical thinking and creativity	

	<p>pokok isi cerita.,</p> <ul style="list-style-type: none"> <li>• Peserta didik berkomentar mana yang lebih menarik untuk dibaca.</li> <li>• Peserta didik mengimplementasikan argumennya dengan mengisi angket yang telah diberikan.</li> <li>• Setelah siswa membandingkan, siswa di berikan Latihan soal seperti biasanya yaitu Lembar Kerja Peserta Didik (LKPD)</li> </ul>		
<b>Mengomunikasikan</b>	<ul style="list-style-type: none"> <li>• Peserta didik dan guru membahas bersama tentang jawaban-jawaban yang telah diisi.</li> </ul>	critical thinking, creativity and collaborative	
<b>Penutup</b>	<p>Guru memberi tugas untuk pertemuan selanjutnya (Opsional).</p> <p>Guru meminta siswa mengungkapkan perasaan setelah mengikuti pembelajaran. (Refleksi)</p> <p>Guru mengajak untuk berdoa dan bersyukur</p> <p>Menutup kelas</p>	Commu- nicative	
<b>Penilaian :</b>			
<p>7. Sikap : jurnal ( jujur, disiplin dan tanggung jawab )</p> <p>8. Pengetahuan : Mencari text narrative dan video pendek tentang cerita narrative.</p> <p>9. Keterampilan : Membandingkan text narrative dan video pendek tentang cerita narrative mana diantara dua tersebut yang lebih menarik.</p>			

Jember, 13 Maret 2023

Mengetahui,

**Waka Kurikulum**

  
Rofidatul Hasanah, M.Ak

**Guru Mapel**

  
Pradana Firman Maulana

Menyetujui,  
**Kepala SMK As-Syafi'i Rambipuji**



Ahmad Amin Sururi, S.Pd I

**LKPD:**

*Choose the correct answer by crossing A,B,C,D or E !*

**The following test is for question 1 to 4.**

Once upon a time there lived three neighbours in a beautiful village.

Three of them were diligent farmers.

At one time the three neighbours were having trouble with their crops. All three fields had crops that were wilting and infested with pests. Each day they would try different ideas to help their crops. The first one tried using a scarecrow, the second used pesticides and the third built a fence on his field, all to no avail.

One day, the village head came by and called all three farmers. He gave them each a stick and asked them to break the sticks. The farmers could break them easily. He then gave them a bundle of three sticks and asked them to break it. This time, farmers struggled to break the sticks. The village head said, "Together you are stronger than when you work alone." The farmers pooled their resources and got rid of the pests in their fields.

1. What is the conflict of the story?

A. The three neighbours' crops failed.

B. Pests infested the three neighbours' fields.

C. The village head gave the three neighbours quizzes.

**D. The three neighbours' efforts to help their crops failed.**

E. A neighbour crops failed.

2. From the text we know that the three neighbours earned money by....

**A. cultivating their fields**

B. selling crops to a market

C. collecting firewood

D. working on others' fields

E. buying crops

3. The moral value of the story is ....

A. practice makes perfect

**B. there is strength is unity**

C. hard work is a key of a success

D. a friend in need is a friend indeed

E. there is weakness in unity

4. "... all to no avail." What does it mean?

A. it's better to do nothing.

B. Everything is impossible to do.

**C. All the efforts done are useless.**

D. There is no way out the solve the problem.

E. Everything gonna be all right by unity

**The following test is for question 5 to 8.**

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brother's door. He opened it to find a man with a carpenter's tool box. "i am looking for a few small jobs here and there. Could i help you?"

"Yes!" said the elder brother. " i do have a job for you. Look across the creek at that farm! That's my neighbour in fact, it's my younger brother and we don't get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we don't have stand and see each other's face from across."

The carpenter said, "i think i understand the situation. i will be able to do a job that will please you." The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.

"You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am

truly sorry for my behaviour,” the younger brother said as he hugged his elder brother”

5. What is the text about?

- A. **Two brothers are dispute.**
- B. Two brothers having continuously bad crops.
- C. Two brothers competing with each other.
- D. Two brothers fighting for the carpenter’s services.
- E. Two brother can do everything.

6. What is actually requested by the elder brother to the carpenter?

- A. a pond.
- B. a wall.**
- C. a shed.
- D. a barn.
- E. a power

7. What did the little brother feel towards his brother after seeing the bridge?

- A. Sad
- B. Angry
- C. Annoyed
- D. Regretful**
- E. Hungry

8. “You are really kind and **humble**, my brother!”

What is the synonym of the bolded word?

- A. Honest
- B. Modest**
- C. Diligent
- D. Courageous
- E. Lay

“Away with you, vile insect!” said a lion angrily to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed. “do you think.” he said spitefully the lion, “that i am afraid of you because they call you king?”

The next instant he flew at the lion and stung him sharply on the nose.



Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight.

The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider's web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

9. The text tell us about ....

- A. a lion which is annoyed by a gnat**
- B. confrontation between a lion and a spider
- C. a gnat which loved to sting other animals
- D. a good relationship between a lion and a spider
- E. a million animal in the forest

10. Why did the lion give up hitting the gnat?

- A. The lion only wounded itself**
- B. The gnat stopped stinging the lion
- C. the lion felt nothing from the sting
- D. The gnat flew to bother the spider
- E. The tiger and lion live together

## Appendix 5



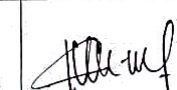

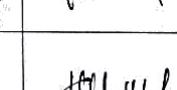
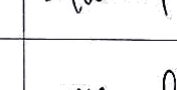
### RESEARCH AND JURNAL ACTIVITIES



NAME : PRADANA FIRMAN MAULANA

NIM : T20186063

TITTLE : The Use of Narrative Short Video as Media to Increase Students Interest in Studying English Reading Skill at Tenth Grade of As-Syafi'i Vocational High School

LOCATION : SMK AS-SYAFI'I

No	Day/ Date	Activity	Initial
1	Thursday, 16 <sup>th</sup> February 2023	The researcher give a "surat permohonan penelitian" to the school and discuss with Curriculum office	
2	Monday, 20 <sup>th</sup> February 2023	The researcher implement the implementing of first meeting in cycle 1	
3	Monday, 27 <sup>th</sup> February 2023	The researcher implement the implementing of second meeting in cycle 1	
4	Monday, 6 <sup>th</sup> March 2023	The researcher implement the implementing of third meeting in cycle 1 to take the data of Post-test 1	
5	Monday, 13 <sup>th</sup> March 2023	The researcher implement the implementing of First meeting in cycle 2	
6	Monday, 20 <sup>th</sup> March 2023	The researcher implement the implementing of second meeting in cycle 2	
7	Monday, 27 <sup>th</sup> March 2023	The researcher	

		implement the implementing of third meeting in cycle 2 to take the data of Post-test 2.	
8	Thursday, 30 <sup>th</sup> March 2023	The researcher asked for a letter of research finishing.	

Jember, 30 March 2023

Headmaster of Vocational High School



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Appendix 6

## THE PRESENT LIST OF X BDP CLASS

No	Name
1	Acha Fitria Ningsih
2	Achmad Riyan Hadinata
3	Achmad Firmansyah
4	Ahmad Aril Lukmanto
5	Ahmad Jefri Husaen
6	Akhmad Ainul Yaqin
7	Bagus Maulana
8	Bagus Pratama
9	Cahya Maulana Adi Putra
10	Diah Nur Laili
11	Dian Tika Puspitasari
12	Diki Suria Saputra
13	Fajar Sidiq
14	Fauzia Yunika
15	Feni Febriana Putri
16	Herman Riyansyah
17	Lufna Irvania
18	Lusiana Safarah
19	Mahfudi
20	Muhammad Ainur Rofik
21	Muhammad Eksal Virdiano M
22	Muhammad Rizal
23	Rehan Oktafiano

24	Riang Rindi Amelia
25	Samsul Arifin
26	Siti Anggun Putmawati
27	Siti Husnul Hotimah
28	Tika Ayu asari
29	Wisnu Eka Nur Cahyo
30	Tryo Syawal



**Appendix 7****PREVIOUS-TEST OF READING TEST (RECOUNT TEXT)**

Subject : English  
 Class : X BDP  
 School : SMK As-Syafi'i Rambupuji  
 Type of Test : Multiple Choices

**Recount Text Biography**

General Sudirman was a high ranking Indonesian military officer during the Indonesian national revolution. He was the first commander-in-chief of the Indonesian Armed Forces, he continues to be widely respected in the country. On 12 November 1945, at an election to decide the military's commander-in-chief in Yogyakarta. The 24 years old Sudirman was chosen over Oerip Soemohardjo in a close vote. While waiting to be confirmed, Sudirman ordered an assault on British and Dutch forces in Ambarawa. The ensuing battle and British withdrawal strengthened Sudirman's popular support, and he was ultimately confirmed on 18 December. General Sudirman commanded military activities throughout Java, including a show of force in Yogyakarta on 1 March 1949. When the Dutch began withdrawing, in July 1949 Sudirman was recalled to Yogyakarta and forbidden to fight further. In late 1949 Sudirman's tuberculosis returned, and he retired to Magelang, where he died slightly more than a month after the Dutch recognised Indonesia's independence. He is buried at Semaki Heroes' Cemetery in Yogyakarta.

1. What is the monologue about?
  - A. A biography of General Soedirman**
  - B. The family of General Soedirman
  - C. The death of General Soedirman
  - D. A spirit of General Soedirman for the Indonesian Armed Forces
  - E. The military forces commanded by General Soedirman
2. What can we infer from the monologue?
  - A. His uncle's name was also Soedirman
  - B. January is the month of Maulud
  - C. Soedirman was shot and died in the military war
  - D. Soedirman died when he was relatively young**
  - E. Soedirman died on 1 March 1949

**Recount Text Biography**

Luis Lionel Andres Messi, born June 24th, 1987, is an Argentinian football player for F.C BarcelonA. He is not very tall, mainly, due to the growing problem he had when he was younger. His eyes are brown. He never has short hair.

Lionel Messi started playing football at a very early age in his hometown's Newell's Old Boys. From the age of 11, he suffered from a hormone deficiency and as Lionel's parents were unable to pay for the treatment in Argentina, they decided to move to Barcelona, Spain.

In the 2003-2004 season, when he was still only 16 years old, Messi made his first team debut in a friendly with Porto that marked the opening of the new Dragao stadium. The following championship-winning season, Messi made his first appearance in an official match on October 16th, 2004, in Barcelona's derby win against Espanyol at the Olympic Stadium 0-1.. And now, in 2010, 2011, and 2012 he is best player in the world.



3. According to the text, Messi's parents moved to Barcelona ....

- A. because they were very poor in Argentina
- B. because they wanted Messi to be successful in soccer
- C. so that Messi could learn in the best soccer club
- D. to get Messi's health problem cured**
- E. to find the best treatment to cure Messi's health problem

4. What is the main idea of the third paragraph?

- A. he hasn't really attractive face, but he's a very good football player
- B. Lionel Messi is a good player for F.C Barcelona**
- C. his best characteristics are on the foot has competitiveness
- D. he appears to be a quite good and modest person
- E. he has long black hair and brown eyes

#### Recount Text Biography

Picasso was one of the most outstanding and important artists of the 1900's. He is best known for his paintings. Almost every style in modern art is represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting from his father and his college level course of study at the academy of arts in Madrid.

From about 1895 to 1901, he painted realistic works in a traditional style. He, then, entered what was called the Blue Period. During this time, he only used shades of blue in his paintings to show the poverty he saw in Barcelona.

After 1908, he entered into the style of cubism. Among his well-known cubist paintings are "Three Musicians" and "Man with a Guitar".

Picasso died in Mougins, France in 1973. He was really great artist.

5. Why did Picasso become so popular? because ....

- A. he was the most outstanding artist of the 1900's.
- B. he was known for his great paintings**
- C. he painted in traditional style.
- D. he was son of an art teacher.
- E. he studied in art school.

6. According to text, Picasso ....

A. died in Spain 1973.

B. was born in Malaga, Italy.

**C. was famous for his painting style.**

D. had a father who worked as an art teacher.

E. finished his study at the academy of Arts in Madrid.

7. What can be inferred from the text?

A. Picasso's father was not good at art.

B. Picasso passed away at the age of 92.

C. Picasso was unpopular artist of 1990's.

**D. Blue Period shows the prosperity in Barcelona.**

E. For 8 years, Picasso painted realistic works in a traditional style.

#### Recount Text Biography

Neymar da Silva Santos Junior born 5 February 1992, commonly known as Neymar, is a Brazilian footballer who plays for La Liga club FC Barcelona and the Brazilian national team, as forward or winger.

At the age of 19, Neymar Jr won the 2011 South American Footballer of the Year award, after coming third in 2010. He followed this up by winning it again in 2012. In 2012 Neymar received nominations for the FIFA Ballon d'or, where he came 10th, and the FIFA Puskas Award, which he won. He is known for his acceleration, speed, dribbling, finishing and ability with both feet. His playing style has earned him critical acclaim, with fans, media and former players drawing comparison to former Brazil player Pele, who has called Neymar "an excellent player".

Neymar joined Santos 2003 and after through the ranks, he was promoted to their first team squad. He made his debut for Santos in 2009 and was voted the Best Young Player of the 2009 Campeonato Paulista. Further honours followed, with Neymar being voted best player as Santos won the 2010 Campeonato Paulista, and also being top score in the 2010 Copa de Brasil with 11 goals. He finished the 2010 season with 42 goals in 60 games as his club achieved the Double. Neymar was again voted best player of the year in 2011 as his retained the state title and Santos also winning the 2011 Copa Libertadores in which Neymar scored 6 goals in 13 appearances. He also played a key role in securing a continental Double for his team, Santos' first since 1963. He received the Bronze Ball in the 2011 FIFA Club World Cup, with Santos making it to the final, where they were defeated 4-0 by Barcelona.

8. What happened to Neymar in 2011?

A. He made his first debut

B. He moved to FC Barcelona

C. He received the FIFA Puskas Award



**D. He scored 6 goals in 13 appearances**

E. He helped Brazil to win their 11th title

9. The main idea of paragraph 3 is...

A. Neymar played for Santos

B. Neymar joined Santos

C. Neymar played the best

**D. Neymar received awards**

E. Neymar scored many goals

10. "...who has called Neymar an excellent player" (paragraph 2). The word 'excellent' is closest in meaning to ...

A. Confident

**B. Fantastic**

C. Magnificent

D. Skillful

E. Generous

Recount Text Biography

Cristiano Ronaldo was born on February 5, 1985, in Funchal, Madeira, Portugal. Manchester United paid £12 million to sign him in 2003 – a record fee for a player of his age. In the 2004 FA Cup Final, he scored Manchester's first three goals and helped them capture the championship. In 2008, he set a franchise record for goals scored. In 2009, Real Madrid paid a record \$131 million for his services.

It was through his dad's work as an equipment manager at a boy's club that Ronaldo was first introduced to the game of soccer. By the time he was 10 years old, he was already recognized as a phenomenon – a kid who ate, slept and drank the game. "All he wanted to do as a boy was playing football," his godfather, Fernao Sousa, recalled for British reporters, adding, "He loved the game so much that he'd miss meals or escape out his bedroom window with a ball when he was supposed to be doing his homework."

By his early teens, Ronaldo's talent and legend had grown considerably. After a stint with Nacional da liha da Madeira, he signed with Sporting Portugal in 2001. That same year, at the tender age of 16, Ronaldo turned heads with an impressive performance against Manchester United, wowing even his opponents with his footwork and deft skill. He made such an impression that a number of United players asked their manager to try and sign the young player. It wasn't long before the club paid Ronaldo's team more than £12 million for his services – a record fee for a player of his age.

11. What was Ronaldo implementing for MU in year 2004?

A. Signed new contract

B. Scored goals to Real Madrid

C. Won FA Cup Championship

- D. Got payment of \$131 million for his service
- E. Paid \$12 million

12. We can learn from paragraph 2 that...

- A. Ronaldo was a talented football player**
- B. Ronaldo was a very energetic football player
- C. Ronaldo gained his success by his early teens
- D. Ronaldo was a legendary young football player
- E. Ronaldo became the youngest player in Manchester

13. "After a stint with Nacional da liha da Madeira, he signed with Sporting Portugal in 2001." (Paragraph 3. The word "signed with" can be replaced by...

- A. Participated
- B. Went
- C. Followed
- D. Joined >>>>>>**
- E. Wrote

Recount Text Biography

Charles Robert Darwin was born in Shrewsbury, England, on February 12, 1809. He came from a wealthy family and never had to work. He studied medicine and theology. In 1831 he graduated from University of Cambridge with a degree of theology.

He began a career as a scientist quite by chance. On December 27, 1831, 22 years old Charles Darwin joined the crew of the HMS Beagle as a naturalist. The five years expedition collected hydrographic, geologic, and meteorologic data from South America and many other regions around the world. Darwin's own observation on this voyage led to his theory of natural selection.

Charles Darwin was greatly influenced by the geologist Adam Sedgwick and naturalist John Henslow in his development of the theory of natural selection, which was to become the foundation concept supporting the theory of evolution. Darwin's theory holds that environmental effects lead to varying degrees of reproductive success in individuals and groups of organisms. Natural selection tends to promote adaptation in organisms when necessary for survival. This revolutionary theory was published in 1859 in Darwin's now famous *On the Origin of Species by Means of Natural Selection*.

14. Charles Darwin's theory of evolution believed that ....

- A. people could defend themselves naturally
- B. environment affected natural election**
- C. organism needed adaptation to survive
- D. people and nature supported to each other
- E. natural selection tend to adapt organism to survive

15. How was Darwin's theory of natural selection developed?

- A. Adapted by the necessary for survival**

- B. Influenced by his collection.
  - C. Supported the effect of environment.
  - D. Influenced by John Henslow.
  - E. Affected by groups of organisms.
16. The famous Darwin theory was published based on ....
- A. theories developed by other scientists
  - B. the influence of organisms adaptation in survival living**
  - C. the success of his observation supported by geologist and naturalist
  - D. his expedition and natural observation data a scientist
  - E. the observation of other geologists' natural selection

#### Recount Text Biography

Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

17. What did Victoria do before being a solo singer?
- A. Married to David Beckham
  - B. Worked as fashion designer
  - C. Joined The Spice Girl**
  - D. Created fashion style
  - E. Wrote many books
18. We found in the text that ....
- A. Victoria named her fragrance by dVb style
  - B. Beckham is Victoria's autobiography
  - C. Beckham is Victoria's brand for her fragrance**
  - D. Posh Spice is the title of her new album
  - E. Spice Girls is Victoria's label for her wardrobe
19. Based on the text, what do we know about Victoria?
- A. She is an ordinary woman
  - B. She is a multi-talented woman**
  - C. She designed The Spice Girls
  - D. She married to an ordinary person
  - E. She arranged many songs for The Spice Girls

### Recount Text Biography

Alfred Bernhard Nobel was a Swedish chemist, engineer, innovator, and ornament manufacturer. He was the inventor of dynamite. He also owned Bofors, which he had redirected from its previous role as primarily an iron and steel producer to a major manufacturer of cannons and other ornaments. He held 355 different patents, dynamite being the most famous. In his last will, he used his enormous fortune to institute the Nobel Prizes. The synthetic element nobelium was named after him. He was the third son of Immanuel Nobel and Andriette Ahlsell Nobel. Born in Stockholm on 21 October 1833, he went with my family to Saint Petersburg in 1842, where his father invented modern plywood. He studied chemistry with Professor Nikolay Nickolaevich Zinin. When he was 18, he went to the United States to study chemistry for four years and worked for a short period under John Ericsson, who designed the American Civil War ironclad USS Monitor.

Returning to Sweden, with his father after bankruptcy of his family business, he then devoted himself to the study of explosives, and especially to the safe manufacture and use of nitroglycerine (discovered in 1847 by Acanio Sobrero, one of his fellow students under Theophile-Jules Pelouze at the University of Turin). A big explosion occurred on 2 September 1864 at his factory in Heleneborg in Stockholm, killing five people. Among them was his younger brother, Emil.

The foundations of the Nobel Prize were laid in 1895 when Alfred Nobel wrote his last will, leaving much of his wealth for its establishment. Since 1901, the prize has honoured men and women for outstanding achievements in physics, chemistry, medicine, literature and for work in peace.

20. Where did Alfred Nobel work with John Ericsson?

- A. In Sweden
- B. In the USA**
- C. In Stockholm
- D. In Heleneborg
- E. In Saint Petersburg

J E M B E R

## Appendix 8



## YAYASAN PONDOK PESANTREN AS - SYAFI'I SEKOLAH MENENGAH KEJURUAN (SMK) AS - SYAFI'I

BIDANG STUDY KEAHLIAN BISNIS DAN MANAGEMENT  
PROGRAM STUDY KEAHLIAN TATA NIAGA  
KOMPETENSI KEAHLIAN PEMASARAN

NSS : 342052412338 NPSN : 69757524

Alamat :Dsn. Gumuksari Ds. NogosariKec. RambipujiKab. Jember  
Tlp 0331-4072046,082330427842kodepos 68152

### RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Narrative Text  
Kelas/ semester : X BDP/ Genap  
Alokasi Waktu : 3 x 40 Menit (Post-Test 1)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Menganalisis fungsi sosial, stuktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa inggris pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4.8. Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks..	4.8.1 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
<b>Tujuan Pembelajaran</b>	Siswa dapat Memahami Maksud,Tujuan dan Ciri-ciri dari Narrative Text serta dapat membedakan jenis-jenis Narrative Text.
<b>Materi Pembelajaran</b>	A Narrative Text is an imaginative story to entertain people.
<b>I. Metode Pembelajaran</b> Model Pembelajaran : 5M  Metode: Tanya jawab, diskusi	<b>J. Media Pembelajaran</b> <b>1. Alat/Bahan:</b> Laptop, smartphone, koneksi internet <b>2. Sumber Belajar:</b> <ul style="list-style-type: none"> <li>Lembar Kerja Siswa</li> </ul>
<b>Langkah-Langkah Pembelajaran</b>	

Sintaks	Kegiatan	skills	Ketera- ngan
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>Melakukan kegiatan pembuka dengan memberi salam (Hello/Good morning/How are you?/Are you ready for the lesson today?).</li> <li>Guru mengajak siswa berdoa sebelum mulai pembelajaran.</li> <li>Melakukan presensi untuk mengecek kehadiran peserta didik sebagai wujud sikap disiplin</li> </ul>	<b>Literasi</b>	
<b>Kegiatan Inti</b> <b>Mengamati</b>	<p><b><u>Kegiatan Literasi</u></b></p> <p>Guru membuka pelajaran dan menugaskan kepada siswa untuk membuka materi sebelumnya sebelum melakukan post-test dan mengatakan bahwa mereka tidak perlu tegang dan rileks saja</p>	<b>Literasi</b>	
<b>Menanya</b>	<p><b><u>Critical Thinking</u></b></p> <ul style="list-style-type: none"> <li>Guru memastikan setiap peserta didik memahami materi sebelumnya</li> <li>Peserta didik melakukan tanya jawab terkait materi yang telah dipelajari kepada guru</li> <li>Guru menjawab pertanyaan dari peserta didik</li> <li>Guru menerangkan Kembali materi sebelumnya</li> </ul>	critical thinking	-
<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>Guru membagikan Lembar Post-test</li> <li>Siswa mengerjakan Lembar Post-test</li> </ul>	critical thinking and creativity	
<b>Mengomunikasikan</b>	<ul style="list-style-type: none"> <li>Peserta didik dan guru membahas Bersama tentang hal-hal yang sulit dari soal yang diberikan</li> </ul>	critical thinking, creativity and collaborative	
<b>Penutup</b>	<p>Guru memberi tugas untuk pertemuan selanjutnya (Opsional).</p> <p>Guru meminta siswa mengungkapkan perasaan setelah mengikuti pembelajaran. (Refleksi)</p> <p>Guru mengajak untuk berdoa dan bersyukur</p> <p>Menutup kelas</p>	Communi- cative	

**Penilaian :**


1. Sikap : jujur, disiplin dan tanggung jawab
2. Pengetahuan : Mengisi soal-soal yang diberikan

Jember, 6 March 2023

Mengetahui,

**Waka Kurikulum**

Rofidatul Hasanah, M.Ak

**Guru Mapel**

Pradana Firman Maulana

Menyetujui,

**Kepala SMK As-Syafi'i Rambipuji**

Amin Sururi, S.Pd.I

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**Post-Test**

**Choose the correct answer by crossing A,B,C,D or E !**

**Text 1**

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
  - A. Sang Prabu was a father of his only daughter
  - B. Sang Prabu was a king of a kingdom in West Java
  - C. Sang Prabu was taken to Kahyangan by a wicked fairy**
  - D. Sang Prabu was a wise man
  - E. Sang Prabu didn't have a son
2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
  - A. She didn't like Raden Begawan
  - B. She didn't want Raden Prabu marry the princess
  - C. She wanted Teja Nirmala to forget about her wedding
  - D. She didn't want the prince of Blambangan marry the princess**
  - E. She didn't want the prince of Blambangan feel love with her
3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
  - A. Princess Segara will have married with Raden Begawan
  - B. Sang Prabu will not hold strength competition
  - C. Raden Begawan will not die
  - D. Teja Nirmala will stay in the Kahyangan
  - E. Wicked Fairy will not take Raden Begawan's life**
4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
  - A. The wicked fairy
  - B. The nice fairy
  - C. Princess Nirmala**
  - D. Prince Teja
  - E. The prince of Blambangan



5. The similarity between fairy and human according to the text.

- A. The place they live
- B. The jealousy that they possess**
- C. The way they don't feel a love
- D. The strength they have
- E. Their life that is immortal

#### Text 2

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

6. Which the following fact is true about Kbo Iwo?

- A. Kebo Iwo ate a little amount of meat
- B. Kebo Iwo is a destroyer that cannot make anything
- C. Kebo Iwo was angry because his food was stolen by Balinese people
- D. Kebo Iwo destroyed all the house but not the temple
- E. Kebo eat food was equal for food of thousand people**

7. Why did Kbo Iwo feel angry to the Balinese people?

- A. Because Balinese people ate his meal
- B. Because Balinese people took his food so his barns was empty
- C. Because Balinese people didn't give him food**
- D. Because Balinese people were in hunger
- E. Because Balinese people turned to rage

8. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?

- A. There will be no Bali island
- B. Bali People will never be angry

C. All Bali people will live in a prosperous way

**D. We are not able see the beauty of Lake Batur**

E. Mount Batur will not be a sacred place now

9. "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose " is....

**A. Support**

B. Defeat

C. Turn Against

D. Beat

E. Change

10. What is mount batur?

A. A lake build by Kbo Iwa

B. A well dug by Kbo iwa

C. The mountain build by Kbo Iwa

**D. A mound of earth dug from the well by Kbo iwa**

E. A home build by Balinese people to Kbo Iwa

Text 3

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love

and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

11. What is the story about?

- A. A wrath son
- B. West java's tales
- C. Tumang a Dog husband
- D. The legend of Tangkuban Perahu**
- E. Dayang Sumbi's rejection to marry Sangkuriang

12. According to he story, Tumang was....

- A. actually a handsome prince
- B. married to Dayang Sumbii**
- C. Sangkuriang pet dog
- D. good at hunting deer
- E. in fact Dayang Sumbi's father

13. What did Dayang Sumbi look like?

- A. She liked weaving clothers
- B. She looked for the heart of a deer
- C. She was beautiful**
- D. She was looking at her fallen tool
- E. She and her son were alike

14. What made Dayang Sumbi stay young?

- A. She set up conditions in doing things
- B. A young man fall in love with her
- C. She married a dog
- D. She knew how to take care her body
- E. God gave her an eternal beauty**

15. Who are the main caracthers in the story?

- A. Dayang Sumbi and Sangkuriang**
- B. The king Dayang Sumbi, the dog and Sangkuriang

- C. The king, Dayang Sumbi, the dog, Sangkuriang, the genie, and the spiritis
- D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
- E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God

16. What moral value can we learn from the story?

**A. People must keep their words all the time**

- B. Do not make a promise to easily
- C. Never be reluctant to do good things
- D. We should not hate our decendants
- E. Just do what we have planned

17. "He brought her the falling tool". The underline word "He" refers to.....

A. Samgkuriang

**B. Tumang**

- C. Dayang Sumbi
- D. The king
- E. Father

18. "if you are male, I will marry you" (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her....

**A. Husband**

- B. Maid
- C. Boss
- D. Son
- E. King

19. The complication starts when....

- A. Sangkuriang arrived at his own village
- B. Tumang came bringing Dayang Sumbi fallen thing
- C. Dayang Sumbi asked Sangkuriang to find deer's heart
- D. Dayang Sumbi and Sangkuriang fellinlove and decided to marry
- E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night**

20. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence?

- A. A crisis
- B. A complication
- C. An orientation**
- D. A reorientation
- E. A resolution



## YAYASAN PONDOK PESANTREN AS - SYAFI'I SEKOLAH MENENGGAH KEJURUAN (SMK) AS - SYAFI'I

BIDANG STUDY KEAHLIAN BISNIS DAN MANAGEMENT  
PROGRAM STUDY KEAHLIAN TATA NIAGA  
KOMPETENSI KEAHLIAN PEMASARAN

NSS : 342052412338 NPSN : 69757524

Alamat : Dsn. Gumuksari Ds. Nogosari Kec. Rambipuji Kab. Jember  
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### RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Narrative Text  
Kelas/ semester : X BDP/ Genap  
Alokasi Waktu : 3 x 40 Menit (Post-Test 2)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Menganalisis fungsi sosial, stuktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa Inggris pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4.8. Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks..	4.8.1 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
<b>Tujuan Pembelajaran</b>	Siswa dapat Memahami Maksud, Tujuan dan Ciri-ciri dari Narrative Text serta dapat membedakan jenis-jenis Narrative Text.
<b>Materi Pembelajaran</b>	A Narrative Text is an imaginative story to entertain people.
<b>K. Metode Pembelajaran</b> Model Pembelajaran : 5M Metode: Tanya jawab, diskusi	<b>L. Media Pembelajaran</b> <b>9. Alat/Bahan:</b> Laptop, smartphone, koneksi internet <b>10. Sumber Belajar:</b> • Lembar Kerja Siswa

Langkah-Langkah Pembelajaran			
Sintaks	Kegiatan	Skills	Ketera- ngan
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Melakukan kegiatan pembuka dengan memberi salam (Hello/Good morning/How are you?/Are you ready for the lesson today?).</li> <li>• Guru mengajak siswa berdoa sebelum mulai pembelajaran.</li> <li>• Melakukan presensi untuk mengecek kehadiran peserta didik sebagai wujud sikap disiplin</li> </ul>	<b>Literasi</b>	
<b>Kegiatan Inti</b> <b>Mengamati</b>	<b><u>Kegiatan Literasi</u></b> <ul style="list-style-type: none"> <li>• Guru membuka pelajaran dan menugaskan kepada siswa untuk membuka materi sebelumnya sebelum melakukan post-test dan mengatakan bahwa mereka tidak perlu tegang dan rileks saja</li> </ul>	<b>Literasi</b>	
<b>Menanya</b>	<b><u>Critical Thinking</u></b> <ul style="list-style-type: none"> <li>• Guru memastikan setiap peserta didik memahami materi sebelumnya</li> <li>• Peserta didik melakukan tanya jawab terkait materi yang telah dipelajari kepada guru</li> <li>• Guru menjawab pertanyaan dari peserta didik</li> <li>• Guru menerangkan Kembali materi sebelumnya</li> </ul>	critical thinking	-
<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>• Guru membagikan Lembar Post-test 2 dan memberikan support dan motivasi bahwa mereka pasti bisa mengerjakannya karena usaha tidak akan menghanti hasil</li> <li>• Siswa mengerjakan Lembar Post-test</li> </ul>	critical thinking and creativity	
<b>Mengomunikasikan</b>	<ul style="list-style-type: none"> <li>• Peserta didik dan guru membahas Bersama tentang hal-hal yang sulit dari soal yang diberikan.</li> </ul>	critical thinking, creativity and collaborative	
<b>Penutup</b>	<p>Guru memberi tugas untuk pertemuan selanjutnya (Opsional).</p> <p>Guru meminta siswa mengungkapkan perasaan</p>	Commu- nicative	

	<p>setelah mengikuti pembelajaran. (Refleksi)</p> <p>Guru mengajak untuk berdoa dan bersyukur</p> <p>Menutup kelas</p>		
<p><b>Penilaian :</b></p> <p>1. Sikap : jujur, disiplin dan tanggung jawab</p> <p>2. Pengetahuan : Mengisi soal-soal yang diberikan</p>			

Jember, 27 March 2023

Mengetahui,

**Waka Kurikulum**



Rofidatul Hasanah, M.Ak

**Guru Mapel**



Pradana Firman Maulana

Menyetujui,

**Kepala SMK As-Syafi'i Rambipuji**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI AHMAD SIDDIQ  
JEMBER

Amin Amin Sururi, S.Pd I

**Post-Test 2**

**Choose the correct answer by crossing A,B,C,D or E !**

## Text 1

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?

- A. Indonesia
- B. Brazil
- C. Puerto Rico**
- D. New York
- E. Jepang

2. From the text we learn that...

- A. We have to follow others
- B. We have to respect pet owner
- C. We have to imitate others
- D. We are not allowed to force others**
- E. We are not allowed to help others

3. Which statement is false according to the text?

- A. Catano was the name of the city where the parrot came from
- B. The man got angry at the parrot
- C. The parrot couldn't say Catano**
- D. The man killed the parrot
- E. The parrot could say Catano

4. "It was very, very smart". The underlined word "It" refers to...

- A. The chicken
- B. The man



- C. The Catano
- D. The city
- E. The bird**

### Text 2

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

5. What type of the text is used by the writer?

- A. narrative**
- B. report
- C. anecdote
- D. comparative
- E. news item

6. To tell the plot, the writers uses...

- A. a rhetorical question and an exclamation
- B. time sequences
- C. contrastive evidences
- D. past tense**
- E. concessive conjunctions

**D. past tense**

E. concessive conjunctions

7. Why Snow White ran away to the woods?

- A. Her parents passed away
- B. Her uncle was angry with her
- C. Her uncle and aunt would go to America**
- D. Snow White was happy to run away
- E. Snow White liked playing in the woods.

8. When did Snow White run away to the woods?
- A. In the afternoon
  - B. In the morning**
  - C. In the evening
  - D. In the full moon
  - E. In the middle of night
9. Where did Snow White live after she ran away to the woods?
- A. She lived in the cave
  - B. She lived in the lion nest
  - C. She lived everywhere in the woods
  - D. She lived in the dwarfs' cottage**
  - E. She lived on the street
10. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
- A. because she loved them very much
  - B. as a result of forcing attitude from them
  - C. because her parents were dead**
  - D. because she were afraid of the dwarfs
  - E. because she ran away from a monster

#### Text 3

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

11. What separated between one village to another a long time ago in the New Territories ?

- A. Another village
  - B. Mountains
  - C. Forests**
  - D. Hills
  - E. Towers and logs
12. Who was Ah Tim ?
- A. The young woman's brother
  - B. The young woman's son
  - C. The young woman's brother and nephew
  - D. The young woman's brother's son**
  - E. One of the men who fetched a stick
- .
13. Who walked in front when they were in the forest ?
- A. Ah Tm**
  - B. The woman
  - C. The woman's son
  - D. Her brother's nephew
  - E. The baby and his mother
14. How could the wolves catch Ah Tim ?
- A. He was afraid
  - B. He was stumbled by a stone**
  - C. He ran slowly
  - D. The woman cried
  - E. The wolves were good runners
15. The woman gave her son to the wolves because
- A. She loved her nephew than her son.
  - B. She thought about how her brother would be**
  - C. She wanted her son was eaten by the wolves
  - D. She was crazy
  - E. She kept a grudge on his brother

#### Text 4

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push.

The witch fell into the oven and the stepmother shut the door.

‘Children, I have come to save you,’ she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

11. The story is about....

- A. Two children went to school for the first time
- B. A witch who is really kind
- C. A father who begged a witch for money
- D. A stepmother who saved her children from a witch**
- E. Two children saved their stepmother from a witch

12. Which statement is FALSE about the witch?

- A. She locked Hansel in a cage
- B. She planned to eat Hansel & Gretel
- C. She fell into the ocean**
- D. She hated the children
- E. She set Gretel to clean the house

13. “The witch fell into the oven and the stepmother shut the door.” (Paragraph 4).

The underlined word “shut” can be replaced by the word...

- A. Marked
- B. Painted
- C. Opened
- D. Polished
- E. Closed**

14. How did the stepmother find her children?

- A. She walked into the forest
- B. She got tired and met her children
- C. She peeped through the window of the witch’s cottage**
- D. She fell into the cliff
- E. She was pushed against the wall

15. Which statement is FALSE about the witch?

- A. She locked Hansel in a cage
- B. She planned to eat Hansel & Gretel
- C. She hated the children
- D. She set Gretel to clean the house
- E. She locked Gretel in a cage**

16. The communicative purpose of this text is.....

- A. to inform the readers about important and newsworthy events
- B. to entertain readers with fairy tale**
- C. to share an account of an unusual event

D. to persuade readers to accept his/her opinions

E. to denote or propose something as the case

17. The organization of the text above is.....

A. abstract, orientation, crisis, incident,coda

B. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion

**C. orientation, major complication, resolution, complication, resolution, complication, major complication**

D. description, background events, sources

E. orientation, event, event, event

Text 5

**The following text is for question 18 to 20.**

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?"

The scared hunter said, "No ... No ... i only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

18. What is the best title for the text?

**A. A Boastful Hunter**

B. A Brave woodcutter

C. A Woodcutter's Advice

D. A Woodcutter's Rewards

19. What did the hunter boast about himself?

A. Nobody defeated him.

B. He was the smartest man.

C. He was the strongest man.

**D. He was the most courageous man.**

E. He was not the most couragerousman.

20. What did hunter feel when the woodcutter said that there was a lion in a nearby den?

- A. Upset.
- B. Scared.**
- C. Jealous.
- D. Disappointed.
  
- E. Angry



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J E M B E R

## Appendix 9



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-0672/In.20/3.a/PP.009/02/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK AS-SYAFI'I

Dusun Gumuksari Desa Nogosari Kecamatan Rambipuji Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: T20186063
Nama	: PRADANA FIRMAN MAULANA
Semester	: Semester sepuluh
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE USE OF NARRATIVE SHORT VIDEO AS MEDIA TO INCREASE STUDENTS UNDERSTANDING IN STUDYING ENGLISH READING

AT TENTH GRADE OF AS-SYAFI'I VOCATIONAL HIGH SCHOOL

" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu AHMAD AMIN SURURI, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Jember, 15 Februari 2023

an. Dekan

Wakil Dekan Bidang Akademik,



**MASHUDI**

## Appendix 10



**YAYASAN PONDOK PESANTREN AS - SYAFI'I**  
**SEKOLAH MENENGAH KEJURUAN (SMK) AS - SYAFI'I**

BIDANG STUDY KEAHLIAN BISNIS DAN MANAGEMENT

PROGRAM STUDY KEAHLIAN TATA NIAGA

KOMPETENSI KEAHLIAN PEMASARAN

NSS : 342052412338 NPSN : 69757524

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Tlp 0331-4072046,082330427842kodepos 68152

SURAT KETERANGAN

No: 422/148/310.01/205.23892/2023

Yang bertanda tangan di bawah ini :

Nama : AHMAD AMIN SURURI S,Pd. I

NUPTK : 3346760662120003

Jabatan : Kepala SMK As-Syafi'i Rambipuji

Menerangkan dengan sebenarnya bahwa :

Nama : PRADANA FIRMAN MAULANA

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Prodi : TADRIS BAHASA INGGRIS

Fakultas : Tarbiyah dan Ilmu Keguruan

Institusi : UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Judul :

**“THE USE OF NARRATIVE SHORT VIDEO AS MEDIA TO INCREASE  
STUDENTS INTEREST IN STUDYING ENGLISH READING  
AT TENTH GRADE OF AS-SYAFI'I VOCATIONAL  
HIGH SCHOOL”**

Yang bersangkutan benar-benar telah melaksanakan penelitian pertama pada tanggal 16 Februari 2023 s.d 30 Maret 2022 di SMK As-Syafi'i Rambipuji.

Demikian surat keterangan ini kami buat untuk di pergunakan sebagaimana mestinya.

Jember, 30 Maret 2023



Ahmad Amin Sururi, S.Pd.I



Appendix 11

Documentations



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MERRI  
ODDIQ

**Appendix 12****BIODATA**

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**Educational Background**

1. TK ABA Tanggul (2005-2007)
2. SD Negeri 1 Tanggul Kulon (2007-2012)
3. MTs Negeri 3 Jember (2012-2015)
4. MA Negeri 2 Jember (2015-2018)
5. UIN Kiai Haji Achmad Siddiq Jember (2018-2023)