

APPENDICES

- Appendix 1 Letter of Research Completion
- Appendix 2 Thesis Consultation Schedule
- Appendix 3 Lesson Plan
- Appendix 4 Lesson Plan Validation
- Appendix 5 Instrument of Reading Test
- Appendix 6 Research Instrument Validation
- Appendix 7 Example of Students Answer Sheet
- Appendix 8 Observation Sheet
- Appendix 9 Questionnaire
- Appendix 10 Documentation
- Appendix 11 Letter of Plagiarism free
- Appendix 12 Result of Plagiarism Check

APPENDIX 1


Appendix 1 Letter of Research Completion

SURAT KETERANGAN

Dengan ini, penelitian yang bertempat di SMK PERI 13 SURABAYA dan telah dilakukan oleh mahasiswa/i:

Nama : Farahdillah Rahma
NIM : 20161111050
Prodi : Pendidikan Bahasa Inggris

Dinyatakan telah benar-benar dilakukan sesuai dengan aturan-aturan yang berlaku di tempat penelitian.

Surabaya, 11 Mei 2018.
Guru Pamong,

Bages Setyawan, S.S

APPENDIX 2

Appendix 2 Thesis Consultation Schedule

Nama PTS : Universitas Muhammadiyah Surabaya
 Fakultas : Keguruan dan Ilmu Pendidikan

BERITA ACARA BIMBINGAN SKRIPSI

Nama Mahasiswa : FARAH DILLAH RAHMA
 NIM : 2016111050
 Judul Skripsi : THE EFFECTIVENESS OF USING ANIMATION ^{FROM} ~~YOUTUBE~~ ^{YOUTUBE} TO IMPROVE STUDENTS' READING COMPREHENSION AT TENTH GRADE OF SMK PGRI 13 SURABAYA

Tanggal Pengajuan : FEBRUARI 2018
 Pembimbing : 1. Dr. DWIJANI RATNADEWI, M.Pd
 2. SULTON DEDI WIJAYA, M.Pd
 Konsultasi :

Tanggal	Materi Bimbingan	PARAF	
		Pembimbing I	Pembimbing II
13-2-18	Konultasi Judul	<i>[Signature]</i>	<i>[Signature]</i>
22-2-18	Konsultasi Chapter 1	<i>[Signature]</i>	<i>[Signature]</i>
1-3-18	Revisi Chapter 1	<i>[Signature]</i>	<i>[Signature]</i>
18-3-18	Revisi Chapter 1	<i>[Signature]</i>	<i>[Signature]</i>
04-4-18	Konsultasi Chapter 2	<i>[Signature]</i>	<i>[Signature]</i>
12-4-18	Revisi Chapter 2	<i>[Signature]</i>	<i>[Signature]</i>
18-4-18	Revisi Chapter 2	<i>[Signature]</i>	<i>[Signature]</i>
31-5-18	Konsultasi Chapter 3	<i>[Signature]</i>	<i>[Signature]</i>
7-6-18	Revisi Chapter 3	<i>[Signature]</i>	<i>[Signature]</i>
21-6-18	Revisi Chapter 3	<i>[Signature]</i>	<i>[Signature]</i>
28-6-18	Konsultasi Chapter 4	<i>[Signature]</i>	<i>[Signature]</i>
10-7-18	Revisi Chapter 4	<i>[Signature]</i>	<i>[Signature]</i>
16-7-18	Revisi Chapter 4	<i>[Signature]</i>	<i>[Signature]</i>
24-7-18	Revisi Chapter 4	<i>[Signature]</i>	<i>[Signature]</i>
1-8-18	Konsultasi Chapter 4	<i>[Signature]</i>	<i>[Signature]</i>
6-8-18	Konsultasi Chapter 5, Abstrak	<i>[Signature]</i>	<i>[Signature]</i>

Tanggal Selesai Penulisan Skripsi : 6 Agustus 2018
 Keterangan : Bimbingan Telah Selesai
 Telah dievaluasi/diuji dengan nilai :

Surabaya, 6 Agustus 2018

Dosen Pembimbing I, *[Signature]*
 Dr. DWIJANI RATNADEWI, M.Pd

Dosen Pembimbing II, *[Signature]*
 SULTON DEDI WIJAYA, M.Pd

APPENDIX 3

Appendix 3 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK PGRI 13 SURABAYA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / II
Materi Pokok : Narrative Text
Alokasi Waktu : 2 x 40 menit (2x Pertemuan)
Keterampilan : *Reading* (Membaca)

A. Kompetensi Inti :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong,kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untu memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator
1.1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.

	diwujudkan dalam semangat belajar	
2.3.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	<p>2.3.1 Melakukan hal – hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.</p> <p>2.3.2 Mengakui ketika membuat kesalahan.</p> <p>2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri.</p>
3.8.	Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita narasi, sederhana, sesuai dengan konteks penggunaannya.	<p>3.8.1 Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.</p> <p>3.8.2 Mengidentifikasi cerita narasi berbahasa Inggris.</p> <p>3.8.3 Mengidentifikasi fungsi social teks naratif.</p> <p>3.8.4 Mengidentifikasi unsur bahasa dalam cerita.</p> <p>3.8.5 Mengidentifikasi struktur teks cerita narasi.</p> <p>3.8.6 Mengidentifikasi kata-kata dalam cerita narasi yang ditayangkan.</p> <p>3.8.7 Mengidentifikasi karakter, tokoh, watak, setting, pesan moral dalam cerita.</p>
4.8.	Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait cerita dongeng.	<p>4.8.1 Menjelaskan urutan peristiwa atau struktur teks dari cerita</p> <p>4.8.2 Menyebutkan karakter, tokoh, watak, tempat, waktu dan pesan moral dalam cerita</p> <p>4.8.3 Menjawab pertanyaan dari teks cerita naratif yang dibaca tentang unsur kebahasaan seperti kata kerja dan kosakata yang ada dalam teks naratif</p> <p>4.8.4 Mendiskusikan isi cerita naratif</p> <p>4.8.5 Menceritakan kembali isi cerita naratif</p>

C. TUJUAN PEMBELAJARAN

1. Peserta didik dapat menunjukkan kesungguhan belajar bahasa Inggris terkait teks narrative sederhana.
2. Peserta didik dapat menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks narrative sederhana.
3. Peserta didik dapat menemukan gagasan utama, informasi rinci, dan informasi tertentu.
4. Peserta didik dapat mengidentifikasi fungsi social teks naratif.
5. Peserta didik dapat mengidentifikasi struktur teks naratif dengan benar.
6. Peserta didik dapat mengidentifikasi unsur kebahasaan teks naratif.
7. Peserta didik dapat menjelaskan urutan peristiwa atau struktur teks dari cerita
8. Peserta didik dapat menyebutkan karakter, watak, tempat, waktu dan pesan moral dalam cerita.
9. Peserta didik dapat menjawab pertanyaan berkaitan dengan isi naratif tentang unsur kebahasaan seperti kata kerja dan kosakata yang ada dalam teks naratif secara tepat.
10. Peserta didik dapat mendiskusikan isi cerita naratif.
11. Peserta didik dapat menceritakan kembali isi cerita naratif.

D. MATERI PEMBELAJARAN

Fungsi sosial:

Narrative text is used to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
--

Struktur teks:

Example of Narrative text:

Jack and The Beanstalk	
<i>Orientation</i>	Once upon a time there was a boy called Jack. He lived with his mother. They were very poor. All they had was a cow. One morning, Jack's mother told Jack to take their cow to market and sell her. On the way, Jack met a man. He gave Jack some magic beans for the cow. Jack took the beans and went back home. When Jack's mother saw the beans, she was very angry. She threw the beans out of the window. The next morning, Jack looked out of the window.
<i>Complication</i>	There was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle. He went inside. Jack heard a voice. "Fee, fi, fo, fum!". Jack ran into a cupboard. An enormous giant came into the room and sat down. On the table there was a hen and a golden harp. 'Lay!' said the giant. The hen laid an egg. It was made of gold. "Sing!" said the giant. The harp began to sing. Soon the giant was asleep. Jack jumped out of the cupboard. He took the hen and the harp. Suddenly, the harp sang, "Help, master!". The giant woke up and shouted, "Fee, fi, fo, fum!". Jack ran and started climbing down the beanstalk. The giant came down after him. Jack shouted, "Mother! Help!".
<i>Resolution</i>	Jack's mother took an axe and chopped down the beanstalk. The giant fell and crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

Unsur Kebahasaan:

Language features of narrative text :

- Using past tense
- Using adjective: *poor, angry, beautiful, etc.*
- Using time connectives: *once upon a time* and *one morning*
- Using action verbs, verbal, and metal processes
- Direct and indirect speeches are often used

Topik:

Fairy Tale

E. METODE PEMBELAJARAN

1. Metode : Cooperative Learning
2. Strategi : Group Discussion

F. MEDIA ALAT / SUMBER BELAJAR

1. Media : Power Point Presentation dan Video
2. Alat : LCD, Laptop, dan Speaker
3. Sumber Belajar : Video Youtube
http://www.youtube.com/watch?v=rKB1_wBueFM

G. LANGKAH – LANGKAH KEGIATAN PEMBELAJARAN**Pertemuan I**

No	Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
		Guru	Siswa	
1	Pendahuluan	<ul style="list-style-type: none"> - Guru masuk ke dalam kelas lalu memberi salam - Guru memimpin doa bersama siswa - Guru mengecek kehadiran siswa - Guru memberikan sedikit pengantar tentang materi pertemuan pertama 	<ul style="list-style-type: none"> - Peserta didik masuk ke dalam kelas setelah bel masuk berbunyi - Peserta didik berdoa sebelum pelajaran berbunyi - Peserta didik mendengarkan penjelasan dari guru 	10 menit

2	Kegiatan Inti	Mengamati <ul style="list-style-type: none"> - Guru memberikan penjelasan tentang narrative text - Guru memberikan penjelasan terkait fungsi, struktur dan unsur kebahasaan tentang narrative text - Guru memberikan contoh narrative text kepada peserta didik 	<ul style="list-style-type: none"> - Peserta didik mengamati penjelasan dari guru - Peserta didik memperhatikan contoh narrative text yang diberikan oleh guru 	60 menit
		Menanyakan <ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, peserta didik mempertanyakan informasi yang tidak diketahui tentang narrative text yang telah dijelaskan oleh guru sebelumnya 	<ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, peserta didik mempertanyakan informasi yang tidak diketahui tentang narrative text yang telah dijelaskan oleh guru sebelumnya 	
		Mengeksplorasi <ul style="list-style-type: none"> - Guru mengelompokkan peserta didik dalam bentuk kelompok agar peserta didik bisa lebih aktif dengan berdiskusi kelompok - Guru menampilkan video dengan subtitle bahasa Inggris bertema fairy tale tentang narrative text. - Guru meminta peserta didik untuk membaca subtitle 	<ul style="list-style-type: none"> - Peserta didik duduk dalam kelompoknya - Peserta didik melihat tayangan video - Peserta didik membaca subtitle dari video sambil mengamati video seperti karakter – karakter dan peristiwa – peristiwa yang ada dalam video - Peserta didik mendiskusikan dengan kelompoknya terkait 	

		<p>dari video sambil mengamati video seperti karakter-karakter dan peristiwa – peristiwa yang ada dalam video.</p> <ul style="list-style-type: none"> - Guru meminta peserta didik untuk mendiskusikan dengan kelompok terkait tiga struktur teks dari narrative text pada video tersebut. 	<p>tiga struktur teks dari narrative text pada video tersebut</p>	
		<p>Mengasosiasi</p> <ul style="list-style-type: none"> - Guru meminta peserta didik untuk mengelolah informasi yang telah didapat dari video - Guru membagikan lembar kerja beserta teks bacaan yang sama seperti cerita di video dan meminta peserta didik secara berkelompok untuk menuliskan unsur intrinsik, pesan moral, kata kerja, dan arti dari beberapa kosakata yang ada dalam video. 	<ul style="list-style-type: none"> - Peserta didik mengelolah informasi yang telah didapat dari video - Peserta didik secara berkelompok menuliskan jawaban dari tugas yang telah diberikan oleh guru yaitu menuliskan unsur intrinsik, pesan moral, kata kerja, dan arti dari beberapa kosakata yang ada dalam video. 	

		Mengkomunikasikan - Guru menyuruh peserta didik secara berkelompok untuk mempresentasikan hasil diskusi yang telah ditulis di lembar kerja -	- Peserta didik secara berkelompok mempresentasikan hasil diskusi yang telah ditulis di lembar kerja -	
3	Penutup	- Guru menyimpulkan hasil belajar tentang narrative text - Guru menyampaikan informasi tentang rencana pembelajaran pada pertemuan selanjutnya - Guru memberikan salam penutup	- Peserta didik mendengarkan kesimpulan hasil belajar narrative text	10 menit

Pertemuan II

No	Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
		Guru	Siswa	
1	Pendahuluan	- Guru masuk ke dalam kelas lalu memberi salam - Guru memimpin doa bersama siswa - Guru mengecek kehadiran siswa - Guru memberikan sedikit pengantar tentang materi pada pertemuan kedua	- Peserta didik masuk ke dalam kelas setelah bel masuk berbunyi - Peserta didik berdoa sebelum pelajaran berbunyi - Peserta didik mendengarkan penjelasan dari guru	10 menit
2	Kegiatan Inti	Menanyakan - Dengan bimbingan dan arahan guru, peserta didik mempertanyakan informasi yang	- Dengan bimbingan dan arahan guru, peserta didik mempertanyakan informasi yang tidak diketahui tentang	

		tidak diketahui tentang narrative text yang telah dijelaskan oleh guru sebelumnya	narrative text yang telah dijelaskan oleh guru sebelumnya	
		<p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Guru mengelompokkan peserta didik dalam bentuk kelompok agar peserta didik bisa lebih aktif dengan berdiskusi kelompok - Guru menampilkan video dengan subtitle bahasa Inggris bertema fairy tale tentang narrative text. - Guru meminta peserta didik untuk membaca subtitle dari video sambil mengamati video seperti karakter-karakter dan peristiwa – peristiwa yang ada dalam video. - Guru meminta peserta didik untuk mendiskusikan dengan kelompok terkait tiga struktur teks dari narrative text pada video tersebut. 	<ul style="list-style-type: none"> - Peserta didik duduk dalam kelompoknya - Peserta didik melihat tayangan video - Peserta didik membaca subtitle dari video sambil mengamati video seperti karakter – karakter dan peristiwa – peristiwa yang ada dalam video - Peserta didik mendiskusikan dengan kelompoknya terkait tiga struktur teks dari narrative text pada video tersebut 	60 menit
		<p>Mengasosiasi</p> <ul style="list-style-type: none"> - Guru meminta peserta didik untuk 	<ul style="list-style-type: none"> - Peserta didik mengolah informasi yang telah 	

		<p>mengelolah informasi yang telah didapat dari video</p> <ul style="list-style-type: none"> - Guru membagikan lembar kerja beserta teks bacaan yang sama seperti cerita di video dan meminta peserta didik secara berkelompok untuk menuliskan unsur intrinsik, pesan moral, kata kerja, dan arti dari beberapa kosakata yang ada dalam video. 	<p>didapat dari video</p> <ul style="list-style-type: none"> - Peserta didik secara berkelompok menuliskan jawaban dari tugas yang telah diberikan oleh guru yaitu menuliskan unsur intrinsik, pesan moral, kata kerja, dan arti dari beberapa kosakata yang ada dalam video. 	
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Guru menyuruh peserta didik secara berkelompok untuk mempresentasikan hasil diskusi yang telah ditulis di lembar kerja 	<ul style="list-style-type: none"> - Peserta didik secara berkelompok mempresentasikan hasil diskusi yang telah ditulis di lembar kerja 	
3	Penutup	<ul style="list-style-type: none"> - Guru menyimpulkan hasil belajar tentang narrative text - Guru menyampaikan informasi tentang rencana pembelajaran pada pertemuan selanjutnya - Guru memberikan salam penutup 	<ul style="list-style-type: none"> - Peserta didik mendengarkan kesimpulan hasil belajar narrative text 	10 menit

H. PENILAIAN

RUBRIK PENILAIAN PENGETAHUAN

Narrative Text

No.	Categories	Criteria	Score
1.	Comprehension	<p>Very good to excellent : Student answered all (100%) comprehension questions correctly. Student fully demonstrates comprehension of main idea and content from the reading</p>	25-32
		<p>Average to Good : Student answered 75% of comprehension question correctly. Student comprehends main idea and content of the reading</p>	17-24
		<p>Poor to fair : Student answered at least half of the comprehension question correctly. Student is weak to comprehends main idea and content of the reading</p>	9-16
		<p>Very poor : Student did not answer more than half of question correctly. Student is very weak to comprehend main idea and content of the reading.</p>	1-8
2.	Grammar	<p>Very good to excellent : student answered all (100%) grammar questions correctly</p>	28-36
		<p>Average to Good : student answered 75% of grammar</p>	19-27

		question correctly Poor to fair : student answered at least half of the grammar question correctly Very poor : student did not answer more than half of grammar question correctly	10-18 1-9
3.	Vocabulary	Very good to excellent : student answered all (100%) grammar questions correctly Average to Good : student answered 75% of grammar question correctly Poor to fair : student answered at least half of the grammar question correctly Very poor : student did not answer more than half of grammar question correctly	25-32 17-24 9-16 1-8

REFERENCES

Brown, H. D. (2013). *Language Assessment Principles and Classroom Practice*. San Fransisco: Longman.

Rcampus. (n.d.). *iRubric: Reading Comprehension Questions rubric*. Retrieved March 30, 2018, from www.rcampus.com: <https://www.rcampus.com/rubricshowc.cfm?code=K34W55&sp=yes&>

Example of the videos

Animation Videos from YouTube for treatment

Video 1 Goldilocks and The Three Bears



Source: T-series (Short Story Collection) From YouTube

Video 2 Jack and The Beanstalk



Source: British Council (Learn English) From YouTube

APPENDIX 4

Appendix 4 Lesson Plan Validation

Lesson Plan Validation from Lecturer

LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Judul Penelitian : The Effectiveness of Using Animation Videos From Youtube to Improve Students' Reading Comprehension of Tenth Grader In SMK PGRI 13 Surabaya

Nama Peneliti : Farahdillah Rahma

Petunjuk:

- Berdasarkan pendapat Bapak / Ibu berilah nilai pada kolom yang telah disediakan dengan memberikan tanda centang (✓) dengan keterangan sebagai berikut:
4 = sangat baik, 3 = baik, 2 = kurang baik, 1 = tidak baik
- Isilah kolom validasi berikut ini.

No	Aspek Yang Dinilai	Skor yang diberikan			
		1	2	3	4
1.	Format RPP: 1. Kejelasan format RPP 2. Kemenarikan format RPP			✓ ✓	
2.	Isi Rencana Pelaksanaan Pembelajaran 1. Kompetensi Inti dan Kompetensi Dasar dirumuskan dengan jelas 2. Tujuan pembelajaran (indikator yang ingin dicapai) dirumuskan dengan jelas 3. Kesesuaian metode dan strategi pembelajaran dengan langkah – langkah pembelajaran yang dilakukan 4. Langkah-langkah pembelajaran dirumuskan dengan jelas			✓ ✓ ✓ ✓	
3.	Bahasa dan Penulisan 1. Dirumuskan dengan mengikuti kaidah Bahasa Indonesia yang baku 2. Bahasa yang digunakan bersifat komunikatif 3. Bahasa mudah dipahami			✓ ✓ ✓	
4.	Manfaat Lembar RPP: 1. Dapat digunakan sebagai pedoman untuk pelaksanaan pembelajaran 2. Dapat digunakan sebagai instrumen untuk menilai keberhasilan proses pembelajaran			✓ ✓	

3. Penilaian secara umum (berilah tanda X)

Secara umum, format RPP dalam pembelajaran ini:

- a. Sangat baik
- b. Baik
- c. Kurang baik
- d. Tidak baik

Saran – saran dan komentar

Surabaya, 26 April 2018



Vega Hesmiantya, M.Pd

Lesson Plan Validation from Teacher

LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Judul Penelitian : The Effectiveness of Using Animation Videos From Youtube to Improve Students' Reading Comprehension of Tenth Grader In SMK PGRI 13 Surabaya

Nama Peneliti : Farahdillah Rahma

Petunjuk:

1. Berdasarkan pendapat Bapak / Ibu berilah nilai pada kolom yang telah disediakan dengan memberikan tanda centang (✓) dengan keterangan sebagai berikut:
4 = sangat baik, 3 = baik, 2 = kurang baik, 1 = tidak baik
2. Isilah kolom validasi berikut ini.

No	Aspek Yang Dinilai	Skor yang diberikan			
		1	2	3	4
1.	Format RPP:				
	1. Kejelasan format RPP				✓
	2. Kemenarikan format RPP				✓
2.	Isi Rencana Pelaksanaan Pembelajaran				
	1. Kompetensi Inti dan Kompetensi Dasar dirumuskan dengan jelas				✓
	2. Tujuan pembelajaran (indikator yang ingin dicapai) dirumuskan dengan jelas				✓
	3. Kesesuaian metode dan strategi pembelajaran dengan langkah – langkah pembelajaran yang dilakukan				✓
	4. Langkah-langkah pembelajaran dirumuskan dengan jelas				✓
3.	Bahasa dan Penulisan				
	1. Dirumuskan dengan mengikuti kaidah Bahasa Indonesia yang baku				✓
	2. Bahasa yang digunakan bersifat komunikatif				✓
	3. Bahasa mudah dipahami				✓
4.	Manfaat Lembar RPP:				
	1. Dapat digunakan sebagai pedoman untuk pelaksanaan pembelajaran				✓
	2. Dapat digunakan sebagai instrumen untuk menilai keberhasilan proses pembelajaran				✓

3. Penilaian secara umum (berilah tanda X)

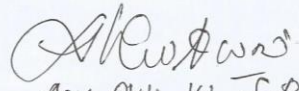
Secara umum, format RPP dalam pembelajaran ini:

- a. Sangat baik
- b. Baik
- c. Kurang baik
- d. Tidak baik

Saran – saran dan komentar

Surabaya, 30 APRIL 2018

Validator


ANI DWI W. S. Pd.

APPENDIX 5

Appendix 5 Instrument of Reading Test

PRE-TEST

PRE TEST			
Subject	English	Class	
Name		Student Number	
SMK PGRI 13 Surabaya			

Instruction : There are 30 questions in some parts you have to answer. Read the text and answer the questions on your answer sheet.

Goldilocks and the Three Bears

Once upon a time there was a little girl named Goldilocks. She had golden hair. One morning she was walking in the forest and lost her way. She saw a friendly cottage. She knocked on the door. But nobody was there. She went inside. The friendly cottage belonged to three bears.

Goldilocks was very hungry. She saw three bowls of porridge on the table. First, she tried a spoonful from Daddy bears big bowl. "This porridge is too hot" asked Goldilocks. Next she tried from Mama Bear's medium bowl. "This porridge is also too hot" asked Goldilocks. Finally, she tried from baby bear's small bowl. "This porridge is just right" and she ate the whole bowl. Now Goldilocks was tired. She saw three chairs kept in a room. She sat on the first chair "this chair is too big" said Goldilocks. So she tried to set the second chair and she said "this chair is too big to". She tried to sit on the last chair "this chair is just right". But the chair broke! Goldilocks was very tired so she went upstairs and went inside to the one room. She saw three beds in the room. She laid down on the first yellow bed and thought that it was too hard. Next, she moved to the green bed but she thought that it was too soft". Then, she moved to the Tosca bed. It was just right and she felt asleep. Soon the three bears came home and they would eat the

porridge. At the kitchen, they saw their porridges on the table. “Who’s been eating my porridge” asked Daddy bear. “Who’s been eating my porridge” asked Mama Bear. “Who’s been eating my porridge and eaten it all up?” cried baby bear. They went to the brown chairs. “Who’s been sitting on my chair?” Daddy bear howled. “Who’s been sitting on my chair?” wondered Mama Bear. “Who’s been sitting on my chair and it’s broken!” cried Baby Bear.

Then, they went up in the room and saw “who’s been sleeping on my bed” said Daddy Bear. “Who’s been sleeping on my bed” said Mama Bear. “Who’s been sleeping on my bed and she is still there!” screamed baby bear. Goldilocks woke up and saw the three bears. She was so frightened that she jumped out of the bed and raced through the forest. Finally she never came back.

PART A : COMPREHENSION

Instruction: Choose the correct answer by crossing (X) A, B, C, D or E

1. What kind of the paragraph above?
 - a. Report paragraph
 - b. Argumentative paragraph
 - c. Narrative paragraph
 - d. Exposition paragraph
 - e. Descriptive paragraph
2. How did Goldilocks find the bears' house?
 - a. She knocked on the door of the bears' house
 - b. She run to the bears' house and went inside
 - c. She was walking through the forest
 - d. She saw a friendly cottage in the morning
 - e. She had a plan to lost her away
3. From the text we know that...
 - a. The bears let Goldilocks in their house
 - b. Goldilocks used some stuffs in the bear's house
 - c. Goldilocks never destroyed some stuffs in the bear's house
 - d. The bears came to their house early before Goldilocks had not arrived yet
 - e. The bears gave the advice to Goldilocks after they saw her in their bed
4. What is the moral value in the story?
 - a. Don't be impudent to someone else' stuff
 - b. Don't be respectful to someone else' stuff
 - c. Don't be evil to someone
 - d. Don't be angry easily to someone
 - e. Don't be a petty person
5. What was baby bear's feeling when she saw what had happened to her porridge?
 - a. She was really pleased
 - b. She wanted to meet Goldilocks
 - c. She was crying when she saw her chair
 - d. She accepted it and gave the apologize
 - e. She was angry to their parents
6. What did Goldilocks do when she saw the three bears?
 - a. She screamed and fainted at the bears' house
 - b. She hit out at the bears and then ran away to the forest
 - c. She asked for help and ran off to the forest
 - d. She was scared and ran to the forest
 - e. She screamed and hid behind the bed
7. The communicative purpose of the text is...

- a. To inform the readers about important and newsworthy events
 - b. To entertain the readers with fairy tale
 - c. To persuade the readers to accept folklore
 - d. To denote or propose something as the case
 - e. To present at least three points to the readers about an issue of folklore
8. The organization of the text above is...
- a. Orientation, description, resolution
 - b. Thesis, orientation, conclusion
 - c. Orientation, description, conclusion
 - d. Orientation, complication, resolution
 - e. Thesis, description, resolution
9. Why were the tree bears surprised?
- a. Three bowls of porridge broke
 - b. Three chairs in their house broke
 - c. There was someone who broke their house
 - d. The door of their house was open when they arrived
 - e. There was someone who was sleeping in the bed
10. What happened to the big chair in the room?
- a. Goldilocks took it home with her
 - b. Goldilocks broke it
 - c. Goldilocks went to sleep on it
 - d. Goldilocks just tried it and left to others
 - e. Goldilocks just saw it and she was amazed

PART B: GRAMMAR

Instruction: Choose the correct answer by crossing (X) A, B, C, D, or E

11. ...and thought that ***it*** was too hard. (par.2, line 14). ***It*** refers to...
- a. Goldilocks
 - b. The room
 - c. The yellow bed
 - d. The green bed
 - e. The toska bed
12. ***She*** was so frightened... (par.3, line 25). ***She*** refers to...
- a. Mama bear
 - b. Baby bear
 - c. Father bear
 - d. Goldilocks
 - e. The bears
13. ...they saw ***their*** porridges on the table. (par.2, line 16). ***Their*** refers to...

- a. Mama bear
 - b. Baby bear
 - c. Father bear
 - d. Goldilocks
 - e. The bears
14. ...“Who’s been sitting on **my** chair?”... (par.3, line 20). **My** refers to...
- a. Mama bear
 - b. Baby bear
 - c. Father bear
 - d. Goldilocks
 - e. The bears
15. **They** went to the brown chairs. **They** refers to...
- a. The brown chairs
 - b. Papa bear
 - c. Papa bears
 - d. The bear
 - e. The bears

Instruction: The bold words below are used in the parts following the text above. Decide whether it is the correct or false form of its V1 or V2 by circling letter T or F. If it is “False”, write the correction

No.	V1 and V2	True / False	Correction
16	(..Tri..) ↔ Tried	T / F	
17	(..Race..) ↔ Raced	T / F	
18	(..Keep..) ↔ Kept	T / F	
19	Sit ↔ (..set..)	T / F	
20	Set ↔ (..Setted)	T / F	

PART C : VOCABULARY

Instruction: The words below are used in the parts following text above. Match each word in Coloum A with the synonym in Coloum B.

Coloumn A	Coloumn B
1. Cottage	a. Attempted
2. Hungry	b. Arranged
3. Tried	c. Exhausted
4. Set	d. Arrived
5. Bowl	e. Switched
6. Raced	f. Starving
7. Came	g. Assumed
8. Thought	h. Ran
9. Tired	i. Hut
10. Moved	j. Dish

POST-TEST

POST TEST			
Subject	English	Class	
Name		Student Number	
SMK PGRI 13 Surabaya			

Instruction : There are 30 questions in some parts you have to answer. Read the text and answer the questions on your answer sheet.

The Little Red Riding Hood

Once upon a time, there was The Little Red Riding Hood lived in a hut near a forest with her mother. She always wore a beautiful red hood while going out. One day, she went to see her grandmother. On her way, she met a wolf while she was walking through the forest. "Hahh..." screamed the girl. "Hello! Where are you going?" asked the wolf. "I am going to see my granny. She lives behind that hill." She answered and lived it. The wolf got the wicked idea. It had an idea to go to her grandmother's house and pretended to be her grandmother. The wolf ran to granny's house. It quickly went to her grandmother's house before the little red riding hood arrived.

The wolf arrived at Granny's house. It opened the door and Granny was screaming because she was shock that there was a wolf in her house. The wolf ate her up. The wolf got into granny's bed to pretend to sleep like Granny and wore her clothes. After sometime, the Little Red Riding Hood reached the house. She saw the wolf lying in her granny's bed. She wondered "oh granny, what big eyes you have!". The wolf answered "so that I can see you better!". "Granny, what big ears you have!". The wolf said "So that I can hear you better!". "Granny, what a big nose you have!". The wolf replied "so that I can smell you better!". The girl was still wondering "oh Granny, what big teeth you have!". The wolf answered "So that I can eat you better! Hahaha."

The Little Red Riding Hood was shocked and screamed. She did not notice that it was not her grandmother but it was wolf and it ate Granny. “Oh my god. Help me. Help me!” she screamed aloud to seek help. Nearby, a woodcutter was in the forest and he heard the scream. He ran to the house, just to see the wolf attacking the little girl. He opened the door and hit the wolf over the head and this made the wolf open his mouth and shout, then the granny jumped out from its mouth. The wolf ran away and The Little Red riding hood never saw the wolf again.

PART A : COMPREHENSION

Instruction: Choose the correct answer by crossing (X) A, B, C, D or E

2. What kind of the paragraph above?
 - a. Report paragraph
 - b. Argumentative paragraph
 - c. Narrative paragraph
 - d. Exposition paragraph
 - e. Descriptive paragraph
3. What is the story about?
 - a. A kind wolf who wants to help little riding hood
 - b. A little riding hood meet wolf
 - c. Grandmother asked wolf to take little riding hood
 - d. A bad wolf who wants to eat little riding hood and grandmother
 - e. The woodcutter help The Little Riding Hood
4. Why did little riding hood do not realize the wolf who in disguise as her grandmother?
 - b. Because she was blind
 - c. Because she was daft
 - d. Because the wolf was kind
 - e. Because the wolf was at grandmother's house
 - f. Because the wolf put on grandmother's clothes
5. From the text, we know that...
 - a. The wolf was humble because it asked The Little Red Riding Hood for the first time they met in the forest.
 - b. The woodcutter was a good person because he helped the wolf to escape.
 - c. Grandmother was kind because she help her grandchild to meet the wolf.
 - d. The Little Red Riding Hood was careless because she easily believed to the wolf.
 - e. Her mother was a bad person because she asked The Little Red Riding Hood to go to her grandmother.
6. What is the moral value of the story?
 - a. Don't be greedy
 - b. Don't believe in stranger
 - c. Don't use riding hood

- d. Don't go to Grandmother's house
 - e. Don't walk in the river
7. What did she suspect when she saw the wolf was in Grandmother's house?
 - a. Grandmother's clothes
 - b. Grandmother's bed
 - c. Grandmother's big nose
 - d. Grandmother's house
 - e. Grandmother's sound
 8. The communicative purpose of the text is...
 - a. To inform the readers about important and newsworthy events
 - b. To entertain the readers with fairy tale
 - c. To persuade the readers to accept folklore
 - d. To denote or propose something as the case
 - e. To present at least three points to the readers about an issue of folklore
 9. The organization of the text above is...
 - a. Orientation, description, resolution
 - b. Thesis, orientation, conclusion
 - c. Orientation, description, conclusion
 - d. Orientation, complication, resolution
 - e. Thesis, description, resolution
 10. Who are the main characters in the story?
 - a. The Little Red Riding Hood and Grandmother
 - b. The Little Red Riding Hood and the wolves
 - c. The Little Red Riding Hood and woodcutter
 - d. The Little Red Riding Hood and the wolf
 - e. The Little Red Riding Hood and mother
 11. Why did The Little Red Riding Hood walk through the woods?
 - a. Because she met the wolf
 - b. Because she lived with her mother
 - c. Because the wolf asked her something
 - d. Because she wanted to see her Grandmother
 - e. Because she lived behind the hill

PART B: GRAMMAR

Instruction: Choose the correct answer by crossing (X) A, B, C, D, or E

12. ***It*** quickly went to her grandmother's house... (par.1, line 7). ***It*** refers to...
 - f. Granny's house
 - g. The Little Red Riding Hood
 - h. The Wicked idea

- i. The wolf
 - j. The Hill
13. ...because **she** was shock that there was a wolf... (par.2, line 10). **She** refers to...
- f. The wolf
 - g. The Little Red Riding Hood
 - h. Her mother
 - i. Her grandmother
 - j. The writer
14. ... to sleep like Granny and wore her clothes... (par.2, line 11). **Her** refers to...
- f. The wolf
 - g. The Little Red Riding Hood
 - h. Her mother
 - i. Her grandmother
 - j. The woodcutter
15. **He** opened the door... (par.3, line 21). **He** refers to...
- f. The wolf
 - g. The Little Red Riding Hood
 - h. Her mother
 - i. Her grandmother
 - j. The woodcutter
16. ... the granny jumped out from **its** mouth. **Its** refers to...
- f. The Granny
 - g. Her grandmother
 - h. The wolf
 - i. The Little Red Riding Hood
 - j. The woodcutter

Instruction: The bold words below are used in the parts following the text above. Decide whether it is the correct or false form of its V1 or V2 by circling letter T or F. If it is "False", write the correction

No.	V1 and V2	True / False	Correction
16	(..Were..) \leftrightarrow Wore	T / F	
17	(..Run..) \leftrightarrow Ran	T / F	
18	(..Get..) \leftrightarrow Got	T / F	
19	Sleep \leftrightarrow (..Sleped..)	T / F	

20	hear \leftrightarrow (..Heard..)	T / F	
----	------------------------------------	-------	--

PART C : VOCABULARY

Instruction: The words below are used in the parts following text above. Match each word in Coloum A with the synonym in Coloum B.

Coloumn A	Coloumn B
1. Hut	a. Act
2. Hill	b. Gained
3. Woodcutter	c. Mountain
4. Forest	d. Arrive
5. Wicked	e. Cottage
6. Idea	f. Stay
7. Pretend	g. Lumberjack
8. Got	h. Thought
9. Reached	i. Bad
10. Lives	j. Woods

APPENDIX 6

Appendix 6 Research Instrument Validation

Validation of Pre-Test

LEMBAR VALIDASI PRE TEST

Petunjuk:

1. Berdasarkan pendapat Bapak/Ibu berilah penilaian V (Valid), CV (Cukup Valid), Kurang Valid (KV), TV (Tidak Valid) pada kolom VALIDITAS ISI yang telah disediakan
2. Berdasarkan pendapat Bapak/Ibu berilah penilaian "SDP (Sangat Dapat Dipahami), KDP (Kurang Dapat Dipahami), TDP (Tidak Dapat Dipahami) pada kolom BAHASA DAN PENULISAN SOAL yang telah disediakan.
3. Sebagai petunjuk untuk mengisi table, perhatikan hal berikut:
 - a. Validitas Isi
 1. Apakah soal sudah sesuai dengan indicator pembelajaran yang ingin dicapai
 2. Apakah soal dirumuskan secara singkat dan jelas
 3. Apakah petunjuk pengerjaan soal dituliskan secara jelas
 - b. Bahasa dan Penulisan Soal
 1. Apakah soal menggunakan bahasa Inggris dengan buku sesuai kaidah
 2. Apakah soal menggunakan bahasa yang komunikatif, mudah dipahami dan tidak menimbulkan penafsiran yang ganda

4. Isilah kolom berikut ini:

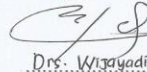
Butir Soal	Validitas Isi				Bahasa dan Penulisan			Kesimpulan			
	V	CV	KV	TV	SDP	KDP	TDP	Tanpa Revisi	Revisi Kecil	Revisi Besar	Perlu Konsultasi/ Soal tidak dapat digunakan
30	✓				✓			✓			

Saran – saran dan komentar

.....
.....
.....
.....

Surabaya, 23 April 2018

Validator



Drs. Widyadi, M.Pd

Validation of Post-Test

LEMBAR VALIDASI POST TEST

Petunjuk:

1. Berdasarkan pendapat Bapak/Ibu berilah penilaian V (Valid), CV (Cukup Valid), Kurang Valid (KV), TV (Tidak Valid) pada kolom VALIDITAS ISI yang telah disediakan
2. Berdasarkan pendapat Bapak/Ibu berilah penilaian "SDP (Sangat Dapat Dipahami), KDP (Kurang Dapat Dipahami), TDP (Tidak Dapat Dipahami) pada kolom BAHASA DAN PENULISAN SOAL yang telah disediakan.
3. Sebagai petunjuk untuk mengisi table, perhatikan hal berikut:
 - c. Validitas Isi
 4. Apakah soal sudah sesuai dengan indicator pembelajaran yang ingin dicapai
 5. Apakah soal dirumuskan secara singkat dan jelas
 6. Apakah petunjuk pengerjaan soal dituliskan secara jelas
 - d. Bahasa dan Penulisan Soal
 3. Apakah soal menggunakan bahasa Inggris dengan buku sesuai kaidah
 4. Apakah soal menggunakan bahasa yang komunikatif, mudah dipahami dan tidak menimbulkan penafsiran yang ganda

4. Isilah kolom berikut ini:

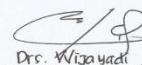
Butir Soal	Validitas Isi				Bahasa dan Penulisan			Kesimpulan			
	V	CV	KV	TV	SDP	KDP	TDP	Tanpa Revisi	Revisi Kecil	Revisi Besar	Perlu Konsultasi/ Soal tidak dapat digunakan
30	✓				✓			✓			

Saran – saran dan komentar

.....

Surabaya, 23 April 2018

Validator




Dr. Wicakanti, M.Pd

APPENDIX 7

Appendix 7 Example of Students Answer Sheet

Pre-Test



ANSWER SHEET PRE TEST		Score
Subject	English	63.3 . 69.
Class	X. Apr 1	
Name	Hholifah	
Student Number	19	
SMK PGRI 13 Surabaya		

PART A

Instruction:
Read each question and cross (X) the correct answer option for number 1 - 10

Example :

1	A	B	C	D	E
---	---	---	---	---	---

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

PART B

Instruction:
Read each question and cross (X) the correct answer option for number 11-15

Example :

1	A	B	C	D	E
---	---	---	---	---	---

11	A	X	C	D	E
12	A	X	C	D	E
13	A	B	C	X	E
14	X	B	C	D	E
15	X	B	C	D	E



Instruction:

Circle T (True) or F (False) for number 16 – 20. If it is F (False), write the correction

Example:

No.	V1 and V2	True / False	Correction
1	Walk ↔ (..Wolk..)	T / F	Walk ↔ Walked

No.	V1 and V2	True / False	Correction
16	(..Tri..) ↔ Tried	T (F)	Try → Tried
17	(..Racc..) ↔ Raced	T / F	
18	(..Keep..) ↔ Kept	T / F	
19	Sit ↔ (..set..)	T (F)	Sit → Sitted
20	Set ↔ (..Setted)	T (F)	Set → Set

PART C

Instruction:

write the synonyms of the words from the coloumn A in the coloumn B.

Example :

Coloumn A	Coloumn B
I	A

Coloumn A	Coloumn B	Coloumn A	Coloumn B
1	I	6	H
2	F	7	b
3	A	8	G
4	B	9	E
5	J	10	C

Post-Test



ANSWER SHEET		Score
Subject	English	76.67 = 77
Class	X APK 1	
Name	Kholifah	
Student Number	19	
SMK PGRI 13 Surabaya		

PART A

Instruction:

Read each question and cross (X) the correct answer option for number 1 - 10

Example :

1	A	B	C	D	E
---	---	---	---	---	---

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

5 = 7
8 = 23

PART B

Instruction:

Read each question and cross (X) the correct answer option for number 11-15

Example :

1	A	B	C	D	E
---	---	---	---	---	---

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E



Instruction:

Circle T (True) or F (False) for number 16 – 20. If it is F (False), write the correction

Example:

No.	V1 and V2	True / False	Correction
1	Walk ↔ (..Wolk..)	T / F	Walk ↔ Walked

No.	V1 and V2	True / False	Correction
16	(..Were..) ↔ Wore	T / F	Waxe → Wore
17	(..Run..) ↔ Ran	T / F	
18	(..Get..) ↔ Got	T / F	
19	Sleep ↔ (..Sleeped..)	T / F	
20	Hear ↔ (..Heard..)	T / F	

PART C

Instruction:

write the synonyms of the words from the coloumn A in the coloumn B.

Example :

Coloumn A	Coloumn B
1	A

Coloumn A	Coloumn B		Coloumn A	Coloumn B
1	E		6	H
2	L		7	A
3	G		8	B
4	J		9	b
5	I		10	F

APPENDIX 8

Appendix 8 Observation Sheet

Treatment 1

OBSERVATION SHEET

OBSERVATION SHEET OF TEACHER'S AND STUDENTS' ACTIVITIES IN
OPENING, MAIN AND CLOSING ACTIVITY IN TEACHING AND LEARNING
PROCESS

SMK PGRI 13 SURABAYA

Name	Farahdillah Rahma	Date	4 May 2018
Class Observed	X APK 1	Time	

No	Activity						Field Note
	Teacher		Students				
	Yes	No	Yes	No	Yes	No	
<i>Opening Activities:</i>							
1	Greeting the students	✓		Students' participation in the class during teaching and learning activities	✓		- Beberapa siswa terlambat masuk ke dalam kelas (diingatkan guru untuk masuk). - Guru sedikit menjelaskan tentang pre-test
2	Checking the student's attendance	✓		Students' response towards the lesson in the class	✓		
3	Reviewing the material in the previous meeting	✓		Students' response towards teacher reviews in the classroom	✓		
<i>Main Activities:</i>							
4	Teacher explains about narrative text to the students	✓		Students' enthusiastic to listen the explanation	✓		- Ada siswa yang tidak memperhatikan guru (Berbicara sendiri dengan temannya) pada saat guru menjelaskan - Ada sebagian siswa yang mencatat - Guru memberikan kesempatan bertanya - Ada siswa yang bertanya - Guru bertanya ke beberapa siswa
5	Teacher gives the example of narrative text	✓		Students; enthusiastic to listen the example of narrative text	✓		
6	Teacher explains the structures of the text and language features about narrative text	✓		Students' active to ask about the lesson during teaching and learning activities	✓		

7	Teacher divides the students into group	✓	Students' enthusiastic to work in group	✓	- Siswa sangat ramai ketika berpindah kelompok
8	Teacher tells the students that the learning will use the video with a fairy tale story related to the narrative text	✓	Students' enthusiastic to listen the explanation about video	✓	- Siswa sangat senang ketika guru menyampaikan bahwa akan menampilkan video animasi
9	Teacher asks to the students to read the English subtitle, observe the video about the characters, events, etc.	✓	Students' enthusiastic to watch the video	✓	- seluruh siswa melihat video yang ditayangkan kelas menjadi tenang. Tidak ada anak yang berbicara sendiri atau mengerjakan hal lain.
10	Teacher asks to the students to discuss about the video story	✓	Students always communicate and interact with other students	✓	- Siswa serius melihat video - Para siswa kembali ramai lagi ketika video selesai diputar tetapi karena mereka membicarakan soal video
11	Teacher asks the students to process the information from the video	✓	Students' enthusiastic to process the information from the video with their groups	✓	- Para siswa aktif berdiskusi dengan kelompok
12	Teacher asks each group to write the intrinsic elements, moral value, structures of the text and language features in the video	✓	Students' enthusiastic to write the assignment with their groups	✓	- Guru memberikan instruksi (penjelasan) tentang tugas. - Guru berkeliling kelas menanyakan setiap kelompok tentang video (vocabulary, cerita)
13	Teacher asks the students to present the result of the discussion with their groups	✓	Students' enthusiastic to present the result of the discussion with their groups	✓	- Para siswa banyak yang menjawab dengan benar & antusias - Para siswa berebut untuk maju duluan - Ada siswa yang bertanya

<i>Closing activities</i>						
11	Teacher concludes learning materials narrative text	✓		Students' enthusiastic to listen the explanation about the lesson	✓	

Treatment 2

OBSERVATION SHEET

OBSERVATION SHEET OF TEACHER'S AND STUDENTS' ACTIVITIES IN
OPENING, MAIN AND CLOSING ACTIVITY IN TEACHING AND LEARNING
PROCESS

SMK PGRI 13 SURABAYA

Name	Farahdillah Rahma	Date	7 May 2018
Class Observed	X APK 1	Time	

No	Activity						Field Note
	Teacher		Students				
	Yes	No	Yes	No	Yes	No	
<i>Opening Activities:</i>							
1	Greeting the students		✓	Students' participation in the class during teaching and learning activities		✓	- Beberapa siswa terlambat karena habis mengikuti kegiatan osis - Beberapa siswa terlihat capok.
2	Checking the student's attendance		✓	Students' response towards the lesson in the class		✓	
3	Reviewing the material in the previous meeting		✓	Students' response towards teacher reviews in the classroom		✓	- Guru menjelaskan sedikit pertemuan sebelumnya.
<i>Main Activities:</i>							
4	Teacher explains about narrative text to the students		✓	Students' enthusiastic to listen the explanation		✓	- Guru menangkan tentang narrative teks dan para siswa menjawabnya dengan lantang.
5	Teacher gives the example of narrative text		✓	Students; enthusiastic to listen the example of narrative text		✓	
6	Teacher explains the structures of the text and language features about narrative text		✓	Students' active to ask about the lesson during teaching and learning activities		✓	- Ada siswa yang bertanya tentang penggunaan verb dalam narrative text.

7	Teacher divides the students into group	✓		Students' enthusiastic to work in group	✓	Para siswa senang untuk bekerja kelompok dan mereka patuh tetap ramai ketika berpindah kelompok.
8	Teacher tells the students that the learning will use the video with a fairy tale story related to the narrative text	✓		Students' enthusiastic to listen the explanation about video	✓	Para siswa sangat serius dan antusias ketika video diputar. Suasana kelas jadi sepi. Walaupun ada beberapa siswa yang lelah karena kegeratan DSC tetapi mereka semua melihat video.
9	Teacher asks to the students to read the English subtitle, observe the video about the characters, events, etc.	✓		Students' enthusiastic to watch the video	✓	- Para siswa kembali ramai lagi ketika video selesai diputar karena berdiskusi video.
10	Teacher asks to the students to discuss about the video story	✓		Students always communicate and interact with other students	✓	- Para siswa berdiskusi dengan kelompoknya tentang video (seperti treatment).
11	Teacher asks the students to process the information from the video	✓		Students' enthusiastic to process the information from the video with their groups	✓	- Para siswa berdiskusi dengan kelompoknya tentang video (seperti treatment).
12	Teacher asks each group to write the intrinsic elements, moral value, structures of the text and language features in the video	✓		Students' enthusiastic to write the assignment with their groups	✓	- Para siswa berdiskusi dengan kelompoknya tentang video (seperti treatment).
13	Teacher asks the students to present the result of the discussion with their groups	✓		Students' enthusiastic to present the result of the discussion with their groups	✓	- Para siswa berdiskusi dengan kelompoknya tentang video (seperti treatment).

<i>Closing activities</i>						
11	Teacher concludes learning materials narrative text	✓		Students' enthusiastic to listen the explanation about the lesson	✓	

APPENDIX 9

Appendix 9 Questionnaire

LEMBAR ANKET RESPONSE SISWA

Petunjuk:

1. Berilah tanda cek (√) pada kolom berikut yang anda anggap benar!
2. Kriteria Penilaian
 - a. “Ya” jika pernyataan sesuai dengan pendapat anda.
 - b. “Tidak” jika pernyataan tidak sesuai dengan pendapat anda.

NO	PERNYATAAN	RESPONSE	
		YA	TIDAK
1	Apakah anda suka belajar reading?		
2	Apakah anda suka belajar Bahasa Inggris khususnya belajar reading dengan menggunakan animasi video di YouTube?		
3	Apakah anda lebih tertarik jika pembelajaran reading di dalam kelas menerapkan media animasi video di Youtube?		
4	Apakah menurut anda penerapan media animasi video di YouTube membantu anda untuk memahami materi yang diajarkan?		
5	Apakah media animasi video di YouTube membantu anda dalam meningkatkan kosakata (vocabulary) anda?		
6	Apakah media animasi video di YouTube membantu anda dalam meningkatkan grammar anda?		
7	Apakah anda mengalami kesulitan ketika menjawab pertanyaan reading menggunakan animasi video di YouTube?		
8	Apakah menurut anda proses belajar di dalam kelas menggunakan video di YouTube menyenangkan?		
9	Apakah anda merasa termotivasi untuk belajar Bahasa Inggris khususnya belajar reading dengan		

	menggunakan media animasi video di YouTube?		
10	Apakah anda setuju dengan penggunaan media animasi video di YouTube diterapkan dalam pembelajaran reading di dalam kelas?		

APPENDIX 10

Appendix 10 Documentation



The teacher explained the topic of the material in the opening activity



The teacher explained the material



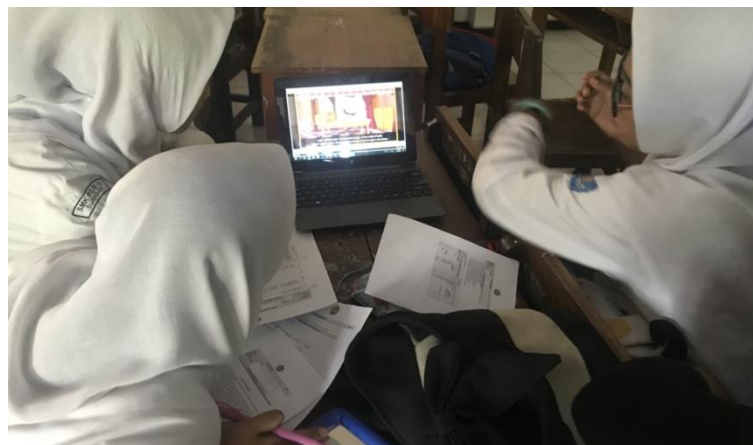
The students watched the video



The teacher reviewed the material in the previous meeting



The students discussed with the group while replayed the video



The students discussed with the group while replayed the video

APPENDIX 11

Appendix 11 Letter of Plagiarism Free



PERPUSTAKAAN
UNIVERSITAS MUHAMMADIYAH SURABAYA

ASLI

SURAT KETERANGAN BUKTI BEBAS PLAGIASI

Naskah tugas akhir / skripsi / karya tulis / tesis*) yang diserahkan atas :

Nama : FARAHDILLAH RAHMA
NIM : 2016111050
Fakultas/Jurusan : FKIP / PENDIDIKAN BAHASA INGGRIS
Alamat : PERUMAHAN SURYA CITRA RESIDENCE BLDK N-2D WARU-MODARJO
Judul : THE EFFECTIVENESS OF USING ANIMATION VIDEOS FROM YOUTUBE
TO IMPROVE STUDENTS' READING COMPREHENSION AT TENTH GRADE OF SMK PERI 13 SURABAYA

telah diserahkan dan memenuhi kriteria batas maksimal yang sudah ditentukan.

Petugas perpustakaan

PUTRI R. S.I.P.

Surabaya, 6 AGUSTUS 2018

Mahasiswa

FARAHDILLAH RAHMA

Mengetahui,
Kepala Perpustakaan

Dra. Mas'ulah, M.A.

*) Coret yang tidak perlu

APPENDIX 12

Appendix 12 Result of Plagiarism Check

Cek Skripsi Farahdillah Rahmah

by Farahdillah Rahmah

Submission date: 03-Aug-2018 01:14PM (UTC+0700)

Submission ID: 987228861

File name: SKRIPSI_FARAHDILLAH_RAHMA_20161111050.pdf (949.95K)

Word count: 13735

Character count: 72433

Cek Skripsi Farahdillah Rahmah

ORIGINALITY REPORT

9 %	%	6 %	7 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Muria Kudus Student Paper	1 %
2	Submitted to Universitas Pendidikan Indonesia Student Paper	1 %
3	Aswin Abbas. "Designing Big Story Book Project (BSBP) in Teaching Reading Comprehension", Ethical Lingua: Journal of Language Teaching and Literature, 2017 Publication	1 %
4	Chubbi Millatina Rokhuma. "The Effect of "Numbered Heads Together" vs "Three Minutes Review" on Students' Vocabulary Mastery", Cakrawala: Jurnal Pendidikan, 2017 Publication	1 %
5	Submitted to University of South Africa Student Paper	1 %
6	Submitted to Sultan Agung Islamic University Student Paper	<1 %
7	Rekha Asmara. "Question And Answer	

Controller Composition (Qacc): A Technique for Developing Students' Writing Skill", PREMISE JOURNAL:ISSN online: 2442-482x, ISSN printed: 2089-3345, 2015
Publication

8 Submitted to Kennedy-Western University <1%
Student Paper

9 Submitted to Symbiosis International University <1%
Student Paper

10 Submitted to Universiti Tunku Abdul Rahman <1%
Student Paper

11 Bogar, YurdagÃ¼l, Suna Kalender, and Mustafa Sarikaya. "The Effects of Constructive Learning Method on Students' Academic Achievement, Retention of Knowledge, Gender and Attitudes Towards Science Course in Matter of Structure and Characteristics Unit", Procedia - Social and Behavioral Sciences, 2012.
Publication

12 Ni Putu Ayu Dian Anggraeni, Dedi Turmudi. "THE COMPARISON OF STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY BY USING JIGSAW AND SCAFFOLDING TECHNIQUE IN EVEN SEMESTER AT GRADE X STATE SENIOR HIGH SCHOOL 1 SEPUTIH RAMAN ACADEMIC YEAR 2012/2013", PREMISE <1%

JOURNAL:ISSN online: 2442-482x, ISSN
printed: 2089-3345, 2013

Publication

13 Megawati Megawati. "THE IMPROVING STUDENTS' READING COMPREHENSION THROUGH GRAMMAR TRANSLATION METHOD", ENGLISH EDUCATION: JOURNAL OF ENGLISH TEACHING AND RESEARCH, 2017 **<1%**

Publication

14 Submitted to School of Business and Management ITB **<1%**

Student Paper

15 Submitted to University of Venda **<1%**

Student Paper

16 Sri Suharmi. "Improving Students' Writing Skill in Descriptive Text by Using Outdoor Activity", Register Journal, 2015 **<1%**

Publication

17 Submitted to Universitas Negeri Jakarta **<1%**

Student Paper

18 Submitted to Universiti Teknologi MARA **<1%**

Student Paper

19 Submitted to Middlesex University **<1%**

Student Paper

Mohammad Bagher Shabani, Arad Ghasemi.

20	<p>"The Effect of Task-based Language Teaching (TBLT) and Content-based Language Teaching (CBLT) on the Iranian Intermediate ESP Learners' Reading Comprehension", <i>Procedia - Social and Behavioral Sciences</i>, 2014</p> <p>Publication</p>	<1%
21	<p>Submitted to Higher Education Commission Pakistan</p> <p>Student Paper</p>	<1%
22	<p>Lilla Adulyasas, Shafia Abdul Rahman. "Lesson study incorporating phase-based instruction using Geometer's Sketchpad and its effects on Thai students' geometric thinking", <i>International Journal for Lesson and Learning Studies</i>, 2014</p> <p>Publication</p>	<1%
23	<p>Yusuf Durachman, Mohd. Adam Suhaimi, Selpiana, Nida'ul Hasanati. "Acceptance and use of technology evaluation on insurance data processing system (Care Tech): A case study on insurance company in Indonesia", 2016 International Conference on Informatics and Computing (ICIC), 2016</p> <p>Publication</p>	<1%
24	<p>N A Maleki, S Ahangari. "The impact of computer assisted instruction on improving Iranian EFL learners' reading comprehension",</p>	<1%

The Second International Conference on E-Learning and E-Teaching (ICELET 2010), 2010

Publication

25 "Intelligent Tutoring Systems", Springer Nature America, Inc, 2008 <1%

Publication

26 Y.-H. Wang. "Could a mobile-assisted learning system support flipped classrooms for classical Chinese learning?", Journal of Computer Assisted Learning, 2016 <1%

Publication

Exclude quotes On

Exclude matches < 20 words

Exclude bibliography On