TEACHING NARRATIVE IN SENIOR HIGH SCHOOL
An action research study for XIth year students in SMA 16 Semarang
in the academic year of 2005/2006

FINAL PROJECT

Submitted in partial fulfillment of the requirement for the degree

of Sarjana Pendidikan in English

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2006

ACKNOWLEDGEMENTS

On this happy and rare opportunity, I wish to praise ALLAH SWT the ALMIGHTY for blessing me with tremendous perseverance as well as ability to complete this final project.

I am very much indebted to Mr. Drs. Ahmad Sofwan, Ph. D, my first adviser, Mrs. Dwi Anggara Assianti, S.S, M.Pd, my second adviser for their most valuable guidance and suggestions so that I managed to complete my final project.

My special thank also goes to all lecturers of English Department Of UNNES who have taught, motivated, inspired as well as guided me since the first year of my study at UNNES.

My special gratitude is also offered to all my collaborators, Mrs. Sri Sumiyati, S.Pd, Mrs. Dian Milasari, S. Pd, M. Pd and Mr. Nularsih, S.Pd who have cooperated from the beginning of the research to the last work of this final project.

I also wish to thank all of my students in XI IPS I, my headmistress, Mrs. Titik Priyatiningsih, S.Pd, M.Pd, all colleagues in SMA 16 Semarang who have made this action research possible.

On this occasion too, I would like to devote my most precious thank to my parents who have supported everything to me in my study so that this final project was finished successfully.

Semarang,30 September 2006

ABSTRACT

This final project is an action research which was aimed at improving teaching narrative at Senior High School (SMA) students through writing narrative. The study was conducted at SMA 16 Semarang and the subjects were XIth IPS 1 students in the academic year of 2005/2006

The research procedures were as follows:

1. Planning (the on-the job educational problem was identified, the most probable cause of the problem was determined, and the feasible solution was finally developed)
2. Teaching or acting (the selected feasible solution (writing narrative based on generic structures and language features of narrative genre) was implemented in two cycles; these are spoken and written language).
3. Observing (a variety of data was collected to justify the extent to which the research objective was attained.
4. Reflecting (the data was analyzed to justify the significant improvement)

The classroom action research was done in three stages (pre-test, test, and post-test). Every stage consisted of two cycles (spoken and written cycles) in different kinds of treatment. Both cycles which consisted of four stages, namely; (1). Building knowledge of the field / BKOF; (2) Modelling of text; (3) Joint construction of text; and (4) Independent construction of text.

The first classroom stage, it treated the writing by giving a kind of Barbie film titled Rapunzel as a Barbie. This treatment was given to identify the students' weaknesses in their learning, there were lack of vocabulary; ungrammatical sentences; incorrect word choice; using wrong tenses and the rhetorical of the students' writing story did not suitable the generic structures and the lexicogrammatical features of narrative writing based on curriculum. After seeing the film, the students asked for rewriting about the story. Moreover, the writer intended for getting the students' participation on equal basis in written by sharing and discussing about the topic by discussing the generic structures and the lexicogrammatical features of narrative genre, and making the first draft of writing narrative.

The second, it treated as the same as the first stage but in reflecting activities or for the joint construction of the class, the teacher let the students to review and revise their first into the second draft. After discussing the topic and getting suggestion from the teacher and friends, at the last, the students discussed to edit and revise the second draft for determining the final writing of narrative story.

From the first stage, the writer found that the students were not aware of how to solve their difficulties for writing the story. Surprising phenomena occurred in this second planning of the action research. Almost all of the students wrote their first draft by using present tenses, so by the fact that the students still had problem for their writing process. Finally, in the last stage, the writer tried to reduce their problem because this problem would impede the students' comprehension in their learning process. By asking the students for making discussion about the topic and the writer also

gave explanation as clear as possible to overcome the students' weaknesses in their learning process. It needed longer time to handle that problem because their progress depends on their own ability because every student has different level of comprehension. So the students' writing ability improved although it did not so drastically.

For analyzing all the data had been obtained, the writer used Brown an analytical scale for writing composition. Pearson moment product as quoted by Arikunto is used for calculating the data.

After eight meetings, which were divided into two cycles, there was an increase for the students' writing ability. Based on the pre-test or before giving the treatment there were only 44,05% of the students mastered the narrative topic. The students' improvement for writing narrrative went up slightly, it was proven by the precentage of the test 66,05 was higher than pre-test. Finally, by the fact that precentage of post-test 80,05% was higher than test so it can be said that they were able to improve their writing ability.

From this action research it can be concluded that the students improve their writing ability using effective and efficient way of writing. An effective way related to the rhetorical of writing narrative (the generic structures and the lexicogrammatical features of narrative) based on CBC of 2004.

For improving the students' writing skill, hopefully the similar action research should be applied on teaching learning process as well as conducted in SMA 16 Semarang or even in classes of other schools. The writer also hopes other English teachers would like to practice a similar action research for their classes to enable the students to write effectively to comprehend texts or genre besides reading and speaking.

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CHAPTER 1
INTRODUCTION

1.1. General Background of the Study

English is spoken in the most international events and is used as the medium of information flow on science, technology, and culture as well. Thus, it is not surprise that the teaching of English is carried out in many parts of the world. Brumfit (1981:1) stated that:

> "English is an international language and the most widespread medium of communication, both because of the number and geographical areas of its speakers, and because of the large number of non native speakers who use it for part of their international contact".

Gertrude Boyd, as quoted by Donna E. Norten (1980:4) says that:

> "language is the most important form of human communication. Not only is language human, it is uniquely human and the key to all human activities. It is a vehicle through which the world can be understood and appreciated. Without language, people are isolated and helpless."

According to the CBC (Competency Based Curriculum) of 2004. There are four language competencies that students have to master. They are Linguistic Competence, Actional Competence, Socio cultural Competence, and Strategic Competence. These competencies are learned through selected materials based on their development level. However, in a teaching and learning process, a teacher must develop integratedly the four language competences. Moreover, CBC emphasizes language skills, spoken and written. Supported by J. Hammond (1992:vii) that : "language is an integrated system within which written and spoken modes fulfill different functions related to social and cultural purposes."

Besides the language skills, in CBC also taught kinds of genres. K.

Hyland (2004;in his introduction) stated that "genre has become a key concept in modern thought, not only in linguistics and language teaching but in many areas of contemporary social and cultural studies".

Genre derived from experience, so through genres hopefully that individuals develop their relationship, establish their communities and able to achieve their goals. Because of genre comes from experience, so by studying genres intended that students were able to understand the concept and they would be able to identify the kinds of texts that students will have to write. Finally, it is important of learning the genre in order to the students can organize their experience of everyday life for being assigned in their writing. In other words, the students can express their ideas through their experiences for their learning of writing referred to the kinds of genres appropriately.

1.2. Reason for Choosing the Topic

The reasons why the writer chose the topic of teaching narrative in Senior High School because of the writer's observation that narrative is one of the genre taught in Senior High School based on CBC, it has not been taught properly. So it was necessary to do some observations research.

Moreover, the writer chose SMA Negeri 16 Semarang for doing the action research because SMA Negeri 16 Semarang is located in the suburb of Semarang. The students are those who come from the neighborhood where English is not well exposed. It is proven by the fact that around one hundred fifteen students could not pass English final exam of UAN last year.

Besides that, the action research was done for the XIth year of Senior High School students because of some reasons. Narrative had been taught in XIth

year of Senior High School students but in this level again that narrative would be taught as an intensification of the process of learning.

The writer as a teacher has a concern in doing an action research as an on-the-job task for the sake of effectiveness and proficiency in teaching English. By doing so the writer intends to improve the quality of writing learning by the students, especially in writing genres across the curriculum.

1.3. Statement of the Problems

In this study, the writer limits the discussion by stating the following problems:

a. How can a narrative be taught in SMA?

b. To what extent do students understand and express meaning in a narrative?

1.4. Objective the Study

In this study, the objective of the study are:

a. To find out the effectiveness of teaching English using narrative text type.

b. To identify students' competency to produce a narrative.

1.5. Significance of the Study

By conducting this research the writer hopes she can give a useful contribution to English teaching, especially for:

a. English Teacher of Senior High Schools

The result of this study can be used by English teachers in SMA N 16 Semarang to teach narrative text and to obtain some information to develop English teaching learning process. Hopefully, the teachers can apply it in their teaching to achieve the objectives of teaching narrative as effective as possible.

b. Senior High School Students

Students may develop their knowledge in writing, especially in narrative writing by applying the generic structure and lexicogrammatical features in narrative.

c. The Candidates of English Teacher

The candidates, hopefully, could know in more detailed way how to teach narrative text based on the CBC for Senior High School students and finally, they can apply it in teaching learning process.

1.6. Outline of the Study

The outline of study is as follows:

Chapter I contains the introduction covering the background of the study, the reason for choosing the topic, the statement of the problems, the objectives of the study, and the outline of the study.

Chapter II discusses the review of related literature as the theoretical basis for this study.

Chapter III is the method of the investigation. It consists of the population, the sample, the variables, the procedure of collecting the data, the instruments of research, the administration of the test, the scoring technique, and the method of data analysis.

Chapter IV presents research findings which consist of data analyses, and discussions of the result.

Chapter V consists of the conclusions and the suggestions of the research.

CHAPTER   II

REVIEW OF THE RELATED LITERATURE

2.1 Genre

According to L. Gerot and P. Wignell (1994:17) that "genre is one of the most important and influential concepts in language. A genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something."

So, genres are cultural specific, and have associated with them:

a. Particular purposes

b. Particular stages : distinctive beginnings, middle and ends

c. Particular linguistic features

Students are taught these features and a language for talking about language in the context of learning how these features contribute to the overall meaning of texts they are reading or writing.

Most people appreciate the fact that narratives (stories) and procedures (a set of instructions for doing something), for example, differ in purpose and in the way they begin, develop and end. The significance of characteristic linguistic features that unfortunately seems least understood.

2.1.1 Teaching narrative text effectively

"Because learning process comes though experience" (Martin's (1984) taken from (Making Sense of Functional Grammar; L. Gerot and P. Wignell;1994:231). By sharing knowledge, experience and giving information, directions, or ideas, so through learning narrative the students can share the story,

give information related to the topic include describing events of the story and the students can be able to develop their ideas particularly.

2.1.2 Genre-Based Writing Teaching

Genre-based teaching is concerned with what learners do when they write. This concept allows writing teachers to identify the kinds of texts that students will have to write in their target occupational, academic, or social contexts and to organize their courses to meet these needs. Curriculum materials and activities are therefore devised to support learners by drawing on texts and tasks directly related to the skills they need to participate effectively in the world outside the classroom.

2.1.3 Advantages of Genre-Based Writing

Moreover, Ken Hyland (2004:10-11) states that "a number of advantages are often given for the use of genre-based writing instruction. The main advantages can be summarized as follows." Genre teaching is:

a. Explicit: makes clear what is to be learned to facilitate the acquisition of writing skills.

b. Systematic: provides a coherent framework for focusing on both language and contexts.

c. Needs-Based: ensures that course objectives and content are derived from student needs.

d. Supportive: gives teachers a central role in scaffolding student learning and activity.

e. Empowering: provides access to the patterns and possibilities of variation in valued discourses.

f. Critical: provides the resources for students to understand and challenge valued discourses.

g. Consciousness raising: increases teacher awareness of texts to confidently advise students on their writing.

2.1.4 Genre across the Curriculum

Martin's (1984) taken from (Making Sense of Functional Grammar; L. Gerot and P. Wignell;1994:231)

Action ←————————————————→ **reflection**
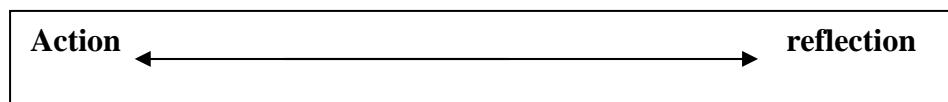
By using the chart was explained that learning process comes through from experience. In CBC, the students allow to improve their spoken skill in order to the students can be able to speak fluently and their language can be understood easily. So, in this case the teacher pursued for using idioms which is used by native speakers in the teaching learning process. It means that the students are getting accustomed to listen and imitate the idioms. Hopefully the students were able to practice their spoken skill.

Using this scale to interpret shifts in genre (and in language), there is a general shift from text into action. In other words, students are situated close to the action to texts which interpret action.

Genres chosen are taken from Abelson and Pateman (1988) by L. Gerot and P. Wignell (1994; 231):

Action ←————————————————→ reflection
Doing   procedure   protocol   report   argument
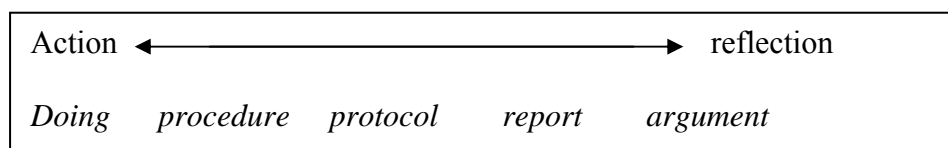
Thus the patterns of genres will be determined by what the discourse is fundamentally trying to 'do' and trying to get students to do.

2.1.5 Implications for Learning and Teaching

a. Student Learning

Students need not only to be able to handle individual genres but also to be able to read (and in the more advanced years of education, to write) across genres. To do this effectively they need to be able to understand the purpose of each genre and its place in a set of genres. Therefore, they need to be able to cope with shifts in a language of various kinds.

For example, typically in class the narrative end of the scale is often the focus: classroom writing tasks are often geared towards the students recreating historical events and imaging themselves as participants, (L. Gerot and P. Wignell; 1994: 249).

In other words, students need to be able to decide what to do or not to do independent of simply following instructions. So the ability to move from written instructions to action is essential.

b. Teaching

(L. Gerot and P. Wignell; 1994: 250) stated that "explicit knowledge about the role of language in a subject area helps teachers in the design of materials and in the structure of units and courses."

In other words, when we teach in subject area, we can use textbooks or other materials and try to develop a picture of the key genres and how they fit together in our subject area in order to the materials can be understood by the students as subject area as clear as possible.

2.2 List of Texts type in Competency Based Curriculum (CBC) for

Senior High School

CBC presents ten genres/texts, as follows:

a. Anecdote

b.   Description

c. Narrative

d. Exposition

e. News Item

f. Procedure

g. Recount

h. Spoof

i. Report

j. Review

Narrative Text Type

Narrative: the broadest sense is: anything told or recounted; more narrowly, something told or recounted in the form of a story; account; tale, (Steve Denning; Google. Teaching Narrative.Com).

Narrative is stories are effective as educational tools because they are believable, rememberable, and entertaining, (Neuhauser; 1993:Google.Narratives and Stories. Com). Besides giving information, narrative has function to amuse, entertain, and to deal with actual or vicarious experience in different ways: narrative deals with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.

a) The Generic Structure

   a. Orientation: the reader is introduced to the main character(s) and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

   b. Complication: the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just wouldn't so be interesting if something unexpected didn't happen. This complication will involve the main character(s) and often serves to (temporarily) toward them from reaching their goal.

   c. Resolution: the complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leave us wondering 'How did it end?').

   d. Re-orientation: optional-closure of events.

b) Lexicogrammatical Features

   a. Focus on specific and usually individualized participants

   b. Use of material processes refers to the "doings" the actions and happening we observe taking place around us (for example: he walked, they drove, it rained)

   c. Use mental processes refer to humans engage in with their intellect and senses.

   d. Use verbal processes refer to the "talking" (for example: he said, she accused, they promised).

   e. Use relational processes relate one part of the clause to another.

   f. Use of temporal conjunctions and time connectives to put events in the right order (for example: then, before that, soon)

   g. Use of past tense.

2.3 Teaching Narrative in Senior High School

The Indonesian government always improves the quality of the teachers, the graduates, and other educational components are improved from time of time. All facilities, involved in educational process, such as school building, teaching media, textbook, libraries are improved and made perfect to increase the quality of education.

Nowadays, English has been improved for educational components. According to Wilson (2001) in the CBC for Senior High School (2003:1) "The education paradigm which is based on competency includes the curriculum, a pedagogy, and scoring is emphasized on standard and value."

The objective of teaching English to the Senior High School students is that the students are expected to have the life skills of the language. There are two specifications of the life skills:

a) General life skill includes personal skill (includes self-awareness skill and thinking skill) and social skill

b) Specific life skill   includes academic skill and vocational skill.

The students are expected to have the skills of the language above in their English with the emphasize on the skills above using selected topics related to their environment needs such as descriptive, narrative, anecdote, spoof, recount, report and news item. According to Marsha Rossiter (www.Teaching Narrative.com), stated that:

> "Narrative and stories in education have been the focus of increasing attention in recent years. The idea of narrative is fertile ground for adult educators who know intuitively the value of stories in teaching and learning. Narrative is deeply appealing richly satisfying to the human soul, with an allure that transcends cultures, centuries, ideologies,

and academic disciplines. In connection with adult education, narrative can be understood as an orientation that carries with it implication for both method and content."

A narrative orientation to teaching and learning.

(Brunner 1986, 2002; Polkinghorne 1988, 1996 in M. Rossiter : www.Teaching Narrative.com).

Given the centrality of narrative in the human experience, we can begin to appreciate the power of stories in teaching and learning. We can also see that the application of a narrative perspective to education involves mach more than story telling in the classroom. Such an application necessarily leads to an experience-based, constructivist pedagogy. "Frames of meaning within which learning occures are construction that grow out of our impulse to employ or thematize our lives" (Hopkins 1994:7). Therefore, the most effective way to reach learners with educational messages is in and through these narrative constructions. Learners connect new knowledge with lived experience and weave it into existing narratives of meaning.

The narrative orientation brings to the fore the interpretative dimension of teaching learning. (Gudmundsdottir 1995; in M. Rossiter: www. Teaching Narrative.com) notes that:

> "pedagogical content can be thought of as narrative text, and teaching as essentially the exercise of textual interpretation. Educators not only tell stories about the subject, they story the subject knowledge itself. In so doing, they aim to maintain some interpretative space in which the learner can interact with the subject."

2.4 Competency based Curriculum

CBC is the new penetration for a language education literature in Indonesia. This curriculum is based on negotiation and development according to the linguistic and social needs of the learners. Competency means knowledge, skills, attitude, and life value realized in common acting and thinking.

The education based on competency includes curriculum, pedagogy, and assessment. It means that developing of the curriculum based on competency is a consistency of the education based on competency. In a 2004 Curriculum Guided Book (the third edition: p. 2), stated that "Curriculum based competency is a set of competency arrangement and program which is standardized and the way of achievement is adjusted to the territory's condition and capability".

2.4.1. Principles of Using Competency Based Curriculum (CBC)

Some principles that should be remembered in using CBC for Senior High School are follows:

a. Improvement of a faith, noble character, full values culture.

From those things above, it is necessary for being understood and to be good deed for country's grade character.

b. Ethics, logic, aesthetics and kinesics.

Learning experience must be planted by giving attention to ethics, logic, aesthetics and kinesics.

c. National integrity of conformation.

d. Information technology and knowledge development.

e. Life skill development.

f. Education pillars.

There are four education pillars: (i) learning for understanding, (ii) learning for being creative, (iii) learning for being togetherness, (iv) learning for building and expressing about what they want based on the third pillars before.

g. Continuous and global

h. Learning is a comprehension process

2.4.2. Curriculum Design and Program Planning

According to Jenny Hammond (1992:15) states that decisions about the Curriculum Design are based on:

a. Theoretical understanding of language and literacy

b. Initial and ongoing assessment of learners

c. Analysis of learners' needs and goals

d. Analysis of demands of language content

The approach programming draws on the starting points for program planning suggested in the NCP Framework, 'Beginning Reading and Writing' (1989). These starting points are:

a. Topic

b. Type of text

The selection of classroom tasks is major feature of any program. However, decisions about which tasks and activities to select will inevitable depend on the topic on which the class is working and type of text, either written and spoken, upon which the learners will be focusing. The steps in planning and teaching a language program are shown in figure 1 and 2:

FIGURE 1. Steps in Planning the Program from Topic

a) PLANNING:
b) TEACHING:
   Begin teaching the program

c) ASSESSMENT:
   Modify and adapt in the light of ongoing formal and informal assessment
d) EVALUATION:
   Evaluate the overall program (to feed into planning of next program)

FIGURE 2. Steps in Planning the Program from Type of Text

a) PLANNING:
   a. Select text type/genre
   b. Analyze schematic structure and significant grammatical patterns
   c. Locate genre within appropriate context (i.e. field)
   d. Select and plan the sequence of spoken and written language activities (tasks)

b) TEACHING:
   Begin teaching the program

c) ASSESSMENT:
   Modify the teaching program in the light of ongoing formal and informal assessment

d) EVALUATION:
   Evaluate the program (to feed into planning of next program)

2.4.3. Teaching narrative based on CBC 2004

Related to CBC of teaching narrative (2004:3) that there are two cycles in teaching English, the first is spoken cycle and the second is written cycle. Supported by Hammond (1992:18) stated that "The cycle is intended to be used flexibly and therefore it is possible to begin at different stages and to move from stage to stage according to the needs of the learners."

Each cycle divided into four stages, these are: 1). Building knowledge of the field, 2). Modeling of text, 3). Joint construction of text, 4). Independent construction of text.

Supported by Hammond (1992:18) stated that At each stage the teacher needs to select a number of different activities that provide a framework of

structure and support as the learners increasingly gain control over written language. These activities may range from:

a. those which are very open-ended and interactive to those which have a specific language focus

b. those with a learner focus and those with a teacher focus. These interrelated and changing roles of the teacher and learners within each stage are presented in the outer circle of the teaching-learning cycle."
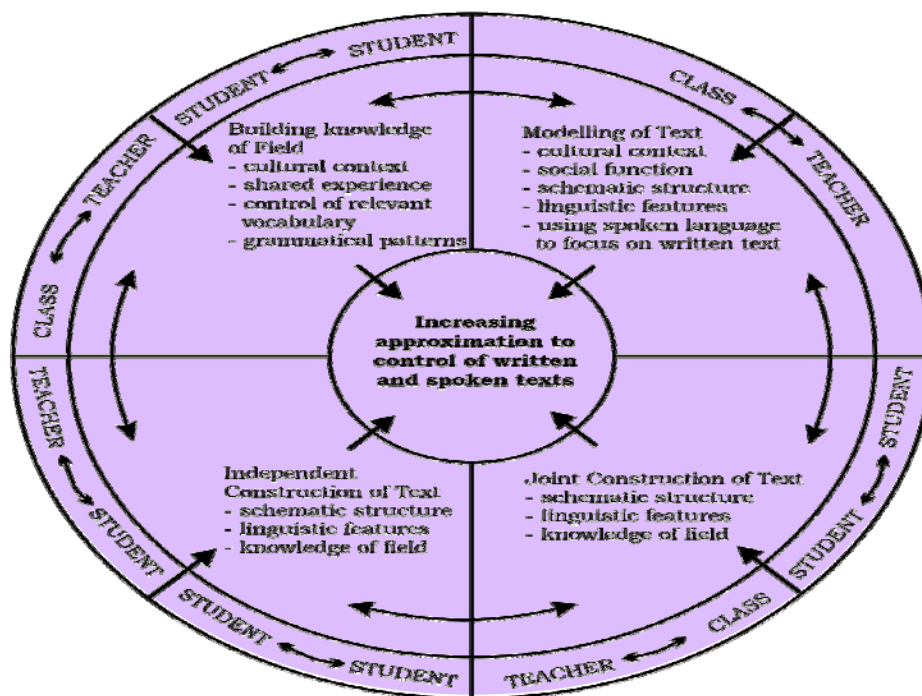
2.4.4. The Teaching-Learning Cycle

J. Hammond (1992:17) " classroom programming is based on four stages in a Teaching-Learning cycle (adapted from Callagan and Rothery, 1988) which are aimed at providing support for learners as they move from spoken to written texts.

The four stages in the Teaching-Learner Cycle:

a. Stage One – Building the context or field of the topic or text-type

     b.   Stage Two – Modeling the genre/text under focus

     c.   Stage Three – Joint Construction of the genre/text

     d.   Stage Four – Independent Construction of the genre/text

STAGE 1: Building Knowledge of the Field

It is important for all learners to have an understanding of the topic before being expected to write about it. (J. Hammond , 1992:19) .Classroom tasks and activities at this stage enable learners to:

a) Explore culture similarities and differences related to the topic including:

     a.   processes involved in achieving goals such as visiting the doctor or applying for a job

     b.   shared experiences such as knowledge and experience of finding accommodation

b) Practice grammatical patterns relevant to the topic or text type

c) Build up and extend vocabulary relevant to the topic or text type

STAGE 2: Modeling of Text

In stage two, there is an explicit focus on analyzing the genre through a model text related to the course topic. This involves preparing the learner for reading and writing by:

a) Focusing on the genre as a written or 'crafted' object

b) Discussing the social function of the genre and the purpose intended by the reader or writer

c) Analyzing characteristic schematic structure and grammatical patterns

STAGE 3: Joint Construction of Text

Stage three emphasizes and draws together both field and mode as it focuses on the learners' knowledge on the topic as well as using knowledge about language to assist them to move from spoken to written language.

Classroom tasks and activities at this stage enable learners to:

a) Explore further the purpose of the genre and its relation to topic or field

b) Contribute knowledge of the field in the shared construction of text

c) Negotiate with teacher and other students regarding the most appropriate organization of knowledge about topic into a written text

d) Draw on knowledge of schematic structure and linguistics features of the genre (from analysis of models of the genre in Stage 2 of the teaching-learning cycle) in negotiation about appropriate organization of the genre

e) Develop an understanding of some of the differences between talking about a topic and writing about it.

STAGE 4. Independent Construction of the Text

This means analyzing and identifying through whole class, group or individual work, where and why problem areas are occurring in the texts and whether they relate, for example, to overall schematic structure or to grammatical patterns, spelling or punctuation.

Classroom tasks and activities at this stage enable learners to:

a) Incorporate knowledge of schematic structure and grammatical patterns into their own writing

b) Produce written texts that approximate control of the genre

c) Read other example of the genre in contexts outside the classroom

d) Feel confident about writing the genre in contexts outside the classroom.

CHAPTER III

METHOD OF INVESTIGATION

Research method takes an important role in an investigation. The quality of the result of the field study and other kinds of investigations greatly depend on the method. The effort of getting the data from the field activity is by giving the writing test and questionnaire to gather the data to be analyzed.

3.1 Research Design

Related to Pedoman Teknis Pelaksanaan Classroom Action Research (CAR) by DEPDIKNAS (2003:3), there are some kinds of classroom action research. Two of them are individual classroom action research and collaborative classroom action research.

Moreover the writer took collaborative classroom action research. In this case to do her classroom action research, the writer worked together with other English teachers to judge the degree to which value of writing test items actually represent the elements in the Guidelines and Curriculum.

Classroom Action research (CAR) is a reflective study done by teacher in a classroom for getting solution about the problem until it can be solved. According to Kurt (Pedoman Teknis Pelaksanaan CAR; 2003:4) that there are four components in one cycle for doing classroom action research, 1). planning, 2). acting, 3). observing, and 4). reflecting.

3.2 Setting of the Study

The setting for doing the research is the second year students of SMA Negeri 16 Semarang in the academic year 2005/2006. The reason why the

writer chose them as population based on the consideration that they have finished their study in the first year students of Senior High School so it is assumed that they have taught the same material "narrative text type" that had been taught in the previous class as in the first year in Senior High School.

3.3 Preparing of the Study

The preparing of investigation consists of three components: data collection, instruments, and try out of instruments.

3.3.1 Data collection

Data collection is gone through four ways, depending on the necessity and kind of information needed. There are the techniques of data collecting used:

a. Observation

Any comment or observation and description about the learning process as well as the subjects of interest which are worth data. Observation is needed for monitoring the on-going learning process, class performance as well as teacher performance. The observation results in the observation sheet includes the process and aspect to be observed. The collaborator in this case the English teacher who teach at SMA 16 Semarang, made check marks (√) or write briefly any observation or description about the process as well as the subjects of interest which are worth nothing.

b. Tests

To assess the development achieved by the students, teacher asks the students to write a kind of narrative text and then asses: 1) the organization; it includes introduction, body, and conclusion, 2) logical development or ideas; in this case the content of the text, 3) grammar, 4) punctuation, spelling and mechanics, and

the last 5) style and quality of expression, (writing proficiency scoring categories; Brown, 2004:244-245). The writer used this analytic scale for scoring the students' writing. It is intended to measure the students' progress during the process and the achievement in the final cycle.

The writer conducted the achievement test in this research. It is called an achievement test because it will measure the extent of student achievement of the instructional goals. This is in line with Heaton's statement (1974 : 163), " …, all public tests which are intended to show mastery of a particular syllabus are also achievement tests. These tests are based on what the student is presumed to have learnt ". It is supported by Harris (1969:3) that "Achievement tests are used to indicate group or individual progress toward the instructional objectives of a specific study or training program. Examples are progress tests and final examinations in a course study."

c. Field Notes

In this case the difference between field note and observation that is observation was done by the collaborator or the English teacher who also teach in SMA 16. The collaborator made any observation or description to the writer's performance and situation of the class during teaching learning process. And field notes were done by the writer. These notes are used to record qualitative information obtained during the treatments. The record is about the specific behavior, which shows the problems the students encounter, or the directions that can be applied in doing the next cycle.

d. Questionnaire

Questionnaire deals with a number of relevant questions that should be answered by the students. According to Arikunto (1996:140), "a questionnaire is a set of written questions to find out information from respondents about the respondents' condition or something that they know."

The questionnaire is carried out:

a. Before the cycles, to know the initial condition,

b. After the cycles, to know how much effect resulted by the students from the action research activities.

The composition of questionnaire is as follows:

A) The students' motivation in studying English covered:

    a. the students' interest in English; and

    b. the students' interest in English film and story

B) The students' difficulties in learning English

C) The method of teaching covered:

    a. the teacher's mode of teaching;

    b. the language used by the teacher in classroom

D) Teaching-learning facilities were included:

  a. English text book; and

  b. dictionary

See in the appendix for the complete constructing of questionnaire

3.3.2 Trying out of instruments

The important variable in judging the adequacy of a good instrument is its validity. An instrument is said to have a high validity if its item and factor do not depart its function. According to Heaton (1974:153), stated that :

"The validity of the test is the extent to which it measures what it is supposed to measure and nothing else. Every test, whether it is a short, informal classroom test or a public examination, should be as valid as the constructor can make it. The test must aim to provide a true measure of the particular skill which is intended to measure ".

Therefore, a test is said to be valid when it actually measures what it is intended to measure. In constructing the instrument, the writer considered the validity of the test.

This will judge whether the tests are really based on the CBC of English or not. To do this, the writer works together with other English teachers to judge the degree to which content of writing test items actually represent the elements in Curriculum.

3.3.4   Validity of the test

According to Arikunto (1996:158) stated that "validity is an essential quality of any test. It is the condition in which a test can be measure what is supposed to be measure. It means that a test is considered to be valid if it can measure what is intended to be measured.

In this case the writer used the Pearson product-moment formula as quoted by S. Arikunto (1996:160):

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{\{(N \cdot \Sigma X^2 - (\Sigma X)^2) \cdot (N \cdot \Sigma Y^2 - (\Sigma Y)^2)\}}}$$

rxy :   Coefficient of correlation between x variable and y variable or validity of each item

N :   The number of students in the test

X :   The score of each item

Y :   The score of the total test

By measuring the item validity using this Pearson product-moment formula, the items should be correlated. In this case, the correlations were between the score of each item and the score of the total test.

Moreover in this chapter the writer presents the calculation of the pre-test. In this case the writer wanted to know what the writer's teaching strategy (teaching narrative through watching film for improving writing competency based CBC 2004) was successful or not. If the result of the calculation was negative result, so the writer had to change the teaching strategy. But based on the calculation, it could be seen that the result was improve positively. So it could be said that the writer's teaching strategy was valid and reliable.

Here is an example of the calculation; it was taken from the pre-test. The complete calculation can be found in Appendix.

The calculation of pre-test

a. **Organization item**

$N = 36$ $\Sigma X^2 = 10.874$ $\Sigma Y^2 = 232.354$

$\Sigma X = 622$ $\Sigma Y = 2.882$ $\Sigma XY = 50.168$

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{\left\{\left(N \cdot \Sigma X^2 - (\Sigma X)^2\right) \cdot \left(N \cdot \Sigma Y^2 - (\Sigma Y)^2\right)\right\}}}$$

$$= \frac{36 \cdot 50168 - 622 \cdot 2882}{\sqrt{\left\{\left(36 \cdot 10874 - (622)^2\right) \cdot \left(36 \cdot 232354 - (2882)^2\right)\right\}}}$$

$$= \frac{13444}{\sqrt{\left\{(4580) \cdot (58820)\right\}}}$$

$$= \frac{13444}{16413,2751}$$

$$= \underline{0.819}$$

b. Logical development of ideas item

$N = 36$ $\Sigma X^2 = 9.983$ $\Sigma Y^2 = 232.354$

$\Sigma X = 597$ $\Sigma Y = 2.882$ $\Sigma XY = 48.058$

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{\left\{ \left(N \cdot \Sigma X^2 - (\Sigma X)^2 \right) \cdot \left(N \cdot \Sigma Y^2 - (\Sigma Y)^2 \right) \right\}}}$$

$$= \frac{36 \cdot 48058 - 597 \cdot 2882}{\sqrt{\left\{ \left(36 \cdot 9983 - (597)^2 \right) \cdot \left(36 \cdot 232354 - (2882)^2 \right) \right\}}}$$

$$= \frac{9534}{\sqrt{\left\{ (2979) \cdot (58820) \right\}}}$$

$$= \frac{9534}{13237,2497}$$

$$= \underline{0.720}$$

c. Grammar item

$N = 36$ $\Sigma X^2 = 8.732$ $\Sigma Y^2 = 232.354$

$\Sigma X = 558$ $\Sigma Y = 2.882$ $\Sigma XY = 44.965$

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{\left\{ \left(N \cdot \Sigma X^2 - (\Sigma X)^2 \right) \cdot \left(N \cdot \Sigma Y^2 - (\Sigma Y)^2 \right) \right\}}}$$

$$= \frac{36 \cdot 44965 - 558 \cdot 2882}{\sqrt{\left\{ \left(36 \cdot 8732 - (558)^2 \right) \cdot \left(36 \cdot 232354 - (2882)^2 \right) \right\}}}$$

$$= \frac{10584}{\sqrt{\left\{ (2988) \cdot (58820) \right\}}}$$

$$= \frac{10584}{13257,2305}$$

$$= \underline{0.798}$$

d. Punctuation, spelling and mechanics item

$N = 36$ $\Sigma X^2 = 8.366$ $\Sigma Y^2 = 232.354$

$\Sigma X = 546$ $\Sigma Y = 2.882$ $\Sigma XY = 44.007$

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{\{(N \cdot \Sigma X^2 - (\Sigma X)^2) \cdot (N \cdot \Sigma Y^2 - (\Sigma Y)^2)\}}}$$

$$= \frac{36 \cdot 44.007 - 546 \cdot 2882}{\sqrt{\{(36 \cdot 8366 - (546)^2) \cdot (36 \cdot 232354 - (2882)^2)\}}}$$

$$= \frac{10680}{\sqrt{\{(3060) \cdot (58820)\}}}$$

$$= \frac{10680}{13416,0054}$$

$$= \underline{0.796}$$

e. **Style and quality of expression item**

N = 36 ΣX^2 = 8.829 ΣY^2 = 232.354

ΣX = 559 ΣY = 2882 ΣXY = 45.156

$$r_{xy} = \frac{N \cdot \Sigma XY - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{\{(N \cdot \Sigma X^2 - (\Sigma X)^2) \cdot (N \cdot \Sigma Y^2 - (\Sigma Y)^2)\}}}$$

$$= \frac{36 \cdot 45156 - 559 \cdot 2882}{\sqrt{\{(36 \cdot 8829 - (559)^2) \cdot (36 \cdot 232354 - (2882)^2)\}}}$$

$$= \frac{14578}{\sqrt{\{(5363) \cdot (122048)\}}}$$

$$= \frac{14578}{25584,0463}$$

$$= \underline{0.570}$$

Result of Analysis of the Writing Test Items in the Pre-Test

No.	Students	ITEMS					
		Organization	Logical Development of Ideas	Grammar	Punctuations, Spelling and Mechanics	Style and Quality of Expression	Average
1	Ahmad Saifudin	10	6	5	6	12	39
2	Ahmad Kadin	9	6	6	5	12	38
3	Arista Puspita Rini	17	12	6	5	12	52
4	Chalimatus Sa'diyah	11	12	12	5	12	52
5	Dede Widiastanto	13	12	6	6	12	49
6	Deviana Larasati	16	14	12	5	12	55
7	Dewi Puji Astuti	14	6	5	5	7	37
8	Dwi Wahyuni	11	6	5	5	12	39
9	Efi Itut Saputri	11	12	5	6	6	45
10	Eka Anggraeni Sudibyo	11	12	7	4	12	46
11	Elvan Herwiyando	8	6	5	8	6	33
12	Ernawati	10	6	10	5	5	36
13	Fera Ayu Kasmala, Ps	17	13	12	12	12	66
14	Haryanti	11	5	5	5	5	31
15	Hendrik Hermawan	11	6	6	7	6	36
16	Ika Rikana	14	12	6	12	6	50
17	Juwarti	16	6	5	8	12	47
18	Mahroni	9	13	16	13	13	64
19	Muchamad Fathurohim	17	6	5	6	6	40
20	Nur Hadi	10	4	5	6	6	31
21	Nurul Intan Cahyani	10	6	5	6	5	32
22	Peni Riyana	14	12	7	12	12	57
23	Pri Mulyono	11	6	6	5	6	34
24	Priyadi	14	7	6	6	6	39
25	Rasanul Mustafiroh	16	13	11	13	11	64
26	Reni Mayasari	11	12	6	6	6	41
27	Rifqi Adi Nurcahyo	11	12	8	12	8	51
28	Siti Anisah	13	12	7	7	12	51
29	Siti Usrotus Saidah	17	12	6	4	6	45
30	Suluri	13	6	6	5	6	36
31	Suryanti	13	6	4	5	6	34
32	Tri Wahyu Sari	17	12	5	6	12	52
33	Tutik Widiyanti	11	12	5	5	7	40
34	Yudha Febriandre, S	8	5	12	5	6	36
35	Yuni Aningtyas	16	12	12	5	5	50
36	Zusepin Yulianti	14	6	6	5	7	38
	Total	**455**	**326**	**256**	**241**	**307**	**1586**

By looking for the results above, the validity of the test must be consulted to the table of r Pearson product-moment. When the result was higher than 0,312, so the validity of the test was considered valid. Since the result of this action research was higher than 0,312, so it was considered valid.

3.3.5 Reliability of the test

The reliability of the test items refers to the consistency of the result scores when it is administered at different times. Whether or not a test is reliable, it can be examined from the result scored.

To measure the reliability of the test, the writer used a procedure of the Pearson product-moment correlation formula. In this action research, the writer applied the computation of odd and even number formula, (Lado, 1961 : 336).

By using the formula, so the writer divided the test items into two groups, there are odd and even number items. After that, the writer scored the reliability of the test would be calculated by using the correlation coefficient of S. Brown. (Lado, 1961 :337). The calculated are as follows:

$$r_{11} = \frac{2 \, x \, r\,\frac{1}{2}}{(1+r\,\frac{1}{2})}$$

Where : r_{11} =   the obtained reliability coefficient of the entire test

$r_{1/2}$ =   the obtained reliability of half the test

After looking the result of the data of correlation between " r " values of odd and even number items. So, it could be applied in the Brown's formula. The result are as follows:

PRE – TEST

a. Organization Item

$$r_{11} = \frac{2 \times r\frac{1}{2}}{(1 + r\frac{1}{2})}$$

$$r_{11} = \frac{2 \times (0{,}484)}{(1 + 0{,}484)}$$

$$= \frac{0{,}968}{1{,}484}$$

$$= \underline{0{,}652}$$

b. Logical Development of Ideas Item

$$r_{11} = \frac{2 \times r\frac{1}{2}}{(1 + r\frac{1}{2})}$$

$$r_{11} = \frac{2 \times (0{,}844)}{(1 + 0{,}844)}$$

$$= \frac{1{,}688}{1{,}844}$$

$$= \underline{0{,}915}$$

c. Grammar Item

$$r_{11} = \frac{2 \times r\frac{1}{2}}{(1 + r\frac{1}{2})}$$

$$r_{11} = \frac{2 \times (0{,}612)}{(1 + 0{,}612)}$$

$$= \frac{1{,}224}{1{,}612}$$

$$= \underline{0{,}759}$$

d. Punctuation, Spelling and Mechanics Item

$$r_{11} = \frac{2 \times r\frac{1}{2}}{(1 + r\frac{1}{2})}$$

$$r_{11} = \frac{2 \times (0{,}639)}{(1 + 0{,}639)}$$

$$= \frac{1,278}{1,639}$$

$$= \underline{0,779}$$

e. Style and Quality of Expression Item

$$r_{11} = \frac{2 \times r\frac{1}{2}}{(1 + r\frac{1}{2})}$$

$$r_{11} = \frac{2 \times (0,674)}{(1 + 0,674)}$$

$$= \frac{1,348}{1,674}$$

$$= \underline{0,805}$$

TEST

a. Organization Item

$$r_{11} = \frac{2 \times r\frac{1}{2}}{(1 + r\frac{1}{2})}$$

$$r_{11} = \frac{2 \times (0,779)}{(1 + 0,779)}$$

$$= \frac{1,558}{1,779}$$

$$= \underline{0,875}$$

b. Logical Development of Ideas Item

$$r_{11} = \frac{2 \times r\frac{1}{2}}{(1 + r\frac{1}{2})}$$

$$r_{11} = \frac{2 \times (0,680)}{(1 + 0,680)}$$

$$= \frac{1,360}{1,680}$$

$$= \underline{0,809}$$

c. Grammar Item

$$r_{11} = \frac{2 \times r\frac{1}{2}}{(1 + r\frac{1}{2})}$$

$$r_{11} = \frac{2 \times (0,683)}{(1 + 0,683)}$$

$$= \frac{1,366}{1,683} = \underline{0,811}$$

d. Punctuation, Spelling and Mechanics Item

$$r_{11} = \frac{2 \times r\frac{1}{2}}{(1 + r\frac{1}{2})}$$

$$r_{11} = \frac{2 \times (0,626)}{(1 + 0,626)}$$

$$= \frac{1,252}{1,626}$$

$$= \underline{0,769}$$

e. Style and Quality of Expression Item

$$r_{11} = \frac{2 \times r\frac{1}{2}}{(1 + r\frac{1}{2})}$$

$$r_{11} = \frac{2 \times (0,642)}{(1 + 0,642)}$$

$$= \frac{1,284}{1,642}$$

$$= \underline{0,781}$$

POST – TEST

a. Organization Item

$$r_{11} = \frac{2 \times r\frac{1}{2}}{(1 + r\frac{1}{2})}$$

$$r_{11} = \frac{2 \times (0,819)}{(1 + 0,819)}$$

$$= \frac{1,638}{1,819}$$

$$= \underline{0,900}$$

b. Logical Development of Ideas Item

$$r_{11} = \frac{2 \times r^{\frac{1}{2}}}{(1 + r^{\frac{1}{2}})}$$

$$r_{11} = \frac{2 \times (0,720)}{(1 + 0,720)}$$

$$= \frac{1,440}{1,720}$$

$$= \underline{0,837}$$

c. Grammar Item

$$r_{11} = \frac{2 \times r^{\frac{1}{2}}}{(1 + r^{\frac{1}{2}})}$$

$$r_{11} = \frac{2 \times (0,798)}{(1 + 0,798)}$$

$$= \frac{1,596}{1,798}$$

$$= \underline{0,887}$$

d. Punctuation, Spelling and Mechanics Item

$$r_{11} = \frac{2 \times r^{\frac{1}{2}}}{(1 + r^{\frac{1}{2}})}$$

$$r_{11} = \frac{2 \times (0,796)}{(1 + 0,796)}$$

$$= \frac{1,592}{1,796}$$

$$= \underline{0,886}$$

e. Style and Quality of Expression Item

$$r_{11} = \frac{2 \times r^{\frac{1}{2}}}{(1 + r^{\frac{1}{2}})}$$

$$r_{11} = \frac{2 \times (0,570)}{(1 + 0,570)}$$

$$= \frac{1,140}{1,570}$$

$$= \underline{0,726}$$

By knowing for the result above, according to Arikunto (1996:174) that the items are considered reliable if the result of computation is positive or if the result is higher than "r" Pearson product moment or the validity result. In this action research, the results were higher and positive. So they were for organization item was $r_{11} = 0, 625$; for logical development of ideas item was $r_{11} = 0, 915$; for grammar item was $r_{11} = 0,759$; for punctuation, spelling and mechanics item was $r_{11} = 0, 779$ and the last is style and quality of expression item was $r_{11} = 0, 805$. It could be considered that the result was reliable. The complete calculation can be found in appendix.

3.3.6 Method of Data Analyses

The action research study is aim to describe how to teach narrative for improving the students' writing skill. The writer has finished it by giving the students three writing tests in this action research, there were pre-test (it was given before doing the treatment), test (it was given during the treatment), and the post test (it was given after doing the treatment). Those tests were used to measure the students' progress in mastering writing skill.

From conducting tests activity until giving the score for the students' writing ability, the writer used some scoring categories to give evaluation for the students' writing. They are: 1). Organization: introduction, body, and conclusion, 2). Logical development of ideas: content, 3). Grammar; 4). Punctuation, spelling, and mechanics, and 5). Stile and quality of expression with the maximum score is 100.Those categories of scoring writing ability was taken from Brown (2004:244-245), it can be seen in appendix.

3.4   Cycles of the Study

As quoted by Hammond (1992:18) that: The Teaching-Learning Cycle is useful in that it:

a. provides a rationale and a framework for decisions about the type and sequence of teaching and   learning activities appropriate in a language and literacy classroom

b. incorporates tasks and activities that move learners from a focus on spoken language to a focus on the written language

c. focus on learning language and also learning about language, that is, learning how and why written texts are shaped and organized as they are. This focus on learning about language may involve reading published texts, reading texts that have been written by the teacher and/or reading texts written by learners."

The action research was done in two cycles**.** The first cycle (spoken cycle) was carried out in four meetings with selection of material discussion referring to the narrative genre in CBC. The first meeting was used to observe the initial condition of the target students. Referring to the initial condition, in cooperation with the students, the writer tried to do the appropriate treatments to cope with the hindrance the students were facing. Evidently, in the initial condition three problems were detected: poor vocabulary, lack of grammar and pronouncing while reading or retelling the story. To cope with the problem of vocabulary, the writer let the students to share and to discuss about the story they have ever heard, the new and the difficult words in it. To solve the second problem of pronouncing, the writer suggested that the students should be able to read loudly and retell their narrative story that they have ever heard in front of

the class in order to the teacher makes correction the students' mistakes in teaching learning process. In other words, the teacher can let the students to make practice of speaking by retelling or reading the story.

For the second cycle (written cycle), the students were given writing materials and pictures as a media around the narrative genre. The focus of the treatments in this cycle was to overcome another bad habit practiced by the students while they were writing, i.e. writing the same words repeatedly, using wrong tenses in writing narrative genre, poor knowledge of generic structures and lexicogrammatical features of narrative genre.

By identifying the problems above, the writer as the teacher gave an explanation treatment about the genre and the narrative it selves. Moreover the writer let the students to share and to discuss about rhetorical of generic structures and lexicogrammatical features of narrative genre. By giving the students a kind of picture or a kind of fairy film as an inducement media to practice their writing based on CBC.

Here is the schedule of the action research activities:

Stages	Cycle	Date	Meeting	Action/Treatment
Pre – Test	1st (Spoken)	4 September 2005	1	1.Planning 2.Action Research
	2nd (Written)	11 September 2005	2	Reading Sharing Draft 1 3. Observing 4. Reflecting

Test				
Test	1st (Spoken)	2 October 2005	3	1. Planning
		16 October 2005	4	2.Action Research
	2nd (Written)	30 October 2005	5	Reading
				Discussion
				Draft 2
				3.Observing
				4.Reflecting
				Review and Revise
Post – Test	1st (Spoken)	13 November 2005	6	1. Planning
		20 November 2005	7	2.Action Research
	2nd (Written)	27 November 2005	8	Discussion
				Edit and Revise
				3. Observing
				4. Reflecting
				Final of Writing

3.5. Instruments

This action research uses four instruments:

a) Observation Sheet

It is a certain form of sheet intended for the collaborators as the observer to fill out. It includes statements to record the students' behavior during the process.

b) Writing Test

In process writing, students are involved in the construction of narratives on topics in which they have a personal interest (Hudelson;1989). By the end of

the lesson, the teacher asks the students to write a kind of narrative text for students writing assignment and then asses the generic structures (orientation, complication, resolution, and re-orientation or coda) and the lexicogrammatical features (nouns, adjectives, time connectives and conjunctions, adverbs, action verbs, and saying verbs) of the text. It is supported by (J. Michael O:1996; 137) that:

> expressive/narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This type of writing is often based on observations of people, objects, and places and may include creative speculations and interpretations.

In this action research comprises three writing tests, they are pre-test, test, and post-test. Each set of writing test result will be analyzed by the writer. The students' writing result can be fixity of their achievement in learning narrative genre, moreover to identify the students' progress for each stage in learning narrative genre.

c) Questionnaire

Questionnaire consists of questions which are given at the previous treatment and after the treatment. Questionnaires are administered to the whole target students.

3.6. Analysis and Reflecting

The analysis of the investigation includes three actions: carrying out a questionnaire, doing interviews, and making observations.

a) Carrying out a questionnaire

A questionnaire was given to the students before the implementation of the action research, at the beginning of September 2005. It was meant to find out the

initial condition of the students. Then the last one was carried out at the end of November 2005. It is to check whether or not the treatments brought any effect on the development of the students.

b) Doing interviews

Basically, interviews and questionnaires are done at the same time, but they are analyzed differently since the results are qualitative data. Those interviews result in the description of the students' condition at the time of interview.

c) Observations

The observations are the most crucial activities to do in the action research. To avoid bias in doing the observations, the writer asked two English teachers who teach at SMA 16 Semarang to help the writer as collaborators. Besides doing the observation in my class and recording the information during the process, they also interviewed the students to enable them to get some impressions about the action research the writer was doing. The writer did the action research in the first semester of the academic year 2005/2006. It lasted from September until November 2005. The writer used eight meetings in the whole term to carry out the action research, there were as many as eight lesson plan sheets for eight meetings and eight observation sheets to complete. With the help of collaborators, the writer did the observation. The observations that the writer did together with the collaborators were meant to find out the students' weaknesses and the students' behavior during the process.

a. Identification of problems

During each observation, problems were identified. The action research was divided into two cycles with different treatments. In the first cycle is spoken

cycle, the writer observed the students' bad habit in speaking, i. e. spelling and pronunciation when they were telling and reading the story. By sharing about the story, we counted how many students practiced the habit. And in the last cycle is written cycle, the writer observed another problem, i.e. e. in students' writing. They made some mistakes while writing a narrative story, for instance in using tenses.

In the activity, the students were asked to present their own narrative writing.

b. Doing treatments

When the problems have been identified, treatments are implemented referring to the problems encountered by the students. To mend the students' problems in writing a narrative, the writer as a teacher may apply a "better" teaching strategy in every cycle. For instance, the students preview the writing by first giving them a kind of narrative film as a model for their pre-writing test. It is meant to help the students' comprehension and the students' attract to write the topic related to the generic structures and the lexicogrammatical of narrative genre.

c. Reflection of observation

Whenever a set of cycles is over, the results of the observation are analyzed right away to be considered in planning the following treatments in the next cycle or meeting. The writer made discussions with the collaborators about the students' result of writing during the cycles. They gave objective views on the progression on the action research.

Revering to Competency Based Curriculum (CBC) 2004, the teaching of English is competencies oriented. In order to integrate the four basic competencies (linguistic, actional, socio cultural, strategic competencies), English teaching materials are divided into several genres. When the action research was being carried out the narrative genre.

Therefore, the selection of writing a narrative in the action research was also referring to the genres. Moreover, a genre itself is divided further into two cycles (spoken and written cycles). This action research can be viewed as "on-the-job task", so it was integrated into the daily task of teaching.

Among the classes the writer taught in, class XI.IS was the one chosen as the subject of interest. The writer carried out the action research in this class using the usual allotment of time when the writer teaching narrative genre. In the writer's lesson plans (see the appendix); the writer integrated the four basic competencies. The writer applied the instrument of narrative writing tests and treatments based on the technique of teaching narrative guided of CBC.

CHAPTER IV

DATA ANALYSES AND INTERPRETATION

4.1 Teaching narrative for Senior High School

A kind of film **Barbie as Rapunzel** was chosen by the writer as a media to teach narrative for improving the students' writing competency. Through watching the film, the students came to new learning experiences. Moreover, by considering that learning narrative through watching the film was more attractive than just reading a kind of narrative text that it can make the students bored.

Besides that, commonly in a film used spoken language. So in this case the students not only can improve their writing competency but also they can learn and use spoken language through watching film to focus for producing written text.

So, the writer gave the film for teaching the students in pre-test stage. From the result of pre-test showed that their results were under qualification of the SKBM of the XIth grade of Senior High School (the SKBM was 61). Not only that problem but also based on number 11 of the questionnaires came to the fact that 16 of students got their difficulties in learning narrative.

Table 4.1
Questionnaire of Pre-test

No.	Pertanyaan	Jawaban		
		Ya	Tidak	Ragu-ragu
1.	Apakah pelajaran bahasa Inggris itu termasuk pelajaran yang sulit bagi Anda? Alasan: ………………………………….. …………………………………………… …….. ………………………………… ……………………………………………	20	5	10
2.	Apakah sebelumnya guru pernah memberikan materi / pokok bahasan yang serupa?	26	3	5
3.	Apakah Anda mengalami kesulitan memahami bacaan bahasa Inggris sehingga hal itu mempengaruhi nilai anda?	26	6	3
4.	Apakah bahasa Inggris itu penting bagi Anda? Alasan: ………………………………….. ………………………………………… . ……………………………………..	31	2	2
5.	Sukakah anda pada pokok bahasan ini?	17	5	12
6.	Apakah anda merasa pengetahuan dan ilmu anda bertambah setelah mempelajari materi ini?	28	2	5
7.	Apakah Anda banyak menemui kata-kata yang tidak anda ketahui artinya di dalam memahami materi ini?	31	1	3
8.	Apakah guru anda menggunakan bahasa Inggris sebagai bahasa pengantar di dalam proses belajar mengajar?	9	20	6
9.	Apakah Anda menyukai model pengajaran guru bahasa Inggris Anda?	23	8	4
10.	Apakah anda merasa sudah cukup memahami materi ini?	9	15	11
11.	Apakah bagi Anda materi/pokok bahasan Narrative ini adalah materi yang sulit? Alasan: ………………………………….. …………………………………………	16	8	11

4.2 Teaching narrative based on CBC 2004 for Senior High School

Based on CBC 2004 for Senior High school, the writer did some activities for teaching the students. Those activities were related to the four stages in teaching-learning process.

Here is the Planning of Teaching Program.

The teaching-learning cycle for a unit of work for XIth grade of Senior High School.

Building control
of field

Modelling of text

- Discussion of narrative
  • The social function and the lexicogrammatical features of narrative
  • Using spoken language trough film to focus for making written text

- Analyze the students' draft (schematic structure focused on written language)

Watching the film
Discussion of the film:
  • How to rewrite the story based on the film
  • Building control of their draft

Independent construction of making story (knowledge of the field)

Class construction of revising story

Independent construction

Joint construction

4.3 Description the result

In this chapter would be presented each data from the action research. For collecting all of the action research dates, the writer was calculated each data in the end of stage.

Moreover, for knowing the students' progress in every stage, the writer calculated the data after doing the treatments. Here a sample formula:

Average mark $=\dfrac{\Sigma NX}{\Sigma N}$

Where:

Average mark = Average score

N = Number of students

X = Students' mark

Σ = The sum of

Thomson (1988:103)

4.4 Analyses of treatments

These are the calculation of the dates. It would be presented in every stage:

4.4.1 Analysis of pre-test

In this pre-test, the writer's goal was for getting the students' participation on equal basis in written discussion related to written cycle in CBC. In this case the writer gave a kind of film **Barbie as Rapunzel** to the students started their writing. By seeing the film, the students asked for rewriting the story of the film.

Based on the students' result of writing, then the writer as the teacher would analyze the students' weaknesses in their learning process in order to the writer could make the next treatment for the next problem.

The result of the test can be found in appendix. This stage was intended to know the students' weaknesses before having some treatments and to get score during the action research.

Table I

The result of pre-test

X	N	NX
31	2	62
32	1	32
33	1	33
34	2	68
36	4	144
37	1	37
38	2	76
39	3	117
40	2	80
41	1	41
45	2	90
46	1	46
47	1	47
49	1	49
50	2	100
51	2	102
52	3	156
55	1	55
57	1	57
64	2	128
66	1	66
Total	36	1586

Average Mark $= \dfrac{\Sigma NX}{\Sigma N} = \dfrac{1586}{36} = 44,05$

From the table calculation above, the students' average were 44, 05. It could be   said that they were really under qualification. It may be caused as the students were poor of writing narrative knowledge.

4.4.2 Analysis of the test

In this stage, the writer's intended that the students were enabling to participate on equal basis in oral discussions. Firstly, the writer started this activity by sharing on learners' experiences in a discussion of the social function, generic structures and the lexicogrammatical features of narrative. The writer explained everything as clearly as possible about the material to scaffold the students' knowledge and therefore while they were discussing the class were enthusiastic.

For the next, the writer as the teacher gave chance to the students for making the story whatever they wanted, not only fairy stories but they could make such mystery and adventure stories. For this activity the writer asked the students to make in draft first. As soon as they finished their draft, the writer and the collaborators found the students' weaknesses in their draft. After analyzing the students' problem in their writing process, for the joint construction of class the writer let the students to discuss and make improvement for their mistakes in their draft. This activity was provided as a framework of structure and support to the learners increasingly gain control over written language.

By making some groups of work, hopefully the students were able to make their own story based on knowledge of schematic structure and linguistics features of the genre. Although the writer had made efforts to help the students'

comprehension better, their degree of comprehension went up slightly. The

analyzed of the students' writing ability can be seen in table 2 as follows:

TABLE 2
THE RESULT OF TEST

X	N	XN
55	1	55
56	2	112
57	1	57
60	2	120
62	2	124
63	3	189
64	4	256
66	1	66
67	4	268
68	4	272
69	1	69
70	6	420
71	1	71
72	1	72
75	2	150
77	1	77
TOTAL	**36**	**2378**

$$\text{Average Mark} = \frac{\Sigma NX}{\Sigma N} = \frac{2378}{36} = 66.05$$

From the table above, it could be seen that the students' improvement went up

slightly. It seemed that the students still had problem in understanding the

lexicogrammatical of narrative. They were little bit confuse to differentiate

between the verbs and the action verbs.

4.4.3 Analysis of the post-test

The post-test was the last stage of this action research. After getting some

treatments and sharing experience about the topic in teaching learning process.

The writer as the teacher excited after analyzing the result of the students'

writing narrative. Their improvement went up better. Besides that, the students

were able to scaffold their understanding in their learning. By giving the students post-test activity, so the test was done to improve the students' ability in writing genre. The result could be found in the table bellow.

TABLE 2
THE RESULT OF POST–TEST

X	N	XN
60	1	60
65	1	65
69	1	69
70	1	70
74	1	74
75	3	225
76	1	76
77	2	154
78	2	156
79	1	79
80	4	320
81	2	162
82	2	164
83	1	83
84	3	252
85	1	85
86	4	344
87	1	87
88	2	176
90	1	90
91	1	91
TOTAL	**36**	**2882**

$$\text{Average Mark} = \frac{\Sigma NX}{\Sigma N} = \frac{2882}{36} = 80.05$$

The calculation above showed that the students have gained their improvement better. The result of the average above is 80, 05. It is meant that the students fulfill the qualification of studying successfully after they had been gotten some treatment. Besides that, by giving the second questionnaire in last stage, it can be found on number 8 of the q uestionnaire that there were 21 of the

students rather interest in narrative and 11 of students enjoyed for learning

narrative.

Table 4.4.3
Questionnaire of Post -Test

No.	Pertanyaan	Jawaban				
		Sangat Suka	Suka	Cukup Suka	Kurang Suka	Tidak Suka
1.	Apakah anda menyukai pelajaran Bahasa Inggris? Berikan alasan anda ………………………… ………………………… …………………………	3	13	16	5	-
2.	Apakah anda menyukai bacaan yang berbahasa Inggris?	2	7	16	11	-
3.	Apakah anda suka membaca bacaan yang berbahasa Inggris	3	3	14	12	3
4.	Apakah anda menyukai lagu yang berbahasa Inggris?	11	13	6	5	2
5.	Apakah anda menyukai film yang berbahasa Inggris?	4	6	12	9	3
6.	Apakah anda suka mencari arti kata-kata sulit dalam kamus apabila anda menemui kata-kata sulit tersebut dalam bacaan?	2	24	5	6	-
7.	Apakah anda menyukai model pelajaran guru Bahasa Inggris anda?	6	16	10	3	1
8.	Apakah anda menyukai topic (narrative) yang telah dibahas tersebut?	-	11	21	4	-

4.4.4 Overall Test score

The writer presents the summary of the whole results to gain the

students' improvement for their writing competency.

Table
Overall Test Score

No.	Students	Average of pre-test	Average of test	Average of post-test
1	Ahmad Saifudin	39	56	69
2	Ahmad Kadin	38	67	80
3	Arista Puspita Rini	52	75	80
4	Chalimatus Sa'diyah	52	68	88
5	Dede Widiastanto	49	63	65
6	Deviana Larasati	55	75	82
7	Dewi Puji Astuti	37	77	86
8	Dwi Wahyuni	39	64	86
9	Efi Itut Saputri	45	70	78
10	Eka Anggraeni Sudibyo	46	70	82
11	Elvan Herwiyando	33	56	74
12	Ernawati	36	72	80
13	Fera Ayu Kasmala, Ps	66	64	77
14	Haryanti	31	64	87
15	Hendrik Hermawan	36	57	75
16	Ika Rikana	50	63	84
17	Juwarti	47	68	76
18	Mahroni	64	66	79
19	Muchamad Fathurohim	40	55	75
20	Nur Hadi	31	71	75
21	Nurul Intan Cahyani	32	64	81
22	Peni Riyana	57	67	80
23	Pri Mulyono	34	62	78
24	Priyadi	39	69	81
25	Rasanul Mustafiroh	64	70	84
26	Reni Mayasari	41	67	86
27	Rifqi Adi Nurcahyo	51	62	83
28	Siti Anisah	51	67	85
29	Siti Usrotus Saidah	45	68	91
30	Suluri	36	70	86
31	Suryanti	34	63	90
32	Tri Wahyu Sari	52	70	70
33	Tutik Widiyanti	40	68	77
34	Yudha Febriandre, S	36	60	60
35	Yuni Aningtyas	50	60	88
36	Zusepin Yulianti	38	70	84

From the summary of the calculation above, the writer comes to the statement that the students fulfill the qualification of studying successfully after

they had been gotten some treatment. For instance; Ahmad Saifudin, he got 39 score in pre-test or before giving the treatment, 56 score in test or during the treatment, and finally he got 69 score in post-test or after giving the treatment succesfully. The complete calculation can be seen in the appendix.

4.4.5 The overall of analysis

Based on the SKBM (Standar Ketuntasan Batas Minimum) in CBC of teaching English for the XIth year of Senior High School students, the students are classified as successful students if they get score 61 and above. So the students who get the score under qualification above must be given remedial program. On the other hand if the students who get the score under qualification above, so the teaching learning process must be repeated.

In this case, from the research shows that they are 35 students were get 61 and above, there was just one students was get below of 61. Since there were the students' majority have improved their skill, so the material of the teaching learning process does not necessary to be repeated.

The following is the graph, which shows the improvements of writing narrative of the students. The number 10 to 90 shows the average of the result. In this case the average of the results were 44, 05 on pre-test; 66, 05 on the test and 80,05 was on the post-test.

THE GRAPH OF THE TESTS DURING THE ACTION RESEARCH
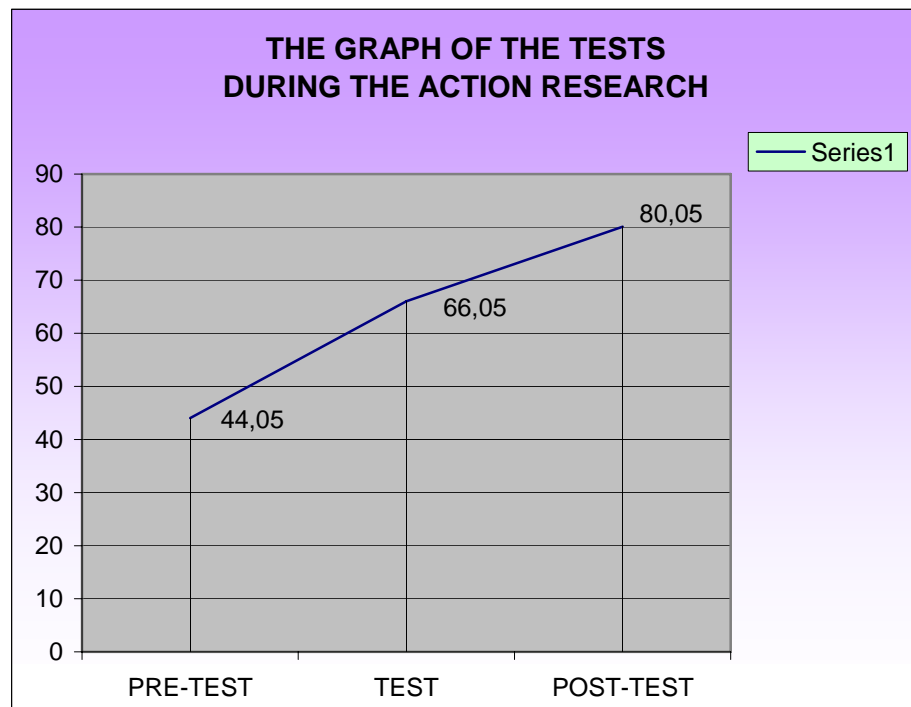
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the data analyses in the previous chapter, the writer drew the following conclusions:

First, that learning narrative through watching the film was more attractive strategy than just reading a kind of narrative text. Moreover the students enjoyed English more than before because they were given challenge and curious of the improvement of the writing narrative story and comprehension in every meeting. This information was collected in the interview, which was done classically in the class during reaction research.

Second, the action research on teaching narrative for XIth students of SMA 16 Semarang was successful. After eight meetings, which were divided into two cycles, there was an increase for the students' writing ability. Based on the pre-test or before giving the treatment there were only 44,05% of the students mastered the narrative topic. The students' improvement for writing narrrative went up slightly, it was proven by the precentage of the test 66,05 was higher than pre-test. Finally, by the fact that precentage of post-test 80,05% was higher than test so it can be concluded that the action research was succesful to improve the students' writing competency.

Moreover, the students could improve their writing skill in writing narrative text by comprehending the generic structures and the lexicogrammatical

of the narrative. Besides that, the students could write their story by expressing their imagination and tales story that it was known by the students.

5.2 Suggestions

On the basis of the conclusion above, the writer would like to offer some suggestion. First, for teaching narrative genre, the students should be stimulated on interesting models such pictures, and movie stories. Besides that, the teacher should be able to let the students for getting moral value by comprehending the story that it can influence for the students' activity positively.

The teachers should be able to encourage and to stimulate their students by acting out for getting attention from the students. Supporting the students in order to the students could improve their comprehension in learning process. Furthermore, other English teachers would like to practice their students in their class to enable for writing ability. The teacher should not teach monotonously in teaching learning process. Making scaffolds as clear as possible to make students more comprehend about the materials.

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