



**“PETER PAN” FILM AS A MEDIA TO IMPROVE
THE STUDENTS’ ABILITY IN WRITING
NARRATIVE TEXTS**

**(An Action Research at Year Eleven Students of SMA N 1 Pemalang in the
Academic Year 2009/2010)**

a final project

Submitted in partial fulfilment of the requirements
for the degree of Sarjana Pendidikan in English

By

RATNA INDRIANI

2201405600

PERPUSTAKAAN
UNNES

**ENGLISH DEPARTMENT
LANGUAGES AND ARTS FACULTY
SEMARANG STATE UNIVERSITY**

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The Writer

APPROVAL

The final project was approved by the Board of Examiners of the English Department of the Language and Arts Faculty of Semarang State University on.....

Board of Examiners

1. Chairperson

Prof. Dr. Rustono, M.Hum
NIP. 195801271983031003

2. Secretary

Dr. Dwi Anggani L.B, M.Pd
NIP. 195901141989012001

3. First Examiner

Dr. Suprpto, M.Hum
NIP. 195311291982031002

4. Second Advisor as Second Examiner

Henrikus Joko Y, S.S., M.Hum
NIP. 196907131999031001

5. First Advisor as Third Examiner

Dr. Abdurrachmad Faridi, M.Pd
NIP. 195301121990021001

Approved by,
The Dean of the Languages and Arts Faculty

Prof. Dr. Rustono, M.Hum
NIP. 195801271983031003

ABSTRACT

Indriani, Ratna. 2010. *“Peter Pan” film as a media to improve the students’ ability in writing narrative texts (An action research at year eleven of SMA N 1 Pemalang in the academic 2009/2010).* A Final Project. English Department. Languages and Arts Faculty. Semarang State University. Advisor I: Dr. Abdurrachmad Faridi, M. Pd. Advisor II: Henrikus Joko Yulianto, S. S., M. Hum.

Keywords: Narrative text, writing, media, English film.

This final project is entitled “Peter Pan” film as a media to improve the students’ ability in writing narrative texts (An action research at year eleven of SMA N 1 Pemalang in the academic 2009/2010). The statement of the problem extend the use of a film can improve the students’ ability in writing the narratives. The objective of this study was to find out to what extent a film increases the ability of students in writing a narrative text.

The participants of the study were the eleven year of SMA N 1 Pemalang. The writer took XI.IPA.2 as the class research, which consists of 36 students. During the research, the writer observed, took notes, gave treatments, questionnaires, and tests. In collecting data, the writer carried out five activities. They were given first questionnaire, pre-test, treatment and test during it, post-test and last questionnaire. To analyze the students’ writing, the writer used scoring guidance for writing by Heaton grid and categories.

At the end of research, students had shown their progress in writing narratives. It could be seen from their writing score. The average of the students’ result in pre-test was 56.61%, in the test was 68.88%, and in the post-test was 75.33%. It means that the students’ achievement in writing a narrative text improved. The use of “Peter Pan” film during the treatment had a good result for the students’ achievement.

Based on the study, it is found that the use of English film in writing narrative text is very beneficial for the students in order to facilitate them in learning English writing especially in writing of a narrative text. Therefore, a teacher should always give a good situation in teaching-learning process to make the students enjoy learning English more.

PERNYATAAN

Dengan ini saya,

Nama : Ratna Indriani

NIM : 2201405600

Prodi/Jurusan : Bahasa Inggris/Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa skripsi/ final project yang berjudul:

“PETER PAN” FILM AS A MEDIA TO IMPROVE THE STUDENTS’ ABILITY IN WRITING NARRATIVE TEXTS

(An Action Research at the Eleven Year Students of SMU N 1 Pemalang in the Academic Year 2009/2010)

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik langsung maupun tak langsung, baik diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulisan skripsi/final project ini membubuhkan tanda tangan keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya atau memperbaikinya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 24 Februari 2010

Yang membuat pernyataan

Ratna Indriani

2201405600

MOTTO AND DEDICATION

IT DOESN'T MATTER HOW MUCH BREATH YOU TAKE. THE MATTER IS HOW MANY MOMENTS THAT TAKE YOU BREATH AWAY. (ALEX HITCHER)

Dedicated

To: my beloved parents (Bapak Abdurrahman & Ibu Siti Fatimah) who always give me everlasting warm love and support,
My beloved siblings (Akmalul fikri & Zidna Salsabila),
All of my family,
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All of my best friends for the honesty and kindness.



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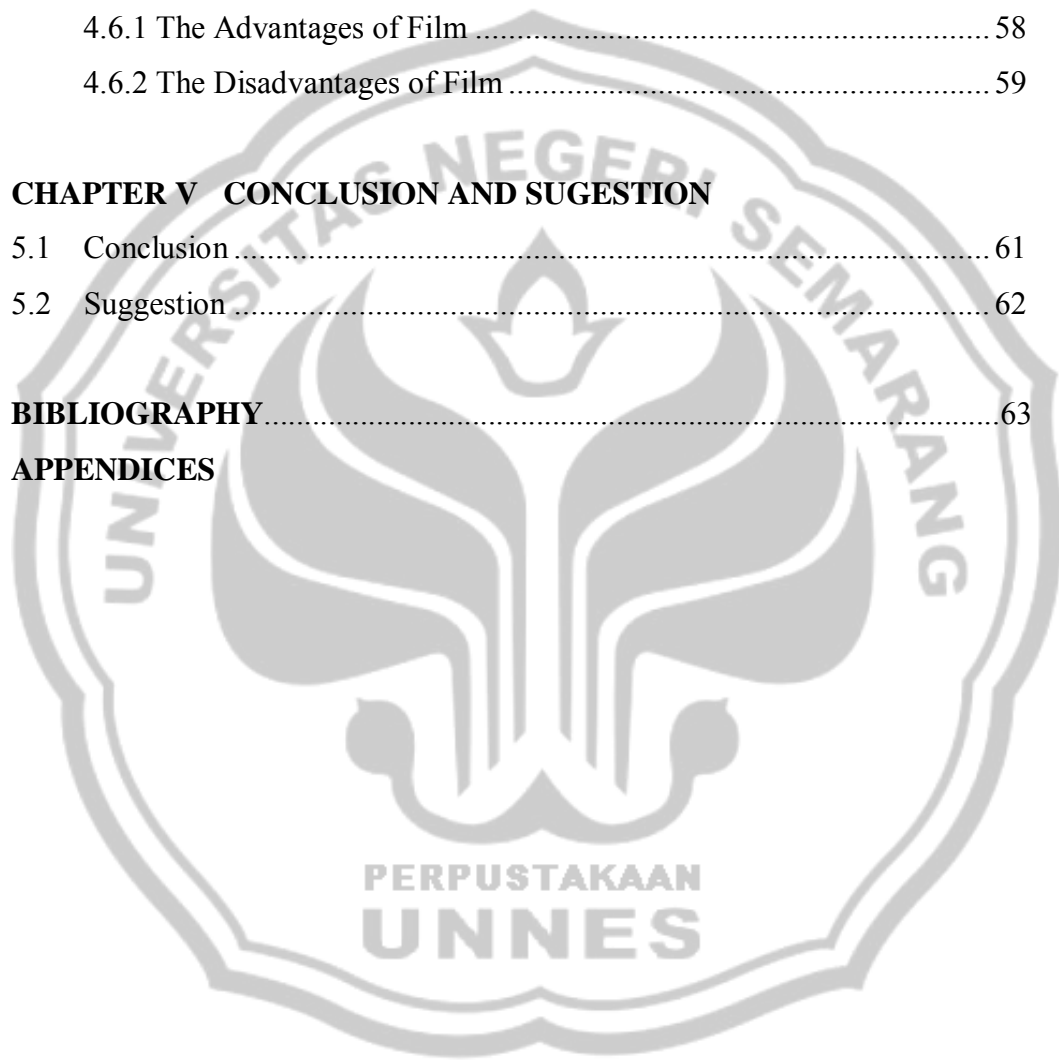
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CHAPTER 1

INTRODUCTION

In this chapter, the writer is going to present about the background of the study, reason for choosing the topic, the statement of the problem, the objectives of the study, the significance of the study, the outline of the final project.

1.1 The Background of the Study

Language is a means of communication. Many people in the world use the different languages because of their different locations and historic backgrounds. Ken Hyland (2004: 12) has pointed out, Language is a system of arbitrary, vocal symbols which permits all people in a given culture or other people who have learned the system of that culture, to communicate or to interact. Wardhaugh (1974: 3) as quoted by Chaedar Alwisah (1986: 40) who said also supports it, 'Language is a system of arbitrary, vocal symbols used for human communication'. From this explanation, we can say that language is a tool of communication to express their ideas.

As the first foreign language in Indonesia, English has been given special attention. We can see English not only taught in Junior High School, Senior High School and vacation school but now it is also taught at Elementary school. In order to make the teaching English successful, we have to consider some factors such as quality of teachers, students' interest, motivation, teaching technique, and teaching media which play important roles to achieve the objectives of school learning.

Based on Curriculum Unit Level Education (KTSP), the process of teaching English as stated in Senior high school is to communicate in written and spoken. To communicate means understand and reveal the information, thought, feeling, and develop the science, technology, and culture. The goal of teaching and learning English is mainly to prepare the students to have all the language skills, listening, speaking, reading and writing. These four skills must be taught integrately. We cannot teach those skills separately, for instance, just teaching speaking or writing since one English, skill influences other skills. According to Standard Competence at eleven year student of SMA in writing, it is to reveal the purpose of report, narrative, and analytical exposition in daily life context. While Basic Competence is to reveal the purpose and rhetoric measure in an essay using written language style accurately and fluently in the daily life context in report, narrative, and analytical exposition texts. Based on those Standard Competence and Basis Competence, the writer wrote this final project.

In this study, the writer tries to find out what method is really good for teaching writing to the students of Senior High School especially in writing narrative texts. So the writer tries to find out how good the motivation of the year eleven of Senior High School students in learning narrative text using “Peter Pan” film.

By using “Peter Pan” film as a media for teaching narrative text, students will be more interested and more active in learning. They will feel something new and different from what they usually get in class.

1.2 Reasons for Choosing the Topic

The topic is chosen for the following reasons:

1. As a foreign language, English is very important and it is not easy to learn it since there are many difficulties involved. Students need to have a strong motivation in order to succeed in learning English.
2. To help the students write narrative texts well since they have difficulties to write narrative texts.
3. To make writing classes more interesting, enjoyable with a film as a material.

1.3 The Statement of the Problem

Having found the general background of the problem in reading as stated above, my research problem of the study is to what extent “Peter Pan” film can improve the students’ ability in writing narrative texts.

1.4 The Objectives of the Study

The specific objectives are as follows:

1. To identify students’ difficulties to produce narrative texts.
2. To know the improvement of the students’ ability in writing narrative text using “Peter Pan” film as the media.

1.5 The Significance of the Study

The result of the study will hopefully be useful for English teachers in teaching narrative text using the new method. The writer also hopes that the students' achievement in writing narrative text will improve by using "Peter Pan" film.

1.6 The Outline of the Final Project

Chapter I is an introduction. It consists of the background of the study, the reasons for choosing the topic, the statement of the problem, the objectives of the study, the significance of the study, and the outline of the final project.

Chapter II is a review of the related literature, which contains theories underlying the writing of this study. It discusses general concept of "Peter Pan" film, film, teaching and learning media, writing, and narrative texts. It is also discusses teaching cycles and action research.

Chapter III deals with the method of investigation, which discusses the population, sample, sampling technique, variables, the instrument, validity and reliability test of the research as well as the procedure of collecting data and the method of data analysis.

Chapter IV presents research findings which consist of data analysis and the discussion of the result.

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



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to present about general concept of “Peter Pan” film, general concept of film and the applying of the film in teaching narrative writing, teaching and learning media, general concept of writing, general concept of narrative texts, and teaching cycle.

2.1 General Concept of “Peter Pan” film

This film is produced by Columbia, and directed by P.J Hogan. The film is made based upon the original stage play and book by J.M Barrie. The duration of this film is 90 minutes. The main characters on this film are Peter Pan, Captain Hook, Wendy Darling who has two brothers, John and Michael, and Tinker Bell.

Peter Pan is a boy that can not grow up because Peter Pan comes from Neverland, a dream world where all of the children can not become adults. One day Peter Pan asked Wendy and her two brothers, who lived in a real world to come to Neverland. In Neverland their adventure began because they met Captain Hook, a pirate who wanted Wendy to live with him. Captain Hook kidnapped Wendy and her two brothers to his ship. At the end of the story, Peter Pan and his friends could save Wendy and brothers from Captain Hook’s ship and brought them back to their home in the real world.

The writer hopes this film will entertain the students so that they can improve their motivation in learning the lesson. Peter Pan is a fairy-tale film that tells us about an adventure of a fairy boy in a dream land. It told us about Peter Pan, a fairy-boy who wanted to make friends with humans. One night he found them and invited them to the dream land. And then the adventure was beginning. The writer chooses this film because the writer thought that students will be familiar to the fairy-tale. After they watched and were interested in the film, the writer hopes that they can write a good narrative text using their memories.

2.2 Film

2.2.1 General Concept of Film

Meanwhile there are several definitions dealing with the film. According to Summer (1992:476) the definitions of film are: (1) a role of material of which is sensitive of light and which is used in camera for taking photographs or moving pictures for the cinema, (2) movie, a story, play etc. recorded on film to be shown in the cinema, on television etc.

The motion picture camera can record bacteria and other microscopic objects as well as star system whose light is too faint for normal viewing. The camera can capture processes of nature such as the opening of flowers that are difficult to observe because they occur slowly and processes of flight that are difficult to observe because they occur so rapidly. Another opinion is stated by Hornby (1974: 319) gives meaning to film. In the film, there are plot, characters,

setting and story. Film can also be defined as a form of entertainment that enacts a story by a sequence of image giving the illusion of continuous movement.

Mc. Quail (1991: 66) states that the role of the film is a new media that is used to a certain communications and present story event, music, drama, humour, and other technical presentation for the society. The existence of the film is the answer to fill the spare time. For the phenomena, it is proved that the hidden role of the film in the fulfilling of the society's need is very high.

The story in a film is usually fiction. Sometimes it can also be non-fiction. Aminudin (1987: 66) explains that a fiction is a sense of stories, which are acted by the actors or actresses. Having certain setting and based on author's imagination. Other names of fiction is imagination (Baribin, 1985: 6). A serious writer of fiction will regard each of his stories as a process of discovery. He has to bring a vital experience into clarification and full meaning, thus every story represents the author's experience to make the sense of his world or fiction, the writer effect to make sense of our own daily life. When we read fiction or see in the form of film, we move from our actual world where we, as people, live in a world of imagination.

Another definition of film is a motion picture that is produced by recording images from the world with cameras, or by creating images using animation techniques or special effects.

(<http://www.wikipedia.com/wiki/film/html>). According to dictionary, film is a story recorded as a set of moving pictures be shown on television at the cinema (Oxford 1995:434).

Based on the definitions above, the writer concludes that film is a motion picture recorded by cameras or by creating images using animation techniques and consists of a story to entertain people. A film is usually shown in cinema, television, etc.

2.2.2. Applying Film in Teaching Narrative Writing

The main function of the materials is that guiding the students to use their store of the foreign language to express their idea and opinion. Film which is one of audiovisual materials can help to provide variety of context for the teaching item, which is very necessary at the manipulation.

Motion pictures in film have many purposes. Brown et al (1977: 243) states that:

“In instruction and training, motion pictures fulfil a variety of purposes. They communicate information, change and strengthen attitudes, help to developed skills, interest, raise problem, invoke moods, and emotionalize learning. Sometimes they can be used in interpret what they have learned or to apply familiar principles to novel problem. On some occasion, sound may be turned off providing opportunity for the instructor or students to do the commentary or simply allowing the picture alone to carry the messages”.

Therefore based on the visual presentation of film, motion pictures can be used to develop students' writing skill. The film can be turned off and then the teacher asks the students to write the form. Motion pictures with the story themes can involve them emotionally; help their attention and desirable behaviour.

The teacher can tell the students about the importance of the film by making clear why they are watching it and what they expect from it. There may be

a case where students get difficulties how to re-write the story in the film, so their story is formed a reasonable one.

2.3 Teaching and Learning Media

2.3.1 General Concept of Media

Media will help to establish the conditions for the learners to identify or describe something or someone. There are some experts who give their opinion dealing with media:

- a. The term media is tool or physical thing used by a teacher to facilitate the instruction (Brown,J.W, Richard B.L, Fred F.K 1969:2-3)
- b. Media is any person, material, or event that is established as conditions which enable the learner to acquire knowledge, skills and attitudes. (Gerlach, Ely. 1980:241)
- c. Media are used to motivate students in learning. (Hamalik, Oemar. 1989:18)

From the definition above, the writer concludes that media are the means for transmitting or delivering messages to motivate students in learning.

According to Garlach and Ely (1980:254), to select the media, the teacher must consider the characteristics of the students which directly relate to learning process such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality and social skills.

In other words, any special factors which help teacher to select appropriate media should be used. Much kind of media such as still pictures, tape recorder,

overhead, projector, radio, television, computer, etc. are useful for teacher to achieve instructional goals of the teaching-learning process and they can also be easily formed in our daily lives.

In this final project, the writer uses audiovisual material, it is a television and videodisc as the media to motivate the students in learning writing.

2.3.2 The Principal of Audio Visual Selection

According to Brown et al (1977:78), there are six principles of media selection:

a. Content

Do the media (i.e., video) have significant selection with the lesson? The choosing of certain media must be confirmed to the lesson (message) to be given to students

b. Purposes

The use of audio visual should contribute to the teaching learning process significantly; it means that media can facilitate the teaching learning process

c. Price

Before buying certain visual aids, a teacher should consider whether or not the cost or money is in accordance with the educational result derived from its use.

d. Circumstances of Use

In choosing an audiovisual aid, a teacher should take into account the environment (school where she/he teaches). She/he should consider whether or not the aid will function effectively in that environment

e. Learner's Verification

A teacher should think whether or not the aid has been tested to certain students. He/she should consider if the tested students are similar to the students whom she or he teaches

f. Validation

A teacher must think whether there are data providing that the students learn accurately through the use of the aid.

2.3.3 Video and Television

When using “Peter Pan” film in the classroom to teach narrative texts for the students, the easiest means of presentation is using video and videocassettes. Most students are used to watching television, and like it, but this also presents a challenge. Video can be extremely useful and effective teaching tool: they can be especially appealing to visual or visual/auditory learners, and can motivate students in ways that other materials may not. From apart of many students’ lives nowadays and it can also be very useful tool in the language classroom. However, there is a big difference between watching television at home for relaxation and watching video as a lesson, where the teacher makes it as a device to teach that encourage the students to interact with the video and learn from it.

Television and video are system for sending and receiving visual. The visuals help the students to understand the situation and therefore the language.

There are several reasons for using video in the classroom:

- a. First, there is an obvious but nevertheless very important factor of adding interest provided by a visual stimulus and increases learner motivation.

- b. A second good reason for choosing a video is the opportunity to provide for learners to hear authentic language use in context (Geddes 1982:122)

From those, the writer concludes that existence of media in teaching learning process, in this case a video and television is so important because Senior High School students can be bored if the teacher teaches them by using translation method.

2.4 General Concept of Writing.

Writing is one of the language skills which has its own characteristics. According to Lado (1904:14) “to write is to put down the graphic symbols that represent to understands, so that others can read these graphic symbols if they know the language and the graphic representation. Writing is the activity in teaching learning process in which the students are able to express their, ideas, opinions and feelings and organized them in simple sentences or in short paragraph. Writing can be used as means to express the writer’s ideas based on her experience and knowledge. A writer expresses her/his ideas, experiences, thought and feeling through writing for a specific purpose. The purpose of writing is to give some information to other people by writing it down. That is why writing is so important in the society. Writing is used to help the students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write.

Writing is considered to be the most difficult skill compared with others, therefore it needs more and more practice to achieve such ability. Topic sentence

becomes the central idea of any writing piece, and the ability to develop the topic sentence into paragraph.

From those characteristics of writing, I conclude that writing is the most complex skill to show the relationship of ideas which needs the willingness to write. Practise writing is one way to speak what is in our mind to produce a piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked. If we choose the right words and in our sentences, the kind of purpose we have in our mind will suit the intended readers.

2.4.1 Writing Skills

According to Heaton (1974:138), the writing skills are complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgements elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into four main areas:

- a. Grammatical skills: the ability to write correct sentences.
- b. Stylistic skills: the ability to manipulate sentences and use language effectively.
- c. Mechanical skills: the ability to use correctly those conventions peculiar to the written language- e.g. punctuation, spelling.
- d. Judgement skills: the ability to write in an appropriate manner for particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information. (Heaton, 1974:138)

2.4.2 Steps in Writing

Meyers (2005:3-12) states that there are six steps to make a good writing, among others:

a. Exploring idea

Writing first involves discovering ideas. Before writing, let the mind explore freely. Then record those thoughts by writing on whatever that can be used. As in speaking, the writers must have something to say, a reason for saying it, and partner to say it to.

i) The subject

Before writing, the writers have to know about what subject or the material that they want to write about and what they know about it. Choose the subject that they care about and know about (or can find out about). Something interesting to say will be found and they will say it more clearly and confidently. The subject from the general to the particular they will practice doing that in the exercise that follows has to be selected and narrowed.

ii) The purpose

After deciding the subject, the purpose of the writing must be thought. Communicating always has a purpose: to inform, to persuade, or to entertain or may be to do all three.

iii) The audience

After deciding the subject and the purpose, the audience is one of the most important factors. The writer needs to provide a lot of evidence to

persuade a reader who does not agree with his/her opinion, but provide far less for someone who tends to agree with him/her.

b. Pre Writing

The second step of the writing process involves writing the thoughts on paper or on computer. This step is called pre writing. It is a time to relax, to write quickly and begin organizing the thoughts.

i) Brainstorming

One way of capturing your thoughts is by brainstorming, or listing thoughts as they come to the writers. It might brainstorm a second or third time to generate more ideas.

ii) Clustering

In clustering, the subject of the writing can be written in the middle of the page and then circle it.

iii) Free writing

Another way to get started is free writing. It is simply to write about the subject without worrying about sentence, structure, spelling, logic and grammar. Write everything that the writers would speak so that they can get our ideas down fast.

c. Organizing

After the ideas have been put into words, it is the time to organize them. This process involves selecting, subtracting, and adding. Think again about the purpose and audience.

Return to the pre writing and do the following:

- i) Underline or highlight the best ideas in the brainstorming list, putting related ideas together.
- ii) Choose the part of clustering diagram that has the best ideas. Do a second clustering diagram that explores those ideas in greater details.
- iii) Circle or highlight the best parts of the free writing.
- iv) Outlining

After selecting, subtracting, and adding, the writer can make an informal outline.

d. Writing the First Draft

It is important to do some pre writing, selected the best ideas, expands on them and arranged them in some reasonable order. The writers can write the first paragraph by ignoring about being perfect. Some steps for drafting can be stated as follows:

- i) Say something about before writing process
- ii) Write fast by hand or by computer
- iii) Use only one side of the paper
- iv) Leave wide margins and double space to make room for the changes
- v) Save the work every five or ten minutes on the computer

(Meyers, 2005:6)

e. Revising the Draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what we have

already written. When making a revision, examine how well the first draft makes its point and achieves its purpose for its audience. That may require rearranging ideas, developing ideas further, cut out ideas that do not support the point, and changing the wording of the sentences.

These are some tips for revising:

- i) Make notes in the margin or write new material on separate sheets of paper
- ii) Circle words that are thought misspelled or need changes later
- iii) Type or staple additions where we want them to go
- iv) On the computer, use cut and past or insert commands to move things around
- v) Print out a double space copy for revising: slow down and revise in pencil

f. Producing the Final Copy

There are two steps in producing the final copy, they are:

i) Editing

Focus on grammar, words choice, verbs form, punctuation, and spelling. Read the paper more than once. This draft should be neat and should represent the best efforts

ii) Proofreading

The final stage in the revision process is proofreading. That means carefully reading the draft more than once to check that the revisions and editorial change were made correctly.

2.5 General Concept of Narrative Texts.

Based on curriculum, narrative text is one of material which is taught at the first semester of year eleven in Senior High School. Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. (Gerrot, Linda. 1994:204). According to Meyers (2005:52), narration is telling stories and to be interesting, a good story must have interesting content. The most important feature of narrative text is that it tells a story.

Narrative can be spoken or written text. A narrator, who may be one of the characters or outsiders, usually tells them. Some of the familiar forms of narrative are novels, short stories, folktales, myth, legend, and so on.

Commonly, a narrative text has some general characteristics. Narrative text aims to entertain the audience or the readers with real or imagination experiences. There are conflict (problem) and resolution (problem resolution) in it. The number of problems or resolutions can be one or more. The structure of narrative texts is as follows: 1) the identification of the characters, time, and place, 2) conflict development, 3) problem resolution, 4) the changing of the characters and the lesson that can be taken from the story.

A narrative reveals a story, a series of connected incidents or actions. In narrative, the incidents making up the story are usually told in the order in which they would really happen. Thus, the purpose of the narrative is story telling. It

means that in writing a paragraph, the writer writes the action in the chronological order that has a definite beginning and defined end.

According to Mayers (2005: 52), in writing a narration, the text should achieve the following goals:

- 1). It's unified, with all the action developing a certain idea.
- 2). It's interesting, it draws the readers or audience into the action and make them feel as if they are observing or listening the events.
- 3). It's introduce a who, what, when, where, within the context of the action.
- 4). It's coherent, transition indicates changes in time, location, and characters
- 5). It begins at the beginning and ends at the end. The narrative follows a chronological order with events happening in a time sequence
- 6). It builds towards a climax. This is the moment of the most tension or surprise time when the ending is revealed or the importance of event become clear.

The generic structures of narrative are:

- a. Orientation: sets the scene and introduces the participants

The reader is introduced to the main character(s) and possibly some minor characters. Some indications are generally given of where the location is located and when it is taking place.

- b. Evaluation: a stepping back to evaluate the plight

Some problems begin to be told in the story. It usually tells about the problems of main characters.

- c. Complication: a crisis arises

The story is pushed along by series or events, during which we usually expect some sort of complication or problem to arise. It just would not be so

interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporarily) toward them from reaching their goal.

d. Resolution: the crisis is resolved, for better or for worse

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?”))

e. Re-orientation: optional closure of events

It concludes what the narrator has to tell above. On the other hand, the narrator briefly tells again what he/she has narrated. It can also contain the narrator’s messages to his/her readers.

The significant lexicogrammatical features are:

- i) Focus on specific and usually individualized participants
- ii) Use of material processes
- iii) Use of related processes and mental processes
- iv) Use of temporal conjunction and temporal circumstances
- v) Use of past tense

(Gerrot, Linda. 1994:204)

2.6 Teaching Cycle

There are 2 cycles in teaching narrative. They are spoken cycle and written cycle. Each cycle may involve four stages called Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT),

and Independent Construction of the Text (ICOT). The cycle informs the planning of classroom activities by showing the process of learning a genre as a series of linked stages.

a. Building Knowledge of the Field (BKOF)

At the beginning of the cycle direct instruction is crucial as the students gradually assimilate the task demands and procedures for constructing the narrative genre is commonly used. This allows students to bring their own experiences to the learning process and attempts to create and understand the questions such as what the text is about, what purposes the text serves, what social activity the genre normally occurs and so on.

Students may have different experiences of narrative text type. It can be the starting point which provides the occasion context activity for modelling activities which will follow. Since teaching is considered as a process of communication. This cycle is important in which “Shared Knowledge” takes place. Because “Shared Knowledge” is needed before we go on the main topic in the next stage. We have to make sure that the students are ready to have knowledge about what they are sharing about.

b. Modelling of the Text (MOT)

Modelling is the second stage in teaching cycle. It is an important scaffolding activity that involves teachers and students discussing and exploring the stage and its key grammatical features. The purpose is to focus the students on feature of the target genre. Representative samples of the genre are analyzed,

compared and manipulated in order to sensitize students to generic structure and equip them with the resources needed to produce good pieces of writing.

c. Joint Construction of the Text (JCOT)

At the third stage of the cycle, teachers and learners work together to construct whole examples of the target genre (narrative genre), with the teacher reduces his or her contribution gradually as learners gain greater control over their writing. Teacher acts as a facilitator for shared writing activities.

As learning is a social process, the theory of scaffolding can support the stage Joint Construction of the Text (JCOT). Scaffolding refers to the teacher providing initial explicit knowledge and guided practice while JCOT refers to teachers and learners sharing responsibility for developing text until the learners can work alone. Cooperative writing works well with both process and genre-based approaches (Harmer, 2001:260)

d. Independent Construction of Text (ICOT)

The fourth stage is ICOT which the students are supposed to work on independently. The purpose of this stage in the cycle is for students to apply what they have learnt and write a text independently while the teacher looks and gives advice from sidelines.

2.6.1 The Roles of the Teacher

Teacher has some roles during teaching and learning process. They are controller, organizer, assessor, prompter, participant, resource, tutor, and observer as argued by Harmer (2001:58-62). In writing class, when the students are asked to write to write, the ones that are especially important are as follows:

a. Motivator

The teacher's role in writing tasks is motivating the students, creating the right conditions for the generation of ideas, encouraging them to make as much effort as possible for maximum benefit and so on.

b. Resource

The teacher should be ready to supply information and language where necessary. He needs to tell the students that he is available and be prepared to look at the students' works as their progress and offers advices in a constructive way.

c. Feedback

The teacher should respond positively and encourage the students to work. When offering correction, the teacher should be able to choose what and how much to focus the students' needs on the task they have to undertake.

2.7 Action Research

A form of research, which is becoming increasingly significant in language education, is action research. This research has been defined in a number of different ways. Kemmis and Mc. Taggart (in Nunan, 1993:17) argue:

“The three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that is collaborative; thirdly, that is aimed at changing things”.

They said further, action research is a group of activity and a piece of descriptive research carried out by a teacher in his or her own classroom, without

changing the phenomenon under investigation, would not be considered to be “action research”.

Best (1978:12) states that action research is focused on the immediate application, not on the development on theory, nor upon on the general application.

From all the definitions above, the writer concludes that action research is an action in a research, which can be done by a teacher, researcher, and teacher with his/her colleague, etc. which involves a group of students to improve learning and teaching and learning process or enhance the understanding of the students to the lesson.

2.7.1 Aims of Conducting Action Research

Nowadays, the new information, knowledge and technology in Indonesia education world grow very fast. It causes the demand on educational service, which must be done by teachers to improve. Teachers have to solve the problems they face properly. To solve the problems, they should not use trial and error methods anymore. They should use an appropriate method such as action research. Elliot (1991:49) said that, “fundamental aim of action research is to improve practice rather than to produce knowledge”.

This action research is a good method that can be used in teaching learning process. There are many benefits of conducting an action research. The benefits of conducting action research are:

- a. Improving the teachers’ self confidence because they have more knowledge experience to solve problems

- b. Helping the teachers to understand the essence of education empirically not theoretically
- c. More effective when we compare with other training, and
- d. Improve the research tradition among teachers.



CHAPTER III

METHOD OF INVESTIGATION

In this chapter, the writer wants to present research design, population, sample, data collection, instrument, treatments, scoring system and criterion of assessment.

3.1 Research Design

A research design that is used in this study is an action research. There are some kinds of classroom action research. Two of them are individual classroom action research and collaborative classroom action research. DEPDKNAS (2003:3).

Classroom Action Research (CAR) is reflective study done by teacher in a classroom for getting solution about the problem until it can be solved. According to Kurt (2003:4), there are four components in one cycle for doing classroom research: planning, action, observation, reflection.

3.1.1 Planning

In doing this activity, the writer intended to find out:

- a. The materials are used to explain about narrative texts
- b. The students' activities and responses during the teaching-learning process
- c. Kinds of exercises used to measure how far the students mastered the material
- d. Kinds of students' difficulties and mistakes in the exercises

4.	Giving treatment and some exercises																		
5.	Giving test																		
6.	Let the students watch the film																		
7.	Giving a post-test																		
8.	Analyzing the result of students' exercises																		
9.	Giving the second questionnaire																		
10.	Report making																		

3.1.3 Observation

The writer intended to observe the students and the teaching-learning process during action research. The writer tried to observe the students' enthusiasm to the lesson, their response, the ability of the students in doing exercises and their achievement in writing test. The writer used this observation in order to plan about the strategy that she would use in the next step

3.1.4 Reflection

After getting the data from the questionnaire, the pre-test, exercises and the observation, the writer decided to analyze the result to determine the next cycle.

The writer attempted to give a clear explanation to the students if there were some of them who still had difficulties in writing.

3.2 Population

Johnson D.M. (1987:110) stated that population is the entire group of entities or person in which the result of a study are intended to apply. The population of this study is the Year Eleven of SMU N 1 Pemalang in the academic year of 2009/2010.

3.3 Sample

Having determined the populations, the writer selected a sample which was a very important step in conducting a research. Sample is a subgroup of the population that give effects the conclusion which refers to the result (Johnson. D.M., 1987:111). A good sample is one that was representative of the population from which it was selected.

Arikunto (2002:112) explains that if the population is 100 respondents or less, it is better to take the whole population as the sample. If the population is more than 100 respondents, the researcher can take 10%-15% or 20%- 15% of the population of the study.

Based on Arikunto theory above, the writer took 36 students (10%) from the eleventh grade of SMA N 1 Pemalang. There are 10 classes and every class consists of 35-36 students. The writer made a lottery and XI.IPA.2 randomly selected to be the sample of research.

3.4 Data Collection

This action research needs the data to support the investigation, so collecting data is one of the most important steps when to do a research. Data collection has four ways, depending on the necessity and kind of information needed. There are the techniques of data collecting used.

3.4.1 Observation

Observation is used to know the difficulties of the students in understanding narrative works. Observation is needed for monitoring the on-going learning process class performance.

3.4.2 Tests

In this step, the teacher asks the students to write a narrative text and then assess the work. The writer conducted the 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 examination in a course study."

The tests in this research are divided into three sessions. They are pre-test, test, and post-test.

a. Pre-test

The writer gave the pre-test to the students as the first step in collecting data.

It was used to identify the achievement of writing a narrative text.

b. Test

The test was given during treatments. It was conducted before playing “Peter Pan” film. It was used to measure the improvement of the treatment.

c. Post-test

The post-test was conducted to measure the students’ abilities after the treatments. The test was the same as the pre-test and the result will be analyzed to see how effective the film as media in writing narrative text is.

3.4.3 Field notes

The writer did the field notes to note qualitative information during the treatment. The note is about the specific behaviour, which shows the problem faced by the students or the directions that can be applied in doing the next cycle.

3.4.4 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 conditions

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 English covers:
 - i) The students' interest in English
 - ii) The students' interest in English film and story
- b. The students' difficulties in learning English
- c. The methods of teaching covers:
 - i) The teacher's technique of teaching English
 - ii) The language used by the teacher in classroom in the teaching-learning process

3.5 Instrument

Kerlinger as quoted by Tiowati (2002: 14) states that:

“An instrument plays an important role in a study in the sense that the reliability of the instrument will influence the reliability of the data obtained. A test was used as an instrument to collect data on this study”.

This is in accordance with Kerlinger's opinion that most parts the instrument used to measure the achievement in education are a test.

To support Kerlinger's idea, Arikunto (2002: 136) states that the instrument is a tool or facilities used in a data collecting in order to make the work easier and the result better. In other words, the result is complete and systematic so it is easy to be processed.

Instrument is an important device to collect a data in a research program. To measure the student's achievement in education, for example, usually a test is used as the instrument. From certain tests, a teacher or an experimenter will be able to collect data that is the scores which can be used to identify, classify, or evaluate the test takers.

In this study, the writer used the essay test as an instrument to collect the data. The choice of the test type was based on the consideration that writing is a productive skill. It means that this activity shows someone's ability to produce (write) some thing in a paper. Therefore, the essay text is more suitable than the objective test.

3.6 Treatments

After knowing the result of the pre-test, the writer gave treatment that consists of some activities. It was held in several days, based on some elements in writing proposed by Heaton in his book. There are five elements in writing named grammar, vocabulary, mechanics, relevance, and fluency. Therefore, the writer took five days in giving the treatments, the writer taught those writing elements to the students. In the treatment, the writer gave test. It is used to know the improvement of treatment. In the last activity of treatments, the writer gave the film that should be watched by the students. The playing of the film is very useful because it is also one of the factors in deciding whether their writing skill will be successful or not. They will study how the story develops as the example of narrative text.

3.7 Scoring System

In giving score to the students, the writer used the scoring guidance taken from Heaton's Grid (1974:19). They are fluency, grammar, vocabulary, content, and spelling. The scoring is rated from 1 until 5.

Table 3.1: the scoring guidance taken from Heaton's Grid:

SCORING GUIDANCE FOR WRITING TEST

No.	Elements	Score	Definition
1.	Grammar	5	Mastery of grammar taught on course, only 1 or a minor mistake.
		4	A few minor mistakes only (preposition, article, etc)
		3	Only one major mistake but a few minor mistakes.
		2	Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
		1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
2	Vocabulary	5	Use of wide range of vocabulary taught previously.
		4	Good use of new words acquired, fairly acquired synonyms, circumlocutions.
		3	Attempts to use words acquired, fairly

		2	appropriate vocabulary on the whole but sometimes restricted, has resort to use synonym, circumlocution, etc. on a few occasions.
		1	Restricted vocabulary, use of synonym (but not always appropriate).
		1	Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
3	Mechanic	5	No errors.
		4	1 or 2 minor errors only. (e.g ie or ei)
		3	Several errors, do not interfere significantly with communication, not too hard to understand.
		2	Several errors, some interfere with communication, some words very hard to recognize.
		1	Numerous errors, hard to recognize several words, communication made very difficult.
4	Relevance	5	All sentences support the topic, highly organized, clear progression of idea, well-linked, like educated native speaker.
		4	Ideas well organized, links could occasionally be clearer but communication not impaired.
		3	Some lacks of organization, re-reading required

		2	for classification ideas. Little or no attempt at connectivity, readers can deduce some organization, individuals' ideas may be clear but very difficult connection between them.
		1	Lack of organization so severe that communication is seriously impaired.
5	Fluency	5	Flowing style, very easy to understand, most complex sentences, very effective.
		4	Quite flowing style, mostly easy to understand, a few complex sentences, very effective.
		3	Style reasonably smooth, not too hard to understand and enjoy complex sentences, fairly effective.
		2	Jerky style, an effort needed to understand, complex sentences confusing, mostly simple sentences or compound sentences.
		1	Very jerky, hard to understand, cannot enjoy reading, almost all simple sentences.

In analyzing the students' test papers in writing a narrative text, the writer used those five elements as stated above. The maximal score of each item is 5, so the total maximal score will be 25. Those five elements were analyzed:

- a. Grammar (G) refers to appropriate tenses
- b. Vocabulary (V) refers to diction
- c. Mechanic (M) refers to mechanics and punctuation
- d. Relevance (R) refers to the relevance in relation to the task demanded of the students.
- e. Fluency (F) refers to style and ease of communication.

Based on the explanation above, the writer asks the students to write a narrative text by using those 5 elements and each students must be able to write a narrative text.

3.8. Criterion of Assessment

The students' success and failure in doing the activities had been planned above would be assessed by referring to the criterion issued by the Department of National Education (Depdiknas). To find the degree of the students' achievement in each activity; pre-test, test, and post-test, the average class score is counted by using this following formula:

The mean of class score = $\frac{\text{the total score of the students}}{\text{the number of the students}}$

This research used simple formula to analyze the result of the students' achievement in writing narrative text. According to Depdiknas, a class is said to be successful if 85% of the members pass the test.

The percentage of the class score = $\frac{\text{the mean of class score}}{\text{Maximum score}} \times 100 \%$

This percentage would determine whether the strategy used in this research is successful in helping students improve their ability in writing narratives.



CHAPTER IV

DATA ANALYSIS

In this chapter the writer is going to present about the analysis of the activities in teaching-learning process, research finding, the analysis of the students' writing before treatments (pre-test), the analysis of the students' writing after treatments (post-test), discussion, and advantages and disadvantages of using film in teaching narrative writing.

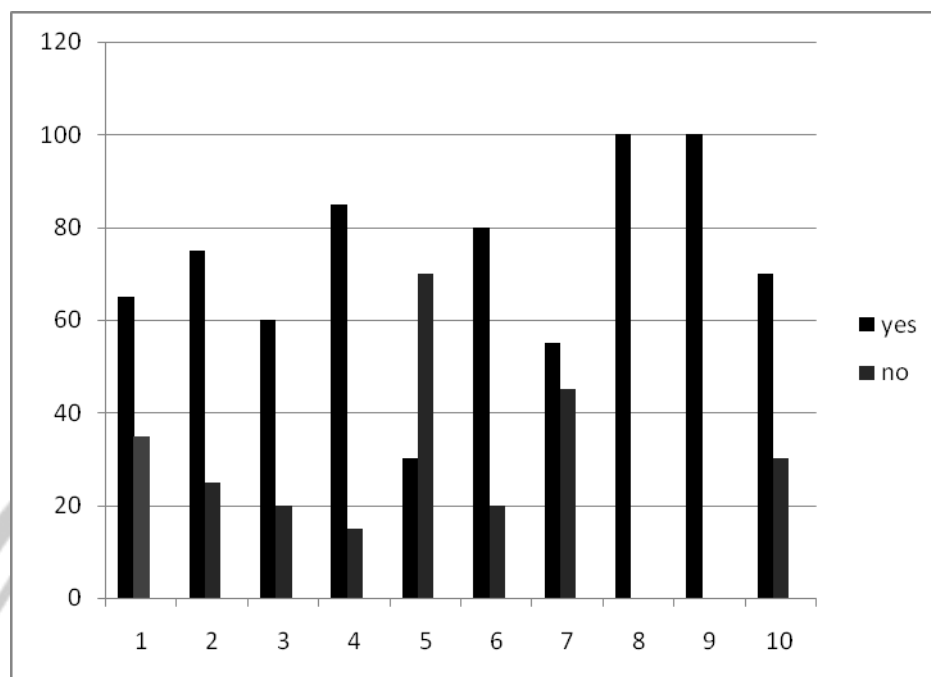
4.1 The Analysis of the Activities in Teaching-Learning Process

Action research is usually conducted in some cycles. Winter (1989: 11) states that “the other way in which action research seeks to unite its two central concerns-improved in practice and increased knowledge and understanding is by linking them into an integrated cycle of activities, in which each phase is learned from the previous one and shapes the next”.

4.1.1 The First Cycle

The first cycle was conducted on 17 December 2009. In this cycle, the students just answered questionnaire which they had to answer “yes” or “no” for each question. There were 10 questions to be answered. The purpose of this cycle is to know how interesting English lesson for the students is.

The Chart of the First Questionnaire



From the chart above, we can see that point 1 indicates that 65% students like English subject. Point 2 indicates 75% students think that English is difficult to be learned. Point 3 indicates that 60% students feel bored with their teacher's method in teaching English. Point 4 indicates 85% students think that making a text in English is difficult. Point 5 indicates that only 30% of the students really understand about narrative text. Point 6 indicates that 80% students need some new methods in learning English, especially English text. Point 7 indicates 55% students have a big motivation to learn English. Point 8 and 9 indicate that all of the students in XI.IPA.2 like watching film and each of them have a favourite film. The last point indicates that 70% students really understand the story of their favourite film.

Generally, the chart above shows that actually the students did not have a big motivation in English because they thought that their teacher's method made them bored. So they need some new methods to increase their motivation and their ability in writing an English text.

4.1.2 The Second Cycle

The second cycle was held on 18 December 2009. In the cycle, the students just did the test as pre-test. The purpose of the pre-test was to check the students' ability in producing a narrative text. This stage was intended to know the students' weaknesses before having some treatments. The result of pre-test can be seen on the table below:

The Result of the Pre-Test

NO	NAME	ELEMENTS' SCORE					TOTAL SCORE	%
		G	V	M	R	F		
1	AGASTIA DEWANGGA	3	4	3	3	3	16	64
2	AKHMAD BAKHRIL M.	2	4	2	2	3	13	52
3	ALFIAN BAKHTI M.	3	3	2	3	3	14	56
4	AMALINDA KRIS W.	3	2	4	3	2	14	56
5	ANITA DWI SEPTIANI	2	2	4	4	2	14	56
6	ARUM PUJI LESTARI	3	3	2	3	2	13	52
7	AYU PUSPITA F.	2	4	4	3	3	16	64
8	BAGUS KARISMA P.D.	4	2	2	3	3	14	56
9	BAKTI SATRIA A.	4	3	3	2	3	16	64
10	BEKTI DWI SEPTI M.	2	3	3	2	2	12	48
11	BUYUNG TEGAR A.	3	2	2	4	3	14	56
12	CATUR RINA A.	4	3	3	3	2	15	60
13	EISMAYA WIJAYANTI	3	3	2	3	3	14	56
14	ERIK RAHMAN	3	4	3	2	2	14	56

15	FANKY ADI WALUYO	2	3	3	4	3	15	60
16	FARID AL ROSYID	3	3	4	2	2	14	56
17	FARIZAL KHAMID	3	3	3	3	2	14	56
18	FEBRIAN RATNANTO	4	2	2	2	3	13	52
19	GIGIH BAGUS P.	3	3	4	2	2	13	52
20	GITASARI DARMITA	3	3	2	2	2	12	48
21	HADI KURNIANTO	3	4	2	3	3	15	60
22	HERRY LILIA S.	3	2	3	3	3	14	56
23	IDA ELSHA NASTITI	3	3	3	2	3	14	56
24	IQBAL ANGGA P.	2	3	3	2	2	12	48
25	KRISTI NUR AISAH	3	3	3	3	3	15	60
26	LULU MELDAWATI	3	2	4	3	2	15	60
27	MARIA YOHANA F.	3	3	3	3	2	14	56
28	MELITA DEWI ANA S.	2	3	3	3	2	13	52
29	NINDA BUDI UTAMI	3	3	2	4	3	15	60
30	RACHEL AGUSTINE W.	4	3	4	2	3	16	64
31	RENDI KUSTRIAWAN	3	3	3	2	2	13	52
32	RILLO PAMBUDI	3	4	3	2	2	14	56
33	RIZQA AINUNI'MAH	4	3	3	3	3	16	64
34	SAFITRI KARLINA	3	3	4	3	2	15	60
35	SYAMIMA DZATI DINI	2	4	3	4	2	15	60
36	TANTI KURNIASIH	3	4	3	3	3	16	64
Σ	36	106	109	106	100	90	511	2038

G = Grammar

V = Vocabulary

M = Mechanic

R = Relevance

F = Fluency

In order to know the students' achievement in detail, the writer used the following formula to find out the average of the students' achievement. The formula is:

$$\begin{aligned} \text{The average of the students result} &= \frac{\text{the total percentage}}{\text{The number of students}} \times 100\% \\ &= \frac{2038}{36} \times 100\% \\ &= 56.61\% \end{aligned}$$

From the analysis above, it can be seen that the average achievement of the students' pre-test was 56.61%. The result was lower than the criterion that has been stipulated by the Department of Education and Culture. The writer concluded that the students had difficulties to make a narrative text. Therefore, teaching writing with a new method in each activity was important to improve the students' achievement.

4.1.3 The Third Cycle

The third cycle was treatment. It was conducted from 4-7 January 2010. After conducting the pre-test, the writer gave some treatments to make students' writing better. The writer explained about narrative text briefly. After that, the writer gave treatment, the writer focused on 5 elements: grammar, vocabulary, mechanics, relevance and fluency, because the writer hoped that the students' writing would improve by noticing those 5 elements. The next activity of this cycle was giving a model. The writer let the students watch "Peter Pan" film which had been chosen as the media. The last step was giving a test. The result of the test can be seen below:

The Result of the Test

NO 、	NAME	ELEMENTS' SCORE					TOTAL SCORE	%
		G	V	M	R	F		
1	AGASTIA DEWANGGA	4	5	4	3	3	19	76
2	AKHMAD BAKHRIL M.	4	4	3	2	4	18	72
3	ALFIAN BAKHTI M.	5	4	4	4	4	21	84
4	AMALINDA KRIS W.	4	2	4	3	2	15	60
5	ANITA DWI SEPTIANI	3	5	4	4	2	18	72
6	ARUM PUJI LESTARI	3	4	3	3	3	16	64
7	AYU PUSPITA F.	3	4	5	3	3	18	72
8	BAGUS KARISMA P.D.	4	3	3	4	3	17	68
9	BAKTI SATRIA A.	5	3	3	2	3	16	64
10	BEKTI DWI SEPTI M.	3	4	3	3	2	15	60
11	BUYUNG TEGAR A.	4	3	2	4	3	16	64
12	CATUR RINA A.	4	3	4	3	2	16	64
13	EISMAYA WIJAYANTI	4	4	3	3	4	18	72
14	ERIK RAHMAN	4	4	4	4	4	20	80
15	FANKY ADI WALUYO	3	5	3	4	3	18	72
16	FARID AL ROSYID	3	4	4	4	3	18	72
17	FARIZAL KHAMID	5	4	3	3	3	18	72
18	FEBRIAN RATNANTO	4	3	3	3	3	16	64
19	GIGIH BAGUS P.	4	4	4	3	2	17	68
20	GITASARI DARMITA	3	4	3	3	3	16	64
21	HADI KURNIANTO	3	5	3	4	3	18	72
22	HERRY LILIA S.	3	4	3	3	3	16	64
23	IDA ELSHA NASTITI	4	4	3	3	3	17	68
24	IQBAL ANGGA P.	4	3	4	3	3	19	76
25	KRISTI NUR AISAH	4	4	4	3	3	18	72
26	LULU MELDAWATI	3	3	4	3	2	15	60
27	MARIA YOHANA F.	3	3	4	4	2	16	64

28	MELITA DEWI ANA S.	4	4	4	3	3	18	72
29	NINDA BUDI UTAMI	3	3	4	4	3	17	68
30	RACHEL AGUSTINE W.	4	3	4	2	3	16	64
31	RENDI KUSTRIAWAN	3	3	3	4	3	16	64
32	RILLO PAMBUDI	3	4	4	3	3	17	68
33	RIZQA AINUNI'MAH	4	3	3	4	3	17	68
34	SAFITRI KARLINA	4	3	4	3	3	17	68
35	SYAMIMA DZATI DINI	5	4	4	4	3	20	80
36	TANTI KURNIASIH	4	4	3	3	3	17	68
Σ	36	134	133	127	118	105	617	2480

$$\begin{aligned}
 \text{The average of the students result} &= \frac{\text{the total percentage}}{\text{The number of students}} \times 100\% \\
 &= \frac{2480 \times 100\%}{36} \\
 &= 68.88\%
 \end{aligned}$$

Based on the analysis, the result of the students' achievement in the third cycle was higher than the pre-test. The average of the students' achievement in the second cycle was 62.22%. Therefore, it can be concluded that the third cycle was successful.

4.1.4 The Fourth Cycle

The next cycle was post-test. It was conducted on 8 January 2010. By giving the post-test, the writer wanted to know whether the students' writing improved after the treatment or not. The result of the post-test can be seen below:

The Result of Post-Test

NO 、	NAME	ELEMENTS' SCORE					TOTAL SCORE	%
		G	V	M	R	F		
1	AGASTIA DEWANGGA	4	5	4	4	4	21	84
2	AKHMAD BAKHRIL M.	4	4	3	3	4	18	72
3	ALFIAN BAKHTI M.	5	4	4	4	4	21	84
4	AMALINDA KRIS W.	4	3	4	3	3	17	68
5	ANITA DWI SEPTIANI	3	5	4	4	3	19	76
6	ARUM PUJI LESTARI	3	4	4	4	3	18	72
7	AYU PUSPITA F.	4	4	5	4	3	20	80
8	BAGUS KARISMA P.D.	4	4	3	4	3	18	72
9	BAKTI SATRIA A.	5	4	3	3	3	18	72
10	BEKTI DWI SEPTI M.	4	4	3	3	3	17	68
11	BUYUNG TEGAR A.	4	4	3	4	3	18	72
12	CATUR RINA A.	4	3	4	3	3	17	68
13	EISMAYA WIJAYANTI	4	4	4	3	4	19	76
14	ERIK RAHMAN	4	4	4	4	4	20	80
15	FANKY ADI WALUYO	4	5	3	4	3	19	76
16	FARID AL ROSYID	4	4	4	4	4	20	80
17	FARIZAL KHAMID	5	4	4	3	3	19	76
18	FEBRIAN RATNANTO	4	3	3	3	4	17	68
19	GIGIH BAGUS P.	4	4	4	3	3	18	72
20	GITASARI DARMITA	3	4	4	3	3	17	68
21	HADI KURNIANTO	4	5	4	4	3	20	80
22	HERRY LILIA S.	3	4	4	3	3	17	68
23	IDA ELSHA NASTITI	4	4	4	4	3	19	76
24	IQBAL ANGGA P.	4	4	4	4	3	19	76
25	KRISTI NUR AISAH	5	4	4	4	3	20	80
26	LULU MELDAWATI	4	4	4	3	3	18	72
27	MARIA YOHANA F.	3	3	4	4	3	17	68

28	MELITA DEWI ANA S.	4	4	5	3	3	19	76
29	NINDA BUDI UTAMI	4	3	5	4	3	19	76
30	RACHEL AGUSTINE W.	4	3	4	3	3	17	68
31	RENDI KUSTRIAWAN	4	4	3	4	4	19	76
32	RILLO PAMBUDI	4	4	4	3	4	19	76
33	RIZQA AINUNI'MAH	5	4	4	4	3	20	80
34	SAFITRI KARLINA	5	4	4	5	4	22	88
35	SYAMIMA DZATI DINI	5	5	4	4	4	22	88
36	TANTI KURNIASIH	4	5	4	4	3	21	84
Σ	36	146	144	139	130	119	678	2712

$$\begin{aligned}
 \text{The average of the students result} &= \frac{\text{the total percentage}}{\text{The number of students}} \times 100\% \\
 &= \frac{2712 \times 100\%}{36} \\
 &= 75.33\%
 \end{aligned}$$

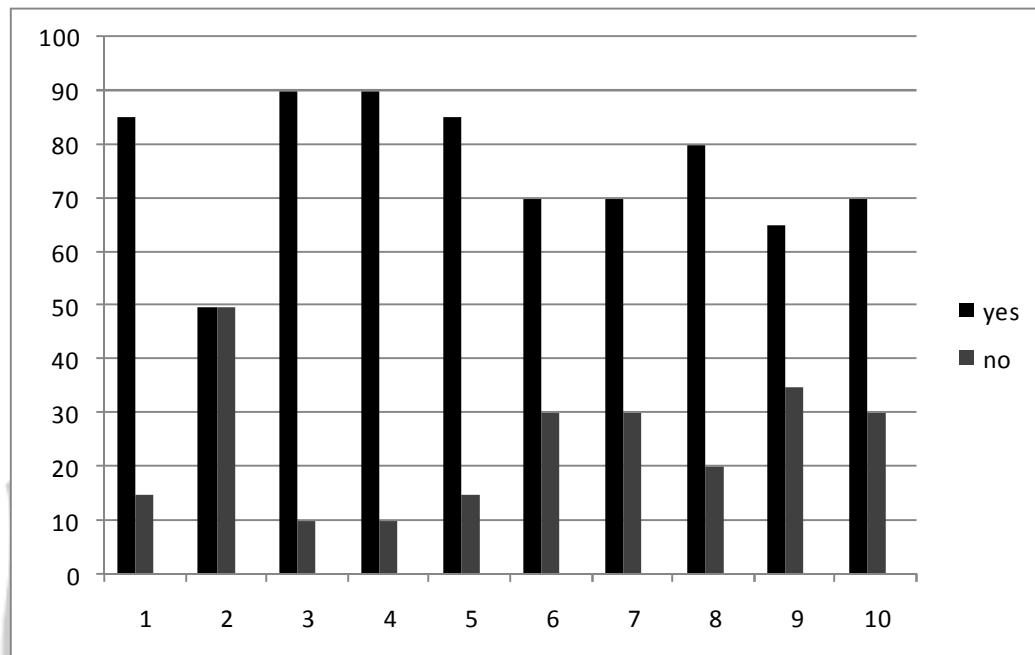
The achievement of the final test in the post-test was 75.33%. Based on the result of the final test, it can be concluded that the students' achievement in writing a narrative text by using film had significant improvement and the result of the post-test was better than the result of the pre-test and the formative test in the treatment.

4.1.5 The Fifth Cycle.

The last cycle was held on 9 January 2010. The writer gave the students a questionnaire in which they had to answer "yes" or "no" for each question such as they have done in the first questionnaire before. It was attended by 36 students.

The questions were designed to know the students' opinion during teaching learning process using film media.

The Chart of Reflection Questionnaire in Using a Film Technique



From the chart above, we can see that point 1 indicates that 85% students like English subject. It increases from the first questionnaire before. Point 2 indicates 50% students think that writing a narrative text is difficult and 50% students think that it is easy. Point 3 indicates that 90% students agree if film is used as one of teaching methods. Point 4 indicates that 90% students agree if film is an interesting medium. Point 5 indicates that 85% students think if film makes them more relaxed in learning the lesson. Point 6 indicates that 70% students think film can help them to convey their ideas. Point 7 indicates that 70% students agree that the colourful pictures make them easy to follow the narrative story. Point 8 indicates that 65% students think that the film make them easy to understand the expression. Point 9 indicates that 65% students think that the film

make their motivation to learn English increased. Point 10 indicates that 70% students think the film help them to understand all explanations from the teacher.

Generally, the chart above shows that film media is more interesting and make the students more active in teaching and learning process. So, it can increase the students' ability in the test especially in making a narrative text.

4.2 Research Finding

I had given pre-test and post-test. Both of them were written tests and they were taken by 36 students. Pre-test was conducted on the first meeting. I gave a try-out as the pre-test. The post-test was done on the last meeting in order to find out the result of students' writing after treatments. During the treatment, I also gave a test. The test was given before playing "Peter Pan" film, there were 5 elements that should be scored in pre-test, test, and post-test. They were grammar, vocabulary, mechanics, relevance and fluency.

4.3 The Analysis of the students' Writing before Treatments (Pre-Test)

The pre-test that was given to the students was very important to find out the data about their ability in writing a story especially in English before treatment was given. The pre-test showed that the result of their writing was very low; almost all of the students were poor on writing. It seemed that they had difficulty in doing it. The score from each component of their writing was very bad. Here the writer describes the problems that cause their poor writing:

4.3.1 The Problem in Grammar

They made numerous serious mistakes. Those major mistakes caused difficulty in understanding their writing. There was no mastery of sentence construction. They did not use correct prepositions or articles, either.

The first problem about the grammar was that the students seldom practiced writing in English correctly. They only wrote what they wanted to write without thinking about the rule of English grammar. The second problem that caused bad grammar was that the teacher did not have much time to teach grammar. The teacher only taught the materials that had to be finished in the semester. So the teacher did not really focus only on grammar.

Most of the students had the same problem when they studied about grammar. Studying grammar means studying about tenses. Most of them were still confused about tenses. They did not know what verbs they had to use, verb one, verb two, or verb three. The other problem was about the difference between regular and irregular verbs. This fact becomes a serious problem if students and teacher do not cooperate together to solve it, especially for the process of teaching and learning English.

4.3.2 The Problem in Vocabulary

Vocabulary is an important component when the students want to write a paragraph especially when they want to write in English. In this case they used inappropriate synonyms that would affect the meaning of the sentence. The problem that caused their poor vocabulary was their limited vocabulary of English. They did not know what they had to write and what words they had to

use for an appropriate meaning in sentence. They got difficulty in choosing word of their writing. The reasons for their limited vocabulary were:

(1) The Students seldom Read English Books

English books have an important role in increasing English vocabulary of students. They become the guidance for them in mastering English lessons. The more English books they read, the more vocabulary items they will get.

The result of their scores in pre-test showed that they maybe seldom read English books. Their vocabulary was very limited and the use of words for their writing was very poor. They seldom read English books that actually could enrich their vocabulary for their English lesson.

(2) The Limited Number of Dictionaries.

The other reason that made the students fail in writing English was the limited number of dictionaries. They did not have dictionaries that would help them in writing in English.

From the total number of students in the class, they were only fifty percent of students who brought dictionaries. The students who did not bring the dictionaries become confused about what they had to write and what they had to do.

4.3.3 The Problem in Mechanics

Most of the students thought that writing was the same as speaking. It means that when they were writing English, they just wrote it without thinking about punctuation, grammar, spelling, etc. They did not know where they should put comma, period, questions mark and so on in a sentence. In order to use

mechanics correctly, they should practice regularly and it needs guidance from the teacher.

4.3.4 The Problem in Relevance

Relevance is the component about the writer's way relating the content of the story with the topic. In this case, the students lacked their ability to organize the text, so the communication failed. Individual ideas might be clear but it was very difficult to deduce connection between them.

4.3.5 The Problem in Fluency

The writer thinks that fluency is the final step in writing. When students can pass the four components in writing, they can write the story fluently. The writing is said to be fluent if it is easy for the reader to understand even if it is a simple paragraph. It can convey the writer's meaning through the writing.

The students were still not fluent enough in writing the story. Their sentences were very confusing. Their writing was also very hard to understand.

The explanation above shows that many students did not have the capability in writing. They still lacked the knowledge of the five components of writing as proposed by J.B Heaton (1994).

4.4 The Analysis of the Students' Writing after Treatment (Post-Test)

Based on the analysis, the product of the students' writing improved after the treatment. It can be seen by seeing the result of the students' writing in each element. The improvement of the students' writing is as follows:

(1) Grammar

During played the film, the teacher explained about grammar, because in the film also presented some prepositions, idioms and articles. The idioms, prepositions and articles had been used properly in their writing. The students now made only a few mistakes. And about the tenses, they could learn it from the teacher's explanation during watched the film. The film could improve the students' motivation in learning English so they also more focus in the teacher's explanation about grammar. In general, they constructed the sentences properly that made their writing easy to understand.

(2) Vocabulary

The students used a wide range of vocabulary taught previously. Good new words were chosen. They created the story with numerous words that made their writing more interesting. The use of proper words made the writing convey their ideas more clearly.

(3) Mechanics

The students made only minor errors. Most of them could write the sentences with correct mechanics, so their writing was easy to understand. They knew where to put the punctuation correctly.

(4) Relevance

They could create the story well by arranging the sentences properly to support the topic of the story. The paragraphs were better organized and the ideas were well linked. One sentence was related to the next sentence so the reader could follow the story easily and got the idea of its content easily, too.

(5) Fluency

Most of the students could write the story easily. They could write in a chronological order. They began with the introduction, followed by the problem of the story and resolution of it. Both complex and simple sentences were reasonable and easy to understand. Their writing was not confusing anymore.

The writer realized that not all of the students' writing developed drastically, but through treatments the writer could help the students to develop the quality of their writing. The treatment and the explanation during the teaching-learning process were very useful for them. The playing of English film gave them interesting model of teaching narrative writing. Besides, the language accompanied by the body movements in the film made them easier to get the ideas of the film.

4.5 Discussion

After collecting the data from the test and questionnaire, the writer put the data in the form that was analyzable. This section deals with the discussion of the narrative writing test and teaching-learning process as well as the interpretation of the result.

First, the writer tried to dig the students' knowledge about narrative texts they knew well around them. The writer gave the students simple questions about those stories. The writer began to give them easy questions that possibly could be answered by the students. The writer asked them about some character in the story, the place, the problem in the story and their opinions about the story. Then

the writer divided the students into groups to do the task. After that, the writer gave a writing test about a narrative text. The writer gave some keywords that were easy to be understood by the students. The main purpose of the test was to know about students' ability in writing and how well they create a story according to their imagination.

After giving pre-test, the writer gave them the model of a narratives. The writer explained about the purpose, the generic structure, and lexicogrammatical features of narrative text. The writer also gave some questions to measure their understanding about the text and let the students ask her some questions, too. After that, the writer divided the students into groups and gave them an example of a narrative text that should be analyzed by them. It was meant to train their understanding about the explanation given before. This text was meant to measure how well their attention was in the teaching-learning process.

Based on the pre-test done by the students before, the writer prepared some treatments. The result of pre-test was low and they were very poor in their knowledge of the components of writing, so it made their writing unreadable. The treatment were hoped to improve the students' ability in writing especially in writing a narrative text.

In the teaching-learning process, the writer also gave them a film as another model of narrative text. The writer used "Peter Pan" Film as the model. The writer asked them to pay attention and take some notes about the film. The students had to write down the characters, the situation, etc. the film was the reflection of the explanation given during the teaching-learning process before.

The film provided them with the generic structure of the story that would give them some ideas for their writing.

Then, the writer guided the students in evaluating the film they watched. The writer asked them some questions related to the film. The writer chooses film as the media because it would release them from the boredom in teaching-learning process. Kemp (1985: 390) states that “film can be more effective than other instructional media for relating one idea to another, for building a continuity of thought, and for creating dramatic impact. It was useful not only because it was entertaining but it also helped students to formulate ideas to communicate”.

In the last activity, the writer asked the students to rewrite about the story in the film related to the keywords given. The students had to write the story based on the knowledge they got before. They had to write story based on the components of writing and the generic structure of a narrative text.

The writer realized that not all the teaching-learning process could run smoothly. Some students seemed to understand with my explanation but some others did not. The writer recognized it as a common problem in the class. It was because not all students had the same enthusiasm in studying English. This problem might arise due to the lack of vocabulary of the students. It was shown by some students who got difficulties in answering questions in English that the writer asked to them. The writer tried to solve this problem by asking them in English and then asked them to look up difficult words in the dictionary that would help them much in solving this problem.

After the writer got the result of the pre-test, formative test, and post-test, the writer found a significant difference of their average score. It was influenced by the treatment that the writer applied before the post-test. After the treatment, the ability of the students improved. It can be seen from the result of their test. They could make some sentences based on some key words and film given. The paragraphs made by the students were easy to understand because the content of their writing was complete and relevant to the topic. The ideas were also clearly stated and the students' improvement in writing skill might be caused by the increase of their vocabulary mastery and their ability to form some simple sentences. The students' vocabulary mastery increased because they had been equipped with dictionaries and they were trained to use them. They were also guided to construct and to develop some sentences to produce a narrative text.

The result of data analysis showed that the technique of using film in teaching narrative text seem to be applicable for the year eleven students of SMA N 1 Pemalang. It made them more active and motivated.

4.6 The Advantages and Disadvantages of Using Film in Teaching Narrative Writing.

Watching a film is an interesting activity for common people. Most of them enjoy it a lot and do it almost all the time. They are never bored to watch them because they always increase in number every day and have many different interesting topics. People are free to choose the film that they like. In the writer's

opinion, the films could be an alternative media in teaching-learning process. Here are the advantages and the disadvantages of using film:

4.6.1 The Advantages of Film

The advantages of film are:

(1) Film Makes Students Relax.

In the process of teaching-learning in the class, the students are charged to obey the rules from the teacher; they have to pay attention to her/him and are prohibited to talk by themselves. They have to focus only on the teacher's explanation of the lesson.

(2) A Film Decreases the Students' Boredom in Studying English.

Some teachers in SMA N 1 Pemalang still use common media for teaching and learning process, for example a book or whiteboard. The use of film is a new way for students in learning a narrative writing. They do not feel bored anymore because it is different from the usual method that is usually used by their teacher.

(3) Colourful Pictures in the Film Make the Film More Interesting.

The colourful pictures in the film make the film more interesting and the viewers are interested to see them because they want to know the chronological order of events in a film and this can become a model to teach a narrative text.

(4) A Film Helps a Teacher Convey the Lesson Material.

Film is one way to help the teacher in explaining about the material. Sometimes a teacher feels confused about giving the example of material in the lesson, for example the material about narrative. The chronological events in a film become a model to teach a narrative text.

(5) The Media of Films are Available Everywhere.

Almost all places sell or rent films to people commonly. Because film can be watched on TV by CD or DVD player and many people have them. There are many films that can be watched on TV, without using CD or DVD player. So in a word, people can watch films anytime and anywhere.

(6) Film Teaches about Gestures to People that Do Not Understand about English.

The gestures that are shown in the films are a good way to convey the meaning of the story. Not all film viewers understand about English, but body movements will guide them to catch the idea from the film produced. It proves that a film takes a big role as a means of communication.

4.6.2 The Disadvantages of Film

Film may raise problems to the teacher. When the teacher wants to use video player to play a film, she or he must prepare carefully to use this equipment and usually take some times to prepare it. She or he must have the ability to use it properly. The teacher must also think about the duration of the film.

The other problem is about the place to watch it. It will not be efficient if they watch the film in the class because the sound will not be effective. If they watch it in the class, it could disturb the other classes. They need a special room so that they can get good sounds. They can use a language laboratory or multimedia room if they are available in the school.

The other aim of using film in teaching-learning process is to make the students feel relaxed and enjoy. But while watching the film, some students sometimes will often get noisy or do some other activities. They do not keep their

manners. It needs the teacher's extra work to handle the class and manage the class well.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on investigation and discussion in chapter IV, the writer concludes that:

There are some factors that make the difficulties of the students' writing, especially in writing narrative texts. They are about the problem in grammar, vocabulary, mechanics, relevance and fluency. Before the treatments, students have all of those problems but after the writer played "Peter Pan" film as media to teach narratives, the problems decreased.

There is a difference in achievement of students' writing before and after using "Peter Pan" film in teaching a narrative writing. The average of the students' result in the pre-test was 56.61 %, in the formative test was 65.88%, and in the post-test was 75.33%. It proved that the result of the post-test was better than the score of the Department of Education and Culture that is 70%. The treatments in fact help the students to write a narrative text. "Peter Pan" film as one of the elements in the treatment had an important role in teaching a narrative writing. The film on this research is a good model to teach a narrative text to the students because they can see the chronological events that are arranged into a good story in the film. The writer did not waste the time and energy to explain it. The writer just played the film and asked the students to observe it.

The writer can conclude that the students need media that can encourage them in mastering the lesson. The playing of the film might attract them in studying English. In fact, this film is very useful to teach the students especially in teaching of a narrative text.

5.2 Suggestion

Based on the conclusion above, the writer offers some suggestions:

- (1) For teaching of narrative text, the students should be stimulated by using interesting models such as stories in movies.
- (2) Teachers need interesting media to attract the students' attention and enable them in internalizing the material given so that their memory retains the material longer.
- (3) A film can be one alternative technique for teachers in teaching a narrative text.
- (4) Teacher should choose an appropriate film and think about the duration of the film. Do not let the film waste the time in process of teaching and learning so that the goal of teaching learning process may be achieved.
- (5) Teachers should prepare the equipment well before playing the film and manage the position of the visual aid for teaching learning process, so that all the students can see it clearly.

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LESSON PLAN

SMA/MA : SMA Negeri 11 Pemalang
Subject : English
Class/Semester : XI/2
Allocation of Time : 2X45 minutes

A. Standard Competence

To reveal the purpose of short functional texts and essay in the narrative, spoof and hortatory exposition texts related to daily life context.

B. Basic Competence

1.3. To reveal the purpose of short functional texts which are formal or non-formal (ex. Banner, poster, pamphlet, etc.) using written language style accurately and fluently related to daily life context.

1.4 to reveal the purpose and rhetoric steps of essay text using written language accurately and fluently related to daily life context in narrative, spoof and hortatory exposition.

C. Indicators

- The students are able to understand about past tense which is used in writing narrative text.
- The students are able to write the content of the story (characters, plot, setting, etc)
- The students are able to write a short story which consists of less than 100 words

D. Theme : narrative text in a film

E. Skill : writing

F. Material :

- Simple past tense

Change these sentences into past tense!

1. Once upon a time, there (be) ... a young girl (name) ... Cinderella.
2. Cinderella (live) ... with her stepmother and stepsisters.
3. Cinderella's step mother and stepsisters (be) ... conceited and bad tempered.
4. Her stepmother (make) ... Cinderella does the hardest work in the house.
5. One day, the two stepsisters (receive) ... an invitation to a ball.
6. At last the day, the ball (come) ... and the stepsisters (go) ... away to it.
7. Cinderella (not, can) ... come to the ball because she (have) ... to do some works.
8. After they (have) ... leaving, she (look up) ... and (see) ... a fairy (be) ... standing beside her.
9. The fairy (change) ... a pumpkin into a fine coach and mice into a coachman and two footmen to accompany her.
10. The fairy (tap) ... Cinderella's ragged dress with her wand and it (become) ... a beautiful ball gown.
11. She (give) ... her pretty glass slippers.
12. Then she (drive away) ... in her beautiful coach.
13. Cinderella (be) ... having a wonderful time.
14. She (dance) ... again and again with the prince.
15. The clock (begin) ... to strike twelve.
16. She (run) ... towards the door as quickly she (can) ...
17. Her stepsisters (try) ... on the slipper but it (be) ... too small
18. She (stick out) ... her foot and the page (slip) ... the slipper on.
19. She (be) ... driving to the palace.
20. Finally they (live) ... happily ever after.

- the students' favorite film
- Make a summary of your favorite film!

G. Teaching methods

1. First meeting
 - a. Opening (5 minutes)
 - The teacher enters the class and greetings the students.

- The teacher asks the students' condition of the day and checking the attendance list.
- b. Main activity (5 minutes)
 - 1). Building knowledge of the field
 - The teacher asks the students about their favorite film
 - The teacher conveys the purpose of the lesson.
 - The teacher explains about Past Tenses and the formulas of Past Tense structure.
 - 2) Modeling of Text.(20 minutes)
 - the teacher gives the examples of simple past tense which is included to one of lexicogrammatical feature of narrative texts.
 - the teacher gives exercise to the students about the past tense.
 - the teacher discussed the exercise.
 - the teacher gives some examples about narrative text (The Mouse deer and The Snails) using power point.
 - 3). Joint Construction of Text (10 minutes)
 - the teacher and the students analyze the generic structure and the lexicogrammatical of the example text together.
 - 4). Independent Construction of Text (45 minutes)
 - the teacher asks the students to make a narrative text based on their favorite film.
 - the teacher asks the students to analyze the lexicogrammatical feature of their text.
 - the teacher and the students discuss the text together.
- c. Closing (5 minutes)
 - The teacher asks the students to submit the task and make a conclusion of the lesson.
 - The teacher asks the students to looking for the other examples of narrative text at home as a home work.

H. Source and Tools

- Text Books
- LCD
- Laptop/ Computer

I. Scoring

- Technique : Scoring Guidance by Heaton Grid and Categories.
- Form : written test
- Instructions : make narrative text based on your favorite film.

There are 5 elements; Fluency, Grammar, Vocabulary, Content, Spelling. The maximal point for each element is 5, so if a student can make a perfect test, she/he will get 25 point.

Mengetahui,
Guru mata pelajaran Researcher

Pemalang, 6 Januari 2010

Sri Harningsih, S. Pd
NIP:

Ratna Indriani
NIM: 2201405600



LESSON PLAN

SMA/MA : SMA Negeri 1 Pemalang
 Subject : English
 Class/Semester : XI/2
 Allocation of Time : 2X45 minutes

H. Standard Competence

To reveal the purpose of short functional texts and essay in the narrative, spoof and hortatory exposition texts related to daily life context.

I. Basic Competence

1.3. To reveal the purpose of short functional texts which are formal or non-formal (ex. Banner, poster, pamphlet, etc.) using written language style accurately and fluently related to daily life context.

1.4 to reveal the purpose and rhetoric steps of essay text using written language accurately and fluently related to daily life context in narrative, spoof and hortatory exposition.

J. Indicators

- The students are able to analyze the generic structure and lexicogrammatical feature of an example text (Rapunzel)
- The students are able to write a short story which consists of less than 150 words.

K. Theme : narrative text in a film

L. Skill : writing

M. Material :

- Example of narrative text based on retelling a film

Rapunzel

A long time ago, there lived a young couple, a man and his wife. His wife was expecting their baby. She wanted a plant that only grew in her neighbor's garden. She wanted it so much. She even intended to steal it herself, but later on, she sent her husband to steal it. Unfortunately, Mother Gothel, the owner of the garden, caught him doing it. She was a witch. Then, mother Gothel forced the couple to give their first baby to her.

A few months later, the baby was born. It was a girl and named Rapunzel. Soon, this baby was taken away to live with mother Gothel. Rapunzel grew to be a beautiful young girl with her long goldy hair. She, at first, was cared in a normal way. When she reached puberty, she was locked in a tower so that she would never leave Mother Gothel. The tower stood in the forest. It could only be entered by climbing on Rapunzel's long hair. To cheer herself up, she loved to sing.

One day, a young prince was out hunting. He stumbled upon the tower. He heard Rapunzel's beautiful voice. He decides that he must meet her. He spied and, by watching Mother Gothel, learned the words he had to say to have Rapunzel drop her hair. The prince visited her often and the two fell in love.

Then, Rapunzel made a plan to escape from the tower. She wanted to be with the price. She asked the prince to bring her a skein of silk each time he visited. She might weave a ladder for her escape. Unfortunately, Mother Gothel caught on. Then, she banished Rapunzel to the desert. She threw the prince from the tower into a thorny bush. The thorns made the prince blind and roamed the earth searching for his love.

Eventually, they found each other, and the prince's eyes were healed by Rapunzel's tears of happiness.

- ”Peter Pan” film

- Please retell the story from “Peter Pan” film and arrange it in a good narrative text!

N. Teaching methods

2. First meeting

c. Opening (5 minutes)

- The teacher enters the class and greetings the students.
- The teacher asks the students’ condition of the day and checking the attendance list.

d. Main activity

1). Building knowledge of the field (5 minutes)

- The teacher asks the students about their favorite film.
- The teacher asks the students some questions about “Peter Pan” story.

2) Modeling of Text.(5 minutes)

- The teacher gives an example about narrative text from a film (“Rapunzel-barbie version” film)

3). Joint Construction of Text (5 minutes)

- The teacher and the students analyze the generic structure and the lexicogrammatical of the example text together.

4). Independent Construction of Text (65 minutes)

- each the students watch “Peter Pan” film from the LCD.

c. Closing (5 minutes)

- The teacher asks the students to make a narrative text by retelling the film at home as a home work.

H. Source and Tools

- Text Books

- LCD
- Laptop/ Computer

I. Scoring

- Technique : Scoring Guidance by Heaton Grid and Categories.
- Form : written test
- Instructions : make narrative text based on your favorite film.

There are 5 elements; Fluency, Grammar, Vocabulary, Content, Spelling. The maximal point for each element is 5, so if a student can make a perfect test, she/he will get 25 point.

Mengetahui,
Guru mata pelajaran

Pemalang, 7 Januari 2010
Researcher

Sri Harningsih, S. Pd
NIP:

Ratna Indriani
NIM: 2201405600



LESSON PLAN

SMA/MA : SMA Negeri 1 Pemalang

Subject : English

Class/Semester : XI/2

Allocation of Time : 1X45 minutes

O. Standard Competence

To reveal the purpose of short functional texts and essay in the narrative, spoof and hortatory exposition texts related to daily life context.

P. Basic Competence

1.3. To reveal the purpose of short functional texts which are formal or non-formal (ex. Banner, poster, pamphlet, etc.) using written language style accurately and fluently related to daily life context.

1.4 to reveal the purpose and rhetoric steps of essay text using written language accurately and fluently related to daily life context in narrative, spoof and hortatory exposition.

Q. Indicators

- The students are able to analyze the generic structure and lexicogrammatical feature of their own writing.
- The students are able to add their vocabulary from the writing they have made before.

R. Theme : narrative text in a film

S. Skill : writing and reading

T. Material :

- The students' narrative text based on "Peter Pan" film they have watched in the last meeting.
- Vocabularies game.

U. Teaching methods

3. First meeting

e. Opening (3 minutes)

- The teacher enters the class and greetings the students.
- The teacher asks the students' condition of the day and checking the attendance list.

f. Main activity

1). Building knowledge of the field (7 minutes)

- The teacher gives the students some questions about narrative text to remember the material in the last meeting.
- The teacher gives some questions related "Peter Pan" film they have watched before.

2) Modeling of Text.(5 minutes)

- The teacher asks one of the students to read his/her homework about narrative text based on "Peter Pan" film.

3). Joint Construction of Text (15 minutes)

- The teacher and the students analyze the generic structure and the lexicogrammatical of the text that have been read by one of their friends.
- The teacher and the students play a vocabularies game.

4). Independent Construction of Text (10 minutes)

- The teacher asks the students to analyze the generic structure and lexicogrammatical feature of their own text.

c. Closing (5 minutes)

- The teacher asks the students to submit their narrative text.

H. Source and Tools

- Text Books

I. Scoring

- Technique : Scoring Guidance by Heaton Grid and Categories.
- Form : written test
- Instructions : make narrative text based on your favorite film.

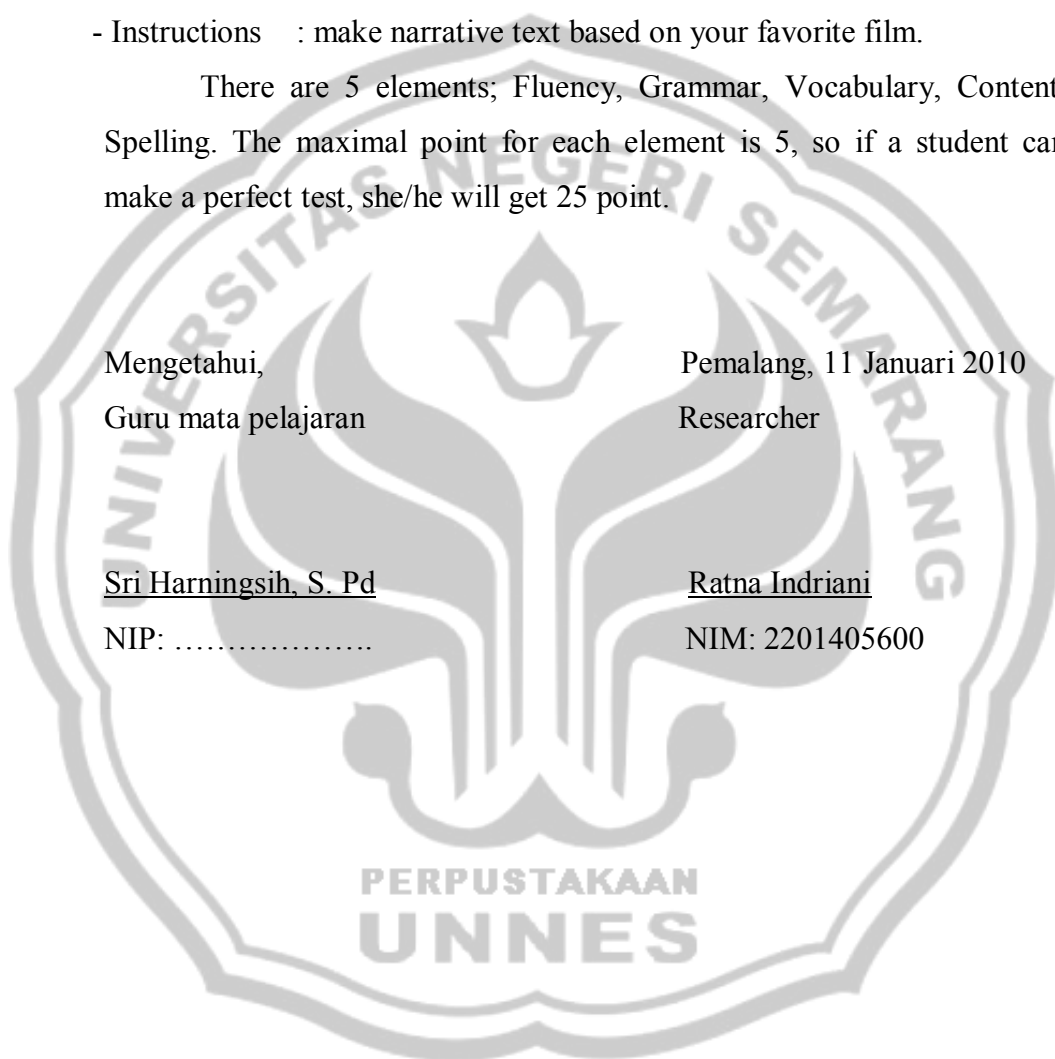
There are 5 elements; Fluency, Grammar, Vocabulary, Content, Spelling. The maximal point for each element is 5, so if a student can make a perfect test, she/he will get 25 point.

Mengetahui,
Guru mata pelajaran

Sri Harningsih, S. Pd
NIP:

Pemalang, 11 Januari 2010
Researcher

Ratna Indriani
NIM: 2201405600



1st QUESTIONNAIRE

- Answer these questions below honestly. Your answer will not affecting on your value.
- You do not have to write your name on the answer sheet.
- Mark your answers (v) in the box which are available on the paper.

NO	QUESTIONS	ANSWERS	
		YES	NO
1.	Do you like English lesson?	65	35
2.	Do you think that write a narrative is difficult?	75	25
3.	Do you agree if film is used as one of teaching method?	60	40
4.	Do you agree that film is an interesting medium?	85	15
5.	Do you think that film can make you more relax in learning the lesson?	70	30
6.	Does the film help you to convey your ideas?	80	20
7.	Do the colorful pictures in the film make you easy to follow the narrative story in it?	55	45
8.	Does the film make you easy to understand the expressions?	100	0
9.	Does the film make your motivation to learn English increase?	100	0
10.	Does the film help you to understand all explanations from the teacher?	70	30

2nd QUESTIONNAIRE

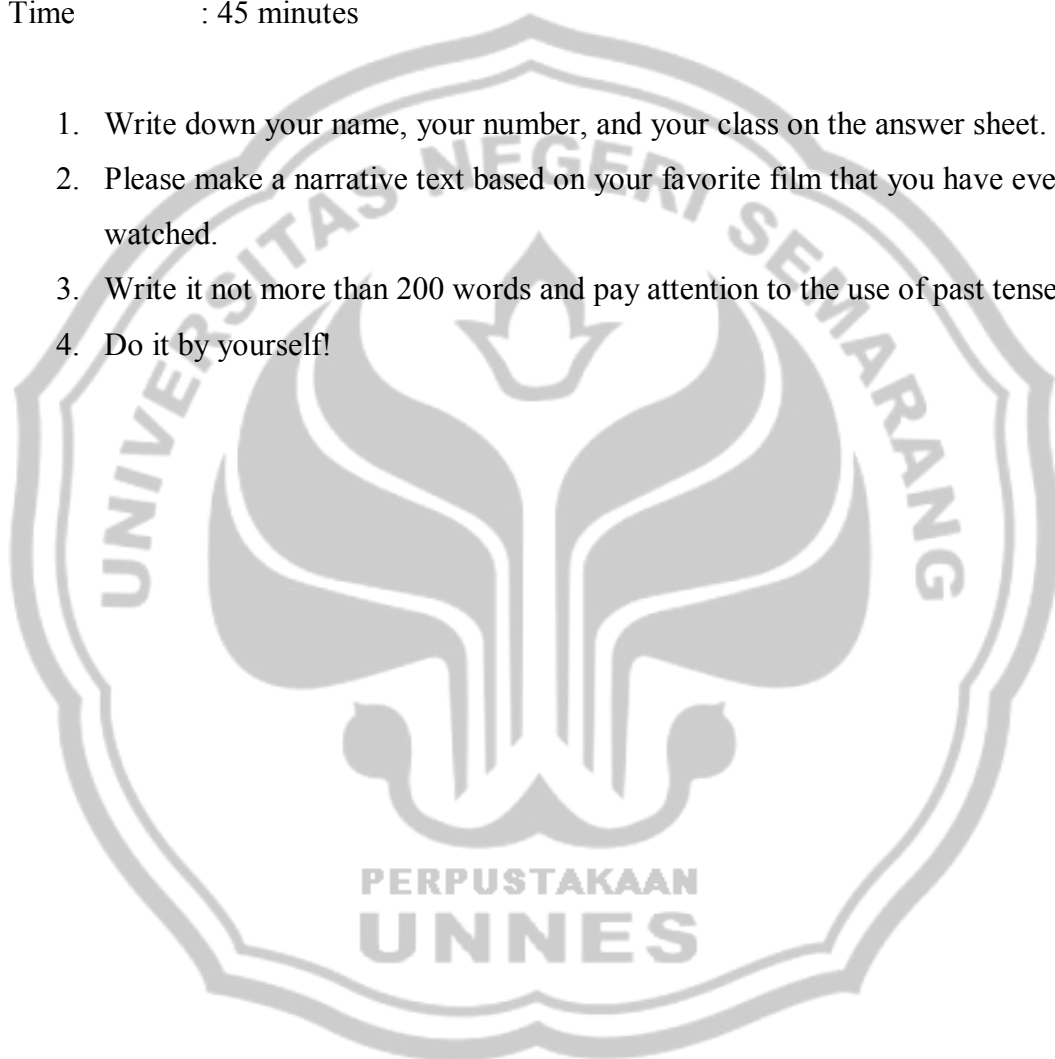
- Answer these questions below honestly. Your answer will not affecting on your value.
- You do not have to write your name on the answer sheet.
- Mark your answers (v) in the box which are available on the paper.

NO	QUESTIONS	ANSWERS	
		YES	NO
1.	Do you like English?	85	15
2.	Do you think that English is difficult to learn?	50	50
3.	Do you feel bored with your teacher's method in teaching English?	90	10
4.	Do you think that make a text in English is difficult?	90	10
5.	Do you really understand about narrative text?	85	15
6.	Do you need some new methods in learning English, especially English text?	70	30
7.	Do you have a big motivation to learn English?	70	30
8.	Do you like watching film?	80	20
9.	Do you have a favorite film?	65	45
10.	Do you really understand about the story of your favorite film?	70	30

Pre-Test

Subject : English
Grade : XI
Skill : writing
Topic : narrative text
Time : 45 minutes

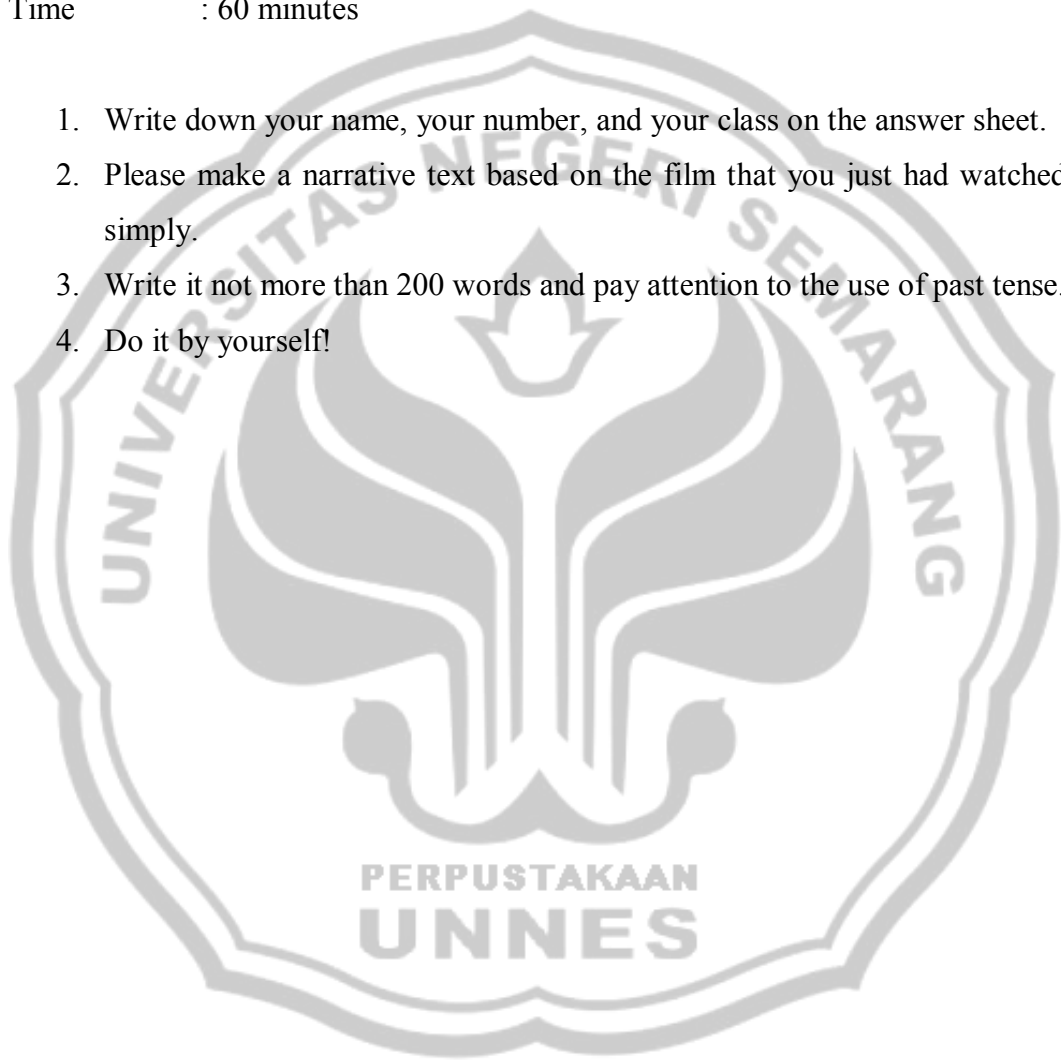
1. Write down your name, your number, and your class on the answer sheet.
2. Please make a narrative text based on your favorite film that you have ever watched.
3. Write it not more than 200 words and pay attention to the use of past tense.
4. Do it by yourself!



Post test

Subject : English
Grade : XI
Skill : writing
Topic : narrative text
Time : 60 minutes

1. Write down your name, your number, and your class on the answer sheet.
2. Please make a narrative text based on the film that you just had watched simply.
3. Write it not more than 200 words and pay attention to the use of past tense.
4. Do it by yourself!



Formative Test

Subject : English
Grade : XI
Skill : writing
Topic : narrative text
Time : 60 minutes

1. Write down your name, your number, and your class on the answer sheet.
2. Listen to your teacher's story and make narrative text based on keywords below.
3. Write it not more than 200 words and pay attention to the use of past tense.
4. Do it by yourself!

Keywords:

1. Neverland : a fairy world which no one could grow up.
2. Peter Pan : a boy from Neverland who never became adults and didn't want to become adults
3. Wendy : a girl from the real world who was asked by Peter Pan to come to Neverland
4. Michael and John: Wendy's brothers who followed Wendy to Neverland
5. Captain Hook : Peter Pan's enemy who tried to kidnap Wendy and kill Peter.

PERPUSTAKAAN
UNNES

The Result of the Pre-Test

Class : XI.IPA.2

NO 、	NAME	ELEMENTS' SCORE					TOTAL SCORE	%
		G	V	M	R	F		
1	AGASTIA DEWANGGA	3	4	3	3	3	16	64
2	AKHMAD BAKHRIL M.	2	4	2	2	3	13	52
3	ALFIAN BAKHTI M.	3	3	2	3	3	14	56
4	AMALINDA KRIS W.	3	2	4	3	2	14	56
5	ANITA DWI SEPTIANI	2	2	4	4	2	14	56
6	ARUM PUJI LESTARI	3	3	2	3	2	13	52
7	AYU PUSPITA F.	2	4	4	3	3	16	64
8	BAGUS KARISMA P.D.	4	2	2	3	3	14	56
9	BAKTI SATRIA A.	4	3	3	2	3	16	64
10	BEKTI DWI SEPTI M.	2	3	3	2	2	12	48
11	BUYUNG TEGAR A.	3	2	2	4	3	14	56
12	CATUR RINA A.	4	3	3	3	2	15	60
13	EISMAYA WIJAYANTI	3	3	2	3	3	14	56
14	ERIK RAHMAN	3	4	3	2	2	14	56
15	FANKY ADI WALUYO	2	3	3	4	3	15	60
16	FARID AL ROSYID	3	3	4	2	2	14	56
17	FARIZAL KHAMID	3	3	3	3	2	14	56
18	FEBRIAN RATNANTO	4	2	2	2	3	13	52
19	GIGIH BAGUS P.	3	3	4	2	2	13	52
20	GITASARI DARMITA	3	3	2	2	2	12	48
21	HADI KURNIANTO	3	4	2	3	3	15	60
22	HERRY LILIA S.	3	2	3	3	3	14	56
23	IDA ELSHA NASTITI	3	3	3	2	3	14	56
24	IQBAL ANGGA P.	2	3	3	2	2	12	48
25	KRISTI NUR AISAH	3	3	3	3	3	15	60
26	LULU MELDAWATI	3	2	4	3	2	15	60
27	MARIA YOHANA F.	3	3	3	3	2	14	56
28	MELITA DEWI ANA S.	2	3	3	3	2	13	52
29	NINDA BUDI UTAMI	3	3	2	4	3	15	60
30	RACHEL AGUSTINE W.	4	3	4	2	3	16	64
31	RENDI KUSTRIAWAN	3	3	3	2	2	13	52
32	RILLO PAMBUDI	3	4	3	2	2	14	56
33	RIZQA AINUNI'MAH	4	3	3	3	3	16	64
34	SAFITRI KARLINA	3	3	4	3	2	15	60
35	SYAMIMA DZATI DINI	2	4	3	4	2	15	60
36	TANTI KURNIASIH	3	4	3	3	3	16	64
Σ	36	106	109	106	100	90	511	2038

The Result of the Test

Class : XI.IPA.2

NO 、	NAME	ELEMENTS' SCORE					TOTAL SCORE	%
		G	V	M	R	F		
1	AGASTIA DEWANGGA	4	5	4	3	3	19	76
2	AKHMAD BAKHRIL M.	4	4	3	2	4	18	72
3	ALFIAN BAKHTI M.	5	4	4	4	4	21	84
4	AMALINDA KRIS W.	4	2	4	3	2	15	60
5	ANITA DWI SEPTIANI	3	5	4	4	2	18	72
6	ARUM PUJI LESTARI	3	4	3	3	3	16	64
7	AYU PUSPITA F.	3	4	5	3	3	18	72
8	BAGUS KARISMA P.D.	4	3	3	4	3	17	68
9	BAKTI SATRIA A.	5	3	3	2	3	16	64
10	BEKTI DWI SEPTI M.	3	4	3	3	2	15	60
11	BUYUNG TEGAR A.	4	3	2	4	3	16	64
12	CATUR RINA A.	4	3	4	3	2	16	64
13	EISMAYA WIJAYANTI	4	4	3	3	4	18	72
14	ERIK RAHMAN	4	4	4	4	4	20	80
15	FANKY ADI WALUYO	3	5	3	4	3	18	72
16	FARID AL ROSYID	3	4	4	4	3	18	72
17	FARIZAL KHAMID	5	4	3	3	3	18	72
18	FEBRIAN RATNANTO	4	3	3	3	3	16	64
19	GIGIH BAGUS P.	4	4	4	3	2	17	68
20	GITASARI DARMITA	3	4	3	3	3	16	64
21	HADI KURNIANTO	3	5	3	4	3	18	72
22	HERRY LILIA S.	3	4	3	3	3	16	64
23	IDA ELSHA NASTITI	4	4	3	3	3	17	68
24	IQBAL ANGGA P.	4	3	4	3	3	19	76
25	KRISTI NUR AISAH	4	4	4	3	3	18	72
26	LULU MELDAWATI	3	3	4	3	2	15	60
27	MARIA YOHANA F.	3	3	4	4	2	16	64
28	MELITA DEWI ANA S.	4	4	4	3	3	18	72
29	NINDA BUDI UTAMI	3	3	4	4	3	17	68
30	RACHEL AGUSTINE W.	4	3	4	2	3	16	64
31	RENDI KUSTRIAWAN	3	3	3	4	3	16	64
32	RILLO PAMBUDI	3	4	4	3	3	17	68
33	RIZQA AINUNI'MAH	4	3	3	4	3	17	68
34	SAFITRI KARLINA	4	3	4	3	3	17	68
35	SYAMIMA DZATI DINI	5	4	4	4	3	20	80
36	TANTI KURNIASIH	4	4	3	3	3	17	68
Σ	36	134	133	127	118	105	617	2480

The Result of Post-Test

Class : XI.IPA.2

NO 、	NAME	ELEMENTS' SCORE					TOTAL SCORE	%
		G	V	M	R	F		
1	AGASTIA DEWANGGA	4	5	4	4	4	21	84
2	AKHMAD BAKHRIL M.	4	4	3	3	4	18	72
3	ALFIAN BAKHTI M.	5	4	4	4	4	21	84
4	AMALINDA KRIS W.	4	3	4	3	3	17	68
5	ANITA DWI SEPTIANI	3	5	4	4	3	19	76
6	ARUM PUJI LESTARI	3	4	4	4	3	18	72
7	AYU PUSPITA F.	4	4	5	4	3	20	80
8	BAGUS KARISMA P.D.	4	4	3	4	3	18	72
9	BAKTI SATRIA A.	5	4	3	3	3	18	72
10	BEKTI DWI SEPTI M.	4	4	3	3	3	17	68
11	BUYUNG TEGAR A.	4	4	3	4	3	18	72
12	CATUR RINA A.	4	3	4	3	3	17	68
13	EISMAYA WIJAYANTI	4	4	4	3	4	19	76
14	ERIK RAHMAN	4	4	4	4	4	20	80
15	FANKY ADI WALUYO	4	5	3	4	3	19	76
16	FARID AL ROSYID	4	4	4	4	4	20	80
17	FARIZAL KHAMID	5	4	4	3	3	19	76
18	FEBRIAN RATNANTO	4	3	3	3	4	17	68
19	GIGIH BAGUS P.	4	4	4	3	3	18	72
20	GITASARI DARMITA	3	4	4	3	3	17	68
21	HADI KURNIANTO	4	5	4	4	3	20	80
22	HERRY LILIA S.	3	4	4	3	3	17	68
23	IDA ELSHA NASTITI	4	4	4	4	3	19	76
24	IQBAL ANGGA P.	4	4	4	4	3	19	76
25	KRISTI NUR AISAH	5	4	4	4	3	20	80
26	LULU MELDAWATI	4	4	4	3	3	18	72
27	MARIA YOHANA F.	3	3	4	4	3	17	68
28	MELITA DEWI ANA S.	4	4	5	3	3	19	76
29	NINDA BUDI UTAMI	4	3	5	4	3	19	76
30	RACHEL AGUSTINE W.	4	3	4	3	3	17	68
31	RENDI KUSTRIAWAN	4	4	3	4	4	19	76
32	RILLO PAMBUDI	4	4	4	3	4	19	76
33	RIZQA AINUNI'MAH	5	4	4	4	3	20	80
34	SAFITRI KARLINA	5	4	4	5	4	22	88
35	SYAMIMA DZATI DINI	5	5	4	4	4	22	88
36	TANTI KURNIASIH	4	5	4	4	3	21	84
Σ	36	146	144	139	130	119	678	2712