THE USE OF PINOCCHIO CARTOON FILM TO IMPROVE STUDENT'S NARRATIVE TEXT WRITING SKILL

(The Case of Year VIII Students of SMP 37 Semarang)

A Final Project

Submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan

By

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2010

PERNYATAAN

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menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul

THE USE OF PINOCCHO CARTOON FILM TO IMPROVE STUDENTS NARRATIVE TEXT WRITING SKILL. The Case of Year VIII of SMP 37 Semarang.

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

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ABSTRACT

Romadhoni, Sri. 2010. *The Use of Pinocchio Cartoon Film to Improve Student's Narrative Text Writing Skill: The Case of Year VIII of SMP 37 Semarang*. Final Project. English Department. Faculty of Arts and Languages. Semarang State University. Advisors: I. Drs. Ahmad Sofwan, Ph.D; II. Rohani, S.Pd., M.A.

The final project is about teaching narrative texts to improve the writing skill of eight grade students of SMP N 37 Semarang. Teaching writing to Junior High School students is a challenging task. It requires a lot of creativity from the teacher.

The objectives of the study were to describe how the Pinocchio cartoon can be used as a teaching medium in teaching narrative text, and to find out the extent to which Pinocchio improves the ability of students in writing a narrative text.

The subject of the study is the eight grade students of SMP N 37 Semarang in the academic year 2008/2009. There were 32 students. The writer took all of them as the subject of the study. The technique used for collecting data is pre- test, post- test and interview. An interview was conducted to understand the students' difficulties in writing a narrative text.

The result of the study was that the students' progress during teaching and learning activities by using narrative film to improve writing was good. The students' achievement in writing improved. It was supported by the improvement of the result from the pre-test to the post-test. The average scores of the pre-test, first cycle, second cycle and post-test were subsequently 62.875, 72.125, 74.75 and 79.35.

It is suggested that teachers use cartoon film as an alternative media for teaching narratives.

ACKNOWLEDGEMENTS

First and the foremost, I would like to praise my greatest gratitude to Allah SWT the Almighty for every single thing He has planned for me in finishing my study and living meaningfully. Peace and blessing may be poured to His last Messenger, Muhammad the son of Abdullah.

The deepest gratitude is extended to Drs. Ahnad Sofwan, Ph.D., my first advisor, and Rohani, S. Pd, M.A., my second advisor, for sparing their priceless time in guiding, giving suggestion, correcting, and encouraging me in completing this final project. My appreciation goes to all the lecturers of The English Department of Semarang State University who have patiently taught and given me a lot of precious knowledge during the study.

My sincerest appreciation goes to my parents and family for their forbearance, support and prays, so that I can finish this final project and get the S1 degree.

Last but not least, I would like to say thanks to Anita Puspita, Linda and all friends for their love, help and motivation to finish my study in Semarang State University.
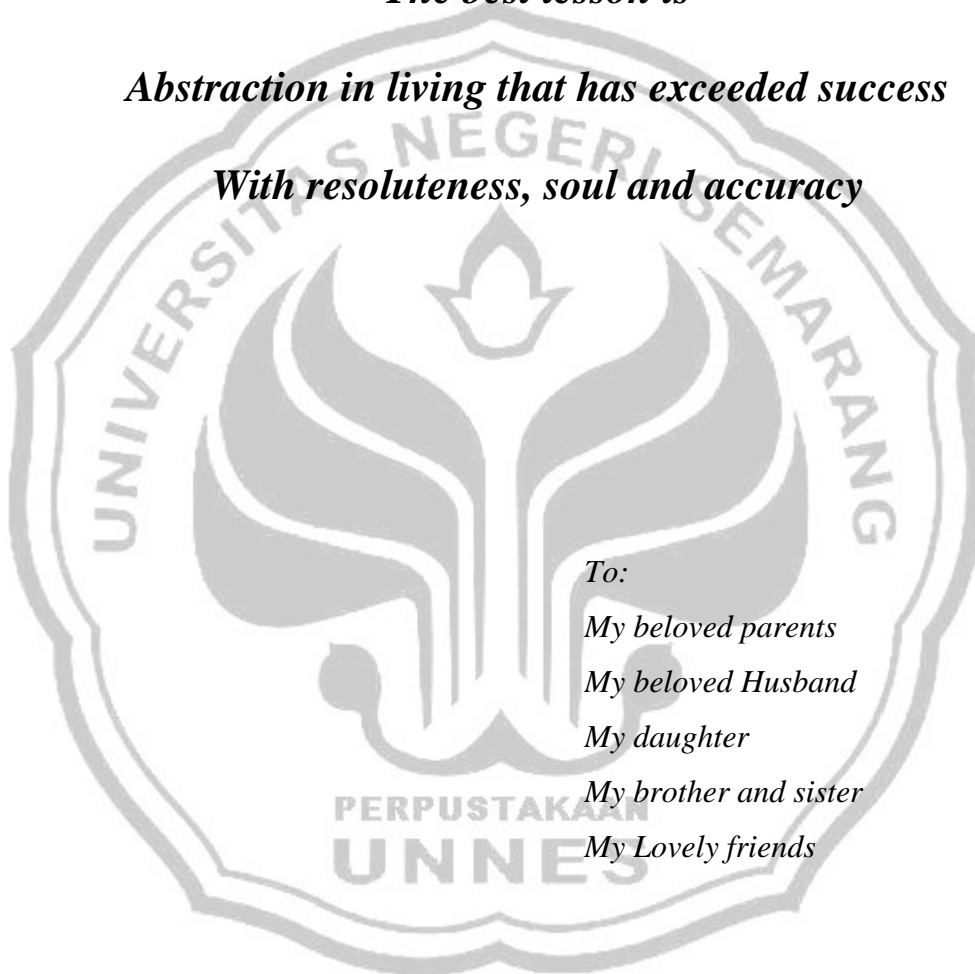
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MOTTO AND DEDICATION

The best lesson is

Abstraction in living that has exceeded success

With resoluteness, soul and accuracy

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

1.1   Background of the Study

Besides our mother tongue, Indonesian and Javanese language, we also learn English as our second language. English is very important because nowadays English is be one of the most important languages .In other words by mastering English either actively or passively, we can grasp a half of this world, not only in business world but also in politics and also in education. Our government is aware of how important of English is, so they made English as one of the subject which is taught from primary school until the university.

In English there are four language skills, they are listening, speaking, reading and writing. The students must master the four of language skills so they can use English actively and also passively. Writing as a part of the language skills besides listening, speaking and reading, must be taught maximally by the teacher to the student.

Writing has always formed part of the syllabus in the teaching of English (Harmer, 2004: 31). In the syllabus, writing helps students to learn how to write in various genres using different register. Because of that, in School-Based Curriculum, there are several genres that are presented. Many types of text are taught to the junior high school. One of them is narrative. A narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Anderson, 1997: 3). If the students like watching movies, they are

1

familiar with narrative text because movies are the examples of narrative text. Another example of narrative text is fiction story whether in the form of prose or novel.

We can see the importance of writing in daily life and also in our social life, like in education and business aspect, for example when we write letter or application letter. Writing also gives some other benefits. Besides being means of communication, writing can also create jobs. In beginning writing, it is just an activity to express our idea, opinion, or feeling in the text. Writing can also be a hobby to spend our time, but finally in this modern life, people can get money from doing their writing, for example a journalist, novelist or scrip writer.

Although, writing is very important for us, it is a difficult subject especially for the student. The reason is because writing is a mixture of our idea, vocabulary and also grammar. According to Heaton "Writing English Language Test"(1975: 138) writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem .The main objective is to make the writing become easier to learn for the students.

From the Heaton's opinion, I can conclude that writing is a very important subject because in writing we must share idea from our brain, it is not easy to translate concept in our brain to be a written language, and we must also be clever to choose and to combine the vocabulary to create something that is meaningful .We also must pay attention to the grammar, so it is normal if the student think

that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar).

Besides that reason, there is another factor that makes writing as the most difficult subject. The other reason is that there are a lot of many kinds of texts in English, such as narrative, descriptive, recount, spoof and many more.

Each text has different characteristics. There are social functions, generic structure and lexicogrammatical features. Usually the student can differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

To solve that problem, a teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop the ability of writing, grammar and structure of the student, and they also must find out an interesting method or audio visual aid to teach writing, so they will be interested in writing class.

Basically the teacher can use all kinds of audio visual aid but they must pay attention to how the importance of the audio visual for the teaching learning process is, how the effectiveness of using the visual aids is, and many more questions, related to visual aids. Any kinds of audio visual that teacher uses must make the students comfortable with the material or the class so they can easily understand the lesson.

Based on statement above, the writer can conclude that audio visual has an important function that the teacher can use in teaching and learning process, visual

aids can also give the students an opportunity to extend their ability and also to explore their talent.

Since long time ago teacher already use any kinds of audio visual aid for example; in book, picture, song, real object, etc. In this final project the writer chose a Pinocchio film in a writing class, the writer hopes that by using film the students will be more interested in learning writing in a class.

The writer will explore a genere in writing, that is, narrative, because narrative is an interesting genre for students because they can share their idea, opinion and their own experience, like writing in a diary. According Charles et al (1985:129), he had an opinion:

A narrative is a story; a narrative writing is writing that tells about a story. We use narrative writing when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of a diary or journal.

A narrative text is very suitable for the students in writing class because they can easily express their own idea drawn from their own experience at school, house or anywhere, in their narrative writing.

1.2 Reasons for Choosing the Topic

Some reasons why the writer chooses the titles "The Use of Pinocchio Cartoon Film to Improve Student's Narrative Text Writing Skill", The Case of Year VIII students of SMPN 37 Semarang.

a) A narrative text is the most interesting of writing genre for students of Junior High School because it tells about something imaginative so it will be quite relevant to their world and make them produce a text.

b) As a student of the education program of the English Department the writer has a great interest in this problem. The writer would like to find out more about the problems in teaching writing especially to students in Junior High School.

The writer uses Pinocchio film because this film has strong characters that are very interesting for the students, Pinocchio also has a lot of moral values that can give a lot of social education to the students, and Pinocchio also has a simple story.

1.3 Statements of the Problem

The problems that will be discussed in this study are:

1. How can the Pinocchio cartoon be used as a teaching medium in teaching narrative text?

2. To what extent does the use of Pinocchio film as a teaching aid improve the ability of student in writing a narrative text?

1.4 Objectives of the Study

The objective of this study can be stated as follows:

1. to find the reason How can the Pinocchio cartoon be used as a teaching medium in teaching narrative text

2.   to find out the extent to which Pinocchio improve the ability of students in writing a narrative text.

1.5 Significance

This study will have significance as follows:

(1) through this study, a new strategy about using film can have contribution in teaching writing of narrative text.

(2) through this study, it is hoped that the students can be more creative to express their ideas, thought, feelings as freely as possible in writing English narrative text.

(3) through this study, the result will be useful for the teacher to improve his/her teaching process and will be more creative in his/her teaching.

1.6 Outline of the Study

Chapter I consists of background of the study, reason for choosing the topic, statement of the problem, object of study, significance and outline of the study.

Chapter II consists of review of the related literature, writing, how is writing different from speech, types of writing performance the importance of writing, how people write, approach of writing, teaching writing, narrative, linguistic features of narrative, type of narrative, the use teaching as media, the definition of film, kinds of film, Pinocchio cartoon.

Chapter III consists of research design, planning, action, observation reflection, implementation, subject of the study, instrument of the study, data

collection, method of analyzing data, classifying the scores, method of reporting the result, criterion of assessment. Chapter IV consists of the analysis of the test and the analysis of the interview.

Chapter V consists of conclusion and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Writing

Meyers (2005: 1) says that the word writing comes from a verb. That means, it's an activity-a process. Writing is a way to produce language, which people do naturally when they speak. But writing is different from speaking because writing is a speaking to other people on a paper or on a computer screen. Unlike speaking, however, writing doesn't happen all at once. Meyers (2005: 2) says that the writer cannot see and hear your readers, so the writer must think about their reactions. You must choose a subject that will interest them and try to present it in an interesting way.

Cunningsworth (1995: 82) also says that in real life, writing is done with a readership in mind and writers need to know who their readers are, in order to write appropriately for them. It means that the writers need to judge how much knowledge of the subject their readers already have. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them to present their ideas in a logical order. They must read what they write and then rewrite it until they express their meaning strongly and clearly.

From the definition above, the writer can conclude that writing is a way to produce language by putting down words or ideas to some medium.

And it is a learned process that takes time and concentrated practice because the writer has more time to think than they do in oral activities.

2.2 How is Writing Different from Speech

This question is perhaps deceptively straight forward, as writing and speech seem to differ in fundamental ways. Most syllabuses have spoken and written elements course books are often devoted to one skill and many teachers are assigned classroom roles which focus on either 'speaking' or 'writing'.

These differences are generally attributed to the distich functions that speech and writing have involved to perform (e.g. Halliday, 1989) or to the degree of detachment and reflection that each permits (e.g. Tannen, 1982).

"There is no linguistic or situational characterization of speech and writing that is true of all spoken and written genres. On the one hand, some spoken and written genres are very similar to one another. On the other hand, some spoken genres are quite different from one another, as one some written genres. The relations among these genres are systematic, but must be specified in a multi – dimensional space" (Biber, 1988: 36-7).

Here is the table that shows us about the differences between speech and writing.

Table 2.1

Some commonly perceived differences	
Speech	**Writing**
More hesitations, interruptions and self-corrections	More subordination and passive Longer sentences
No spelling and punctuation conventions	More explicit coding of logical relation Less modal modification
Relies and gesture and paralanguage	Structurally collaborate, complex, abstract and formal
Concrete, Fragmented, Informal and context-dependent	Characterized by monologue
Characterized by turn-taking	

2.2.1 Types of Writing Performance

Brown (2004: 220) describes that there are four categories of writing skill area. Those four categories are as follows:

1. *Imitative Writing*

This category includes the ability to spell correctly. Students have to attain skill in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. This level is usually for elementary school level.

2. *Intensive (Controlled) Writing*

In this category, most assessment task are more concerned with a focus on form, and are rather strictly controlled the need design. The students have to attain in skill in producing appropriate vocabulary within a context, collocation, idioms, and correct grammatical features up to the length of a sentences. This category is applied to Junior High School.

3. Responsive Writing

This level requires the students to perform a limited discourse level, creating logically connected sequence of two or three paragraphs. It is more focused on discourse conventions that will achieve the objectives of the written text. It has strong emphasis on context and meaning. This skill area of writing is usually intended for Senior High School.

4. Extensive Writing

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, such as an essay, a term paper, a thesis etc. the writers focus on achieving a purpose, organizing and developing ideas logically, using details to illustrate ideas, demonstrating syntactic and lexical varieties, and so on. This level is usually for advanced learners.

According to Brown (2004: 225), in intensive (controlled) writing can be though of as form focused writing, grammar writing, or simply guided writing. Students produce language to display their competence in grammar, vocabulary or sentence formation.

2.2.2 The Importance of Writing Skill

Writing is one of language skill, has again an important contribution to human life. The important of writing can be seen in people daily activities and in our social life. Although writing is the most difficult skill to develop, it is very important to be learned. At the beginning, people did as a hobby but cater many of

them earn them living by doing it, for instance: journalist author, novelist, interpreters, and script writer.

For the students the writing can help them to expand and enlarge their world to live more fully and writing is an important medium for self expression, for discovery of meaning, therefore practice and study of writing are remain significant parts of the school curriculum.

Students get much of their knowledge through written materials like books, magazines, and newspaper. Especially in writing their paper or their thesis, they must quote some important statement of some experts to supports their ideas. Books as storage of knowledge, give many contributions to human beings.

They can be read by next generation for the next time. Some other importance of writing activities that are usually done in our societies areas follows:

1. teacher writer some important things on the blackboard or students may write some notes that are dictated by the teacher.

2. lost of people who are going to apply for jobs in offices write application letters. Today many companies ask applicants to write their application term in English.

3. many organizations or foundations get offers from foster parents from foreign countries for some students who have good achievement in their study. The students who are going to be selected are asked first to make a piece of writing in English about their country. For those who get an lain opportunity to win the selection are ask to write their foster parents in

English at least once a month; therefore, they need to have ability to write in acceptable English.

2.2.3 How People Write

A number of features of the list are of interest to us when we consider how people write. In the first place, the writer clearly has an audience in mind for their writing (themselves). In the second place, the writer has clearly changed their mind on more than one occasion, both deleting and adding items on list. How ever, this editing of the list has only some so far in their haste they have missplet a word (for accuracy). Lastly, it worth nothing the use of a foreign word (eilantra) obviously known to the writer.

Harmer (2004: 4 – 6) suggested that the process has four main elements:

1) Planning

Experienced writer plan what they are going to writer. Before starting to write or type, they try and decide what it is they going to say. Still others way not actually write down any preliminary notes at all since they may do all their planning in their heads. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the writing (how it is laid out, how the paragraphs are structured, etc). thirdly, writes have to consider the content

structure of the piece – that is how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

We can refer to the first version of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Once writers have produced a draft then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way some things is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form or words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course important and are often dealt with latter in the process. Reflecting and revising are often helped by other readers (or editor) who comment and mode suggestions. Another reader reader's reaction to a piece of writing will help the author to make appropriate revisions.

4) Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have

changed in the editing process. But the writer is now ready to send the text to its intended audience.

The process wheel below clearly shows the many directions that writers can take, either traveling backwards and forwards around the run or going up and down the wheel's spokes.

Planning   drafting

Final version   editing

Final version
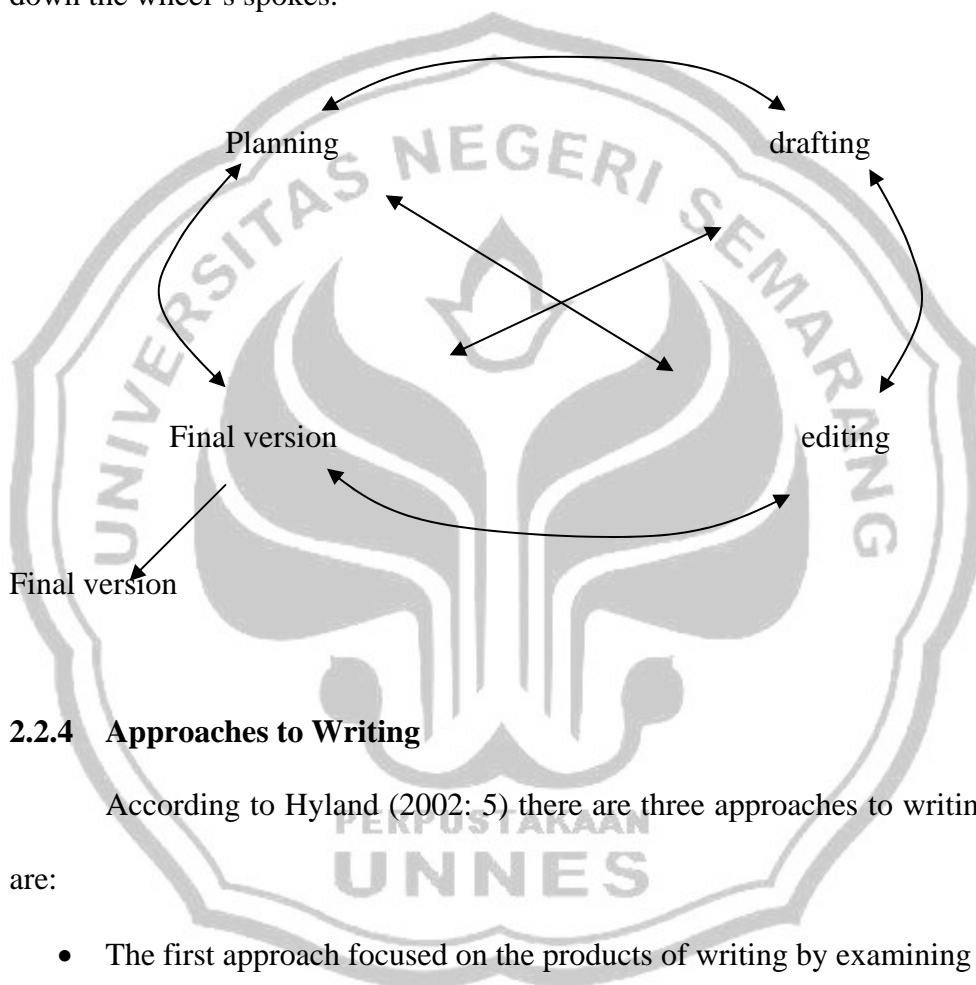
2.2.4   Approaches to Writing

According to Hyland (2002: 5) there are three approaches to writing, they are:

- The first approach focused on the products of writing by examining text in various ways, either through their formal surface elements or their discourse structure.

- The second approach, loosely divided into expressivist, cognitivist and situated strands, focuses on the writer and describes writing in terms of the processes used to create texts.

- The third approach emphasizes the role that reader play in writing, adding a social dimension to writing research by elaborating how writers engaged with an audience in creating coherent text.

2.3 Teaching Writing

There are five elements in writing that should be mastered by student if she or he wants to be able to write correctly. Those five elements are:

1) Grammar

Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has a meaning. Some student get problem with this. This is because some of them still confused what verbs that should be used in the sentence. They can not differentiate between the verbs that should be applied according to the times. There are also problem with the using of "be" in English. So when student went to write "I am student" they always write "I am is student".

2) Vocabulary

Vocabulary is the choice of the word that is applied by the student in the text. Some student confused what word that should be used in because the most those correctly adjusted to the meaning of the sentences.

3) Spelling

When student write, they must also think about spelling. Spelling will make their writing should reasonable to be read. The pause is also needed when

we read a text. The capital letter is also important when students write the first word in the sentence. It is also used when student write the conversation.

4) Content

It contains reasonable sentences that support the topic of the writing the ideas of the students re well organized and can understood by readers.

5) Fluency

Fluency refers to the sentence that flow easily and not too hard to understand although a simple writing. The reasonable sentences that are arranged into good story here that is meant by the fluency.

2.4 Narrative

There are some definitions of narrative writing. Labov as quoted by Simson (1997: 116) defines natural narrative as the method of recapitulating past event which (is it implied) actually occurred. According to Anderson and Anderson (1997: 7), narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or the listener.

2.4.1   Linguistic Features of Narrative

There are some linguistic features of narrative as Derewianka (1990: 42) state as follows:

1) specific, often individual, participants with defined identities. Major participants are human, or sometimes animals with human characteristic

2) mainly action verbs (materials processes), but also many verbs with refer to what the human participant said, or felt, or thought (verbal and mental processes).

3) normally past tense

4) dialogue often included, during which the tense may change to the present or future.

5) descriptive language chosen to enhance and develop the story by creating images in the readers mind.

6) can be written in the first person (I, we) or third person (he, she, they). (In-choose-your-own-adventures, the reader is involved in the story as a major character and addressed as "you").

There are some characteristic of narrative writing which are possessed by almost all of the narrative writings. Those characteristic are state by Martin, Seltzer, Kimmeluman and Krantz (1985: 129) :

1) It tells the story of an events or events

2) The events are usually arranged in chronological order that is, in the order in which they occurred in time, and

3) The narrator has a purpose a mind in telling the story. There are some points, which the narrator whishes to make or some impressions he or she wishes to convey to the readers. Therefore the details of the narrative are carefully selected for that purpose.

Besides the purpose which is stated in the last paint above, Derewianka (1990: 40) stated also the definition of narrative writing. According to him, "The purpose of narrative story is to entertain i.e. going and hold the readers interest in a story".

Based on those definitions above, it is concluded that a narrative text is a text consist of either real of or imaginative sequence of event presented in the past form, which is aimed at entertaining readers.

2.4.2   Types of Narrative

There are many different type of narrative that are proposed by Anderson and Anderson (1997: 18-31). They are:

1) Humor

A humor narrative is one that aims to make audience laugh as part of feeling a story.

2) Romance

The romance narrative typically tells of two lovers, who come over difficulties to end up together.

3) Diary Novel

This type of narrative has the text presented like diary entries.

4) Fantasy Fiction

In their book, Anderson and Anderson give him example of fantasy fiction. According to them, the example of fantasy fiction is story by Ronald Dahl "the witches" in the orientation of the story, I conclude that fantasy fiction in type of narrative writing in which the aspect of fantasy or imagination is involved.

5) Science Fiction

Science fiction narrative uses a setting in involving science and technology.

6) Historical Fiction

Mark and Kathy do not give the clear definition of this type text. They just give an example of this text that is a story by Robert Westall entitles "The Machine Gunner". After reading the story, I conclude that a history narrative is the one that uses a historical setting (1997:23).

2.4.3   Generic Structure of Narrative Texts

Neo (2005: 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

Diagram 2.1

climax

Rising action   Falling action

Exposition   Resolution
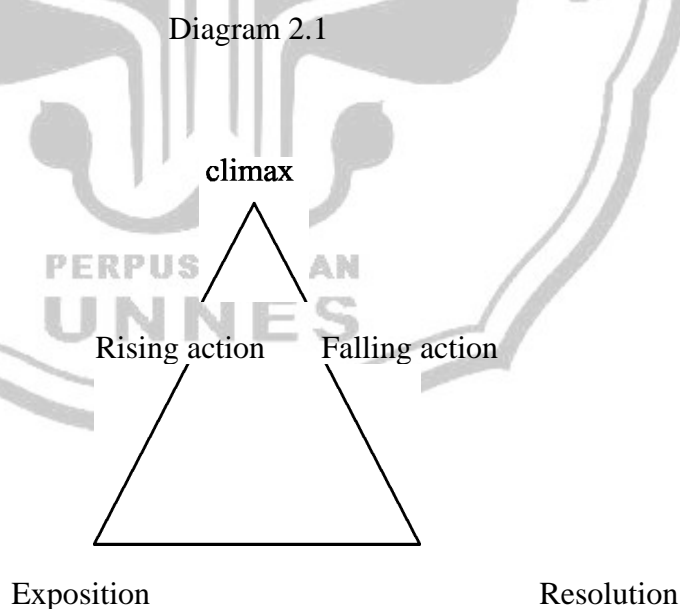
That diagram is known as the Freytag triangle.

Neo says that the idea of the Freytag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freitag triangle consists of:

a. the composition, it establishes the characters and situation.

b. Rising action, it refers to a series of complication leads to the climax.

c. The climax is the critical moment when problem/ conflict demand something to be done about them.

d. Felling action is the moment away from the highest peak of excitement.

e. The resolution consists of the result or outcome.

On the other hand, Anderson (1997: 8) states that the steps for constructing a narrative are:

a. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication/ rising action

The complication is pushed along by a serious of 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 characters and oven serves to (temporally) toward them from reaching their goal.

c. Sequence of event? Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end"?)

e. Reorientation It is an optional closure of event.

2.5 The Use of Film as Teaching Media

Media is one thing that is offered by many experts as a tool to increase the interest and motivations of the study. That's why, the ability to use teaching media is one of competences that every teacher must have. Besides the teachers' ability, the use of media can also support the language teaching to young learner. The basic consideration to choose the teaching media is that it can fulfill students' needs and can reach the teaching objectives. As the result by using the appropriate media the teaching learning process can be more effective and it is the basic of successful use of media.

In teaching English using media teacher has to select it according to the theme, objective, and the characteristic of the students'. Media should be attractive and interesting for them. In addition, the instructional media can increase students' motivation in learning, make the

students active to give response, enable them to repeat what they learned and encourage them to interest in English.

It is a common place that young children learn better by playing or at least can be induced to go a long with teaching that is tempered by "Fun" activities (Brumfit, 1981),for example by using media. The uses of teaching media in teaching learning process is increase the motivation the motivation and stimulate students to learn (Asnawir and Usman, 2002). In teaching learning English, especially to young learner, teaching media are the important things because children can more easily catch the lesson and be more active in joining the class. It is also can motivate and arouse the students' interest in learning English. Teaching media have great contribution to the teaching learning process.

2.5.1 The Definition of Film

Film is a notion picture. It is just like other literary work such as a song, novel, and poetry which also have message of moral valves inside. It recounts human being's conflict and life around. The story has its own characteristics according to the direct and the player (actor and actress).

"Film as a series of connected cinematography image projected on screen. Film can record cultures, and they can thread social or political issue and other aspect of societies to capture relationship difficult to communicated by other means" (Encyclopedia Americana vol 19, 1986 : 505).

According to Summer (1992: 476) the definition of films are (1) a role of material which is sensitive to 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.

Patrick (1993: 496) defines as a series of connected cinematographic images projected on a screen. Lorimer (1995: 506) states that a film can record culture, and they can thread social or political issues and other aspect of scientists to capture relationship difficult to be communicated by other means. Film allows scientists to see aspects of the world that are difficult to observe with make eyes. The motion picture camera can record bacteria and other microscopic objects as well as star system whose light is to faint for normal viewing. The camera can capture processes of nature such as the opening of flowers that are difficult to observe because they so rapidly.

Watching a film make the viewer understand, communicate, and familiar with something informed in the story. Film has a fantastic way in conveying the theme. People who watch film can learn theme easily and reflected the things that are useful to their life. Film can portray a clear description about the situation or event that often made into a film are as follows: culture, social events, political issues, personal life, war and so on.

2.5.2 Kinds of Film

Some of the most basic types of film line up as distinct alternative, we commonly distinguish documentary from fiction; like action to animation; and

"mainstream" for experimental or avant - grade film making. Bordwell and Thomson (1997: 42-51) state that there are four types of films, they are:

1) Documentary Film

A documentary film purpose to present factual information about the world outside the film. As a type of films, documentaries present themselves as factually trust worthy. There are two types of documentary, they are:

1. Compilation Film; produce by assembling mages from archival sources.

2. Direct Cinema; recording an ongoing event "as its happens", with minimal interference by film maker.

2) Fictional Film

A fictional film present imaginary being, plates, or events. Yet if a film fictional, that does not mean that it is completely unrelated to actually.

A typical fictional film stages it events; they are designed, planned, rehearsed, filmed, and refilmSSSSed. In a fictional film the agents are portrayed or depicted by an intermediary, not photographed directly (as in documentary).

3) Animated Film

Animated films are distinguished from live-action ones by the unusual kinds of work that one done at the production stage. Animators do not do continuously filming and ongoing action in real time, but they create a series of images by shooting on a frame at a time.

Bordwell and Thompson (1997: 46 – 48) differentiate the animation into several distinct types, they are: Drawn Animation, Cut – outs Animation, Claymotion or Clay Animation, Model or Puppet Animation, an Pixilation.

4) Experimental or Avant – Grade Film

Another basic types of filmmaking is willfully non conformist. Some film makers set out to create films that challenge orthodox notion of what movie can show and how it can show it.

Experimental films are mode for many reason, they are (1) The filmmakers wish to express personal experience or view points, (2) the filmmakers may also want to explore some possibilities of the medium it self, (3) the experimental film maker may tell no story but they may create no story fictional story fictional story that will usually challenge the viewer.

2.6 Pinocchio Cartoon

Pinocchio is a 1940 American animated film produced by Walt Disney and based on the story *The Adventures of Pinocchio* by Carlo Collodi. The second film in the Walt Disney Animated Classics, it was made after the success of *Snow White and the Seven Dwarfs* and was released to theaters by RKO Radio Pictures on February 7, 1940.

The plot of the film involves a wooden puppet named Pinocchio (voice of Dickie Jones) being brought to life by a blue fairy (Evelyn Venable), who tells him he can become a real boy if he proves himself "brave, truthful, and unselfish". Thus begin the puppet's adventures to become a real boy, which involve many encounters with a host of unsavory characters.

The film was adapted by Aurelius Battaglia, William Cottrell, Otto Englander, Erdman Penner, Joseph Sabo, Ted Sears, and Webb Smith from

Collodi's book. The production was supervised by Ben Sharpsteen and Hamilton Luske, and the film's sequences were directed by Norman Ferguson, T. Hee, Wilfred Jackson, Jack Kinney, and Bill Roberts. Pinocchio won an Academy Award for Best Original Song for the song "When You Wish Upon a Star".

The plan for the original film was considerably different from what was released. Numerous characters and plot points, many of which came from the original novel, were used in early drafts. Producer Walt Disney was displeased with the work that was being done and called a halt to the project midway into production so that the concept could be rethought and the characters redesigned.

Originally, Pinocchio was to be depicted as a Charlie McCarthy-esque wise guy, equally as rambunctious and sarcastic as the puppet in the original novel. He looked exactly like a real wooden puppet with, among other things, a long pointed nose, a peaked cap, and bare wooden hands. But Walt found that no one could really sympathize with such a character and so the designers had to redesign the puppet as much as possible. Eventually, they revised the puppet to make him look more like a real boy, with, among other things, a button nose, a child's Tyrolean hat, and standard cartoon character 4-fingered (or 3 and a thumb) hands with Mickey Mouse-type gloves on them. The only parts of him that still looked more or less like a puppet were his arms and legs. In this film, he is still led astray by deceiving characters, but gradually learns bit by bit, and even exhibits his good heart when he is offered to go to Pleasure Island by saying he needs to go home two times, before Honest John and Gideon pick him up themselves and carry him away.

Additionally, it was at this stage that the character of the cricket was expanded. Jiminy Cricket became central to the story. Originally the cricket was not even in the film. Once added, he was depicted as an actual (that is, less anthropomorphized) cricket with toothed legs and waving antennae. But again Walt wanted someone more likable, so Ward Kimball conjured up "a little man with no ears. That was the only thing about him that was like an insect."

Mel Blanc (most famous for voicing many of the characters in Warner Bros. Looney Tunes and Merrie Melodies cartoons), was hired to perform the voice of Gideon the Cat, who was Foulfellow the Fox's sidekick. However, it was eventually decided for Gideon to be mute (just like Dopey, whose whimsical, Harpo Marx-style persona made him one of Snow White's most comic and popular characters). All of Blanc's recorded dialogue in this film was subsequently deleted, save for a solitary hiccup, which was heard three times in the film.

The influential abstract animator Oskar Fischinger contributed to the effects animation of the Blue Fairy's wand.

2.6.1 Characters

- Pinocchio, voiced by Dickie Jones, is a happy wooden puppet made by Geppetto and turned into a living puppet by the Blue Fairy. He serves at the main protagonist of the film.

- Jiminy Cricket, voiced by Cliff Edwards. Jiminy is a cheerful cricket who acts as Pinocchio's "conscience" and the partial narrator of the story.

- Mister Geppetto, voiced by Christian Rub, is a woodcarver who creates Pinocchio and wishes for him to become a real boy.

- Figaro and Cleo are Geppetto's tuxedo cat and goldfish, respectively, who do not like each other very much until the end of the movie when Pinocchio becomes a real boy.

- John Worthington Foulfellow, voiced by Walter Catlett, otherwise known as Honest John, is a sly anthropomorphic fox and known criminal who tricks Pinocchio twice in the film. He is the first (and possibly the primary) antagonist that Pinocchio encounters.

- Gideon is Honest John's mute and crafty anthropomorphic feline accomplice. His voice was originally to be supplied by Mel Blanc of Looney Tunes fame, but they deleted his dialogue in favor of a mute performance (i.e. Harpo Marx) just like Dopey of Snow White and the Seven Dwarfs. However, Gideon's hiccups were provided by Blanc.

- Stromboli, voiced by Charles Judels, is a large, sinister, bearded puppet maker who forces Pinocchio to perform onstage in order to make money. He speaks in an Italian Accent, though he is identified as being a gypsy. He is the only villain of the film to be part of the official Disney Villains line-up.

- The Blue Fairy, voiced by Evelyn Venable, is the beautiful fairy who brings Pinocchio to life and turns him into a real boy at the end.

- The Coachman, voiced by Charles Judels, is a corrupt and sadistic coachman who owns and operates Pleasure Island. He also enjoys turning unruly boys into donkeys. He speaks in a Cockney accent.

- Lampwick, voiced by Frankie Darro, is a naughty boy Pinocchio meets and befriends on his way to Pleasure Island. He turns into a donkey while the boys are shooting pool.

- Monstro is the whale that swallows Geppetto, Figaro, and Cleo during their search for Pinocchio. Pinocchio is then swallowed when Monstro is eating and he and Geppetto reunite. Monstro is the final villain of the film.

CHAPTER III

METHOD OF INVESTIGATION

3.1 Research Design

An action research was a form of educational inquiry that uses real action of the teachers in response to a certain problem encountered during the teaching and learning process through cycle of action. Here I used four components in one cycle for doing classroom research: planning, action, observation, and reflection.

3.1.1 Planning

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

a. cartoon film which would be used

b. the materials were used to explain about narrative

c. the students' activities and responses during the teaching-learning process

d. kinds of exercises used to measure how far the students mastered the material

e. kinds of students' difficulties and mistakes in the exercises

f. the improvement of students' ability in writing a narrative text

3.1.2 Action

This section discusses the steps and the activities in the classroom. The writer conducted some steps as follows:

a. gave pre-test

b. gave explanation in the process of teaching-learning process

c. gave treatment and some exercises

d. gave test

e. let the students observe the film

f. gave a post-test

g. analyzed the result of students' exercises

3.1.3 Observation

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

3.1.4 Reflection

After the writer got the data from the pre-test, exercises, and the observation, she decided to analyze the result to determine the next cycle. She attempted to give clear explanation to the students if there were some of them who still had difficulties in writing.

3.1.5 Implementing

Implementing is the performing of planned action. Based the model above, the researcher could change the plans after conducting one cycle when they are needed.

There would be four activities in the action research. The elaboration of the plans was as follows:

1) Pre-test

Pre-test was the first activity of the action research. The test was given to identify their achievement of writing English narrative text. In this test, the students were asked to make a short narrative text based on the key words given.

2) First Cycle

1. Modeling of the Text

In the first activities of Modeling of the Text, the writer introduced the narrative film to the students. The title of the film is "Pinocchio ". The theme of the story was about a puppet that is a real boy because he be a good child. Then the writer distributed the reading text to the students. The students were grouped into several groups consists two students based. Asked them to understand the content of the story and discussed it to the writer. The summary of the story is: " Once upon a time, there lived an old man named geppeto. He made puppet called Pinocchio. He prayed that he had a child. The fairy made his dream came true. Pinocchio was alive. The fairy told that if Pinocchio wanted to be a real boy so he must be a good boy. But Pinocchio was a bad boy. He didn't go to school. He made a friend with a bad man. Then he realized, but at that time his father was in a big problem. He ate by a whale. Pinocchio went to the sea to safe his father. He ate by the whale and then he took his father out from the whales. Pinocchio that made from wood, he can float on the water. Then he took his father to the shore. The fairy made

Pinocchio be a real boy because his kindness. Pinocchio and his father lived happily ever after.

In the second activities of Modeling of the Text, the writer asked the students to understand the generic structure of narrative first. The both the writer and the students discussed the generic structure of narrative. The generic structures of narrative texts are orientation/exposition, complication/rising action, Sequence of event/climax, resolution/felling action, and resolution.

In the third activities of Modeling of he Text, the writer explaind about simple past tense. Then the researcher will ask to the students to make sentences using simple past tense as exercises before making the true narrative text.

2. Join Construction of the Text

In the first activities of Join Construction of the Text, the writer asked to the students to make a planning to write narrative text in a group. It is based on the film that had been given before. In this case, the students should try to explore their ideas and then they should arrange the main idea in the paragraph.

In the second activities of Join Construction of the Text, the writer asked to the students to arrange the draft of narrative based on the film and paid attention to the generic structure of the text and consulted the work to the teacher or writer and friends. The writer or teacher gave suggestion.

In the third activities, the writer asked to the students to discuss the suggestion given by writer or teacher and friends. Then giving the suggestion to the friends need. They may be able to use dictionary if they had difficulties in vocabulary.

In the fourth activities, the students should read the text once more carefully before making the final draft. The students should pay attention to the grammar, spelling, vocabulary, punctuation, etc. if there were many mistakes, they must revise the draft and finally they arrange the final copy of the text.

3) Second Cycle

In the second cycle, the writer divide the activities into two parts. The first was to do modeling of text where there were three activitie. The second part was to do independent construction of the text.

1. Modeling of the Text

In the first activities of modeling of the text, the writer continued play the Pinocchio film part II.

The second activities, the writer and the students discussed about the generic structure of text. It was just to remind the students of the generic structure. Then the writer recalled the lesson about past tense to make sure that the students had known about the tense that will be used in the narrative text.

In the third activities the writer gave an opportunity to the students to ask about everything that related to the narrative film before they were given assignment to produce a narrative text individually.

2. Independent Construction of Text

In the first activiies of independent construction of text, the writer asked to the students to make planning to write narrative text in grouped. It is based on the film given before. In this case the students should try to explore their ideas and arranged it in a paragraph.

In the second activities, the writer asked to the students to arrange the draft of narrative text based on the film given and consulted the work to the writer or their teacher.

The third activities, the students should read the text once more carefully before making the final draft. The students should pay attention to the grammar, spelling, vocabulary, punctuation, etc. if there were many mistakes, they must revise the draft and finally they arrange they final draftof text.

4) Post-test

In this activity, the students would do post-test. The post-test was conducted to measure the students' ability after the treatment. The test was same as the pre-test.

After conducting and observing the implementing cycle, the next step that the writer did was evaluating. The evaluating was a fact-finding about the result of the action. It was an analysis to find out the influence of the narrative text for improving the students in learning writing.

After doing the post-test the writer should give interview to the students. This interview aimed at knowing what the difficulties problems that students had about narrative text that done.

3.2 Subject of the Study

The writer holds the classroom research at SMP N 37 Semarang. It is located in Jalan Sompok Peterongan Semarang.

The writer chose the eight grade students. There were eight classes on the average each class had 32 students.

Moreover, they were chosen as the subject of the study based on two reason, they are:

1. The students are all in the same grade.

2. The students had been studying English for some period of time, so those eight classes are considered parallel.

I chose one class of the students from the whole class as sample in this study. Gay (987: 98) stated that study needed 30 students as a sample could already represent for the whole population of the study. Therefore, I selected 32 students in my research.

3.3 Instrument of the Study

Before collecting the data, I selected story film as the instrument. To make sure that the instrument valid enough, so I looked into School-Based Curriculum first. This curriculum stated that the students were supposed to make a descriptive composition thus the content of the test/story offered in the research was valid enough.

I also made an interview to the students about the difficulties they found in producing narrative text.

A writing test was actually subjective as said by Harris (1969: 69) that composition tests were unreliable measure because:

1. Students perform differently on different types and on different occasion.

2. The scoring of the composition is by a nature highly subjective.

In addition, he said (1969: 70) that in writing composition students could

cover up weakness by avoiding problems (e.g. the use of certain grammatical patterns and lexical items) they found difficulties.

From he above advocating ideas, I decided to use composition test to subject research. Before material and test were given for the students, I showed it to the English teacher.

3.4 Data Collection

This action research needed the data to support the investigation. Elliot (1998: 77-83) stated that there is a list of techniques and methods which can be used to gather evidence in the reconnaissance and monitoring phases of action research. They are diaries, profiles, document analysis, tape / video recording and transcript, using an outside observer, interviewing, the running commentary, the shadow study, checklist, questionnaires, inventories, triangulation, and analytic memos.

This research used some of them which were appropriate to the school environment and could be done to support the action research. In this research, to collect data, the writer used observation form, pre- test and post- test. The aimed of using this technique were to know the difficulties of the students in understanding narrative, to know what the extent of teaching narrative to improve writing, to gather information and found a simple way for students to produce text.

3.5 Method of Analyzing Data

Through scoring, the results of the students' work was useful to depict students' level of writing achievement. Since the purpose of the research is to measure the students' proficiency, the writer interpret the result both statistically and non-statistically.

3.5.1. Mode of Scoring

Scoring the students' work is a step to obtain quantitative information from each student. One of the ways to scores or to evaluate the students' achievement in writing is rating scale. In using rating scale, the scorer can make a rank order of the results of the students' work, based on a given categories to know which students have the high scores and which have the lowest scores. The following scheme of rating scale is used to measure the students' achievement in their written product.

Table 3.1

The Scoring Guidance Taken From Heaton Grid and Categories

Items	Scoring
Fluency	5. Flowing style --- very easy to understand--- both complex and simple 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 mostly (but not all) ---simple sentences --- fairy effective.

	2. Jerky style --- an effort needed to understand and enjoy --- complex sentences --- confusing --- mostly (but not all) simple sentences --- fairy effective.
	1. Very jerky --- hard to understand ---can not enjoy reading --- almost all simple sentences --- complex sentences confusing --- excessive use of 'and'.
Grammar	5. Mastery of grammar taught on course --- only 1-2 minor mistakes.
	4. A few minor mistakes only
	3. Only 1 or 2 major mistakes but a few minor ones.
	2. Major mistakes lead to difficulty in understanding --- lack of mastery of sentence construction.
	1. Numerous serious mistakes --- no mastery of sentence construction --- almost unintelligible.
Vocabulary	5. Use of wide range of vocabulary taught previously.
	4. Good use of new words acquired ---fairy appropriate synonyms, circumlocation.
	3. Attempts to use words acquired ---fairy appropriate vocabulary on the whole but sometimes restricted ---has to resort to use of synonyms circum location etc on a few occasions.
	2. Restricted vocabulary --- use a synonym (but not always appropriate) --- impercise and vague --- affect meaning.
	1. Very restrict vocabulary --inappropriate use

	of synonyms seriously hinders communication.
Content	5. All sentences support the topic ---highly organize ---clear progression of ideas well inked -like educated native speaker. 4. Ideas well organized --- links could Occasionally be clearer but communication not impaired. 3. Some lack of organization --- re-reading required for clarification of ideas. 2. Little or no attempt at connectivity --- through reader can deduce some organization --- individual ideas may be clear but very difficult to deduce connection between them 1. Lack of organization so severe that communication is seriously impaired.
Spellimg	5. Non errors 4. 1 or 2 minor errors only 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.

Since here were 5 items and each was score 5 then the maximum score were 25. The scoring was based on the analytic method. This method was much better of making when we wanted to inform our students about their achievement (Heaton, 1979: 109). Since the test result were raw scores so that it was necessary to multiply them by 4 to get more meaningful numerical data. By doing so, it obtained the rating scale from 1-100. Thus took an example for student who got 25 of raw score. It scores multiplied by 4 and at meant that she/he got 100, for student who got 19.50 the scores x 4 and s/he got 78 and so on.

3.5.2 Classifying the Scores

The scores became more meaningful numerical data if they are converted to numerical data, which processed to the scale of 0 to 100. Then the processed scores used arranged from the highest to the lowest, it easier to know the position of a student in his/her group.

The measurement of the students' achievement that was stated by Harris (1969: 134) interpreted as follows:

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
less than 50	Very poor

3.6 Method of Reporting the Result

In the reporting the result of analysis the data, I applied both statistical and non-statistical analysis to report the result of the students' achievement in writing. Principally the procedure of reporting the result fulfilled at least two criteria:

1. The report readers' knew or understood what the aimed of the report was. It meant that the readers could interpret the report properly.

2. The report should be objective. It meant that the report describe the real condition of the research.

The procedure, the type, or the technique in reporting the result in various ways, such as tables, statistically data, description, etc. the report also depicted the students' achievement in writing.

The report of the students' achievement arranged and interpreted on the basis of norm of criterion report with teaching approach of mastery learning, especially for he purpose of perfection in teaching learning process of which information derived from the feedback of the result. So, I used the criterion of referenced report because the information needed was the achievement in writing class.

Based on the information or the analyzed data, the teacher should be able to determine the technique and strategy of teaching so that the materials could be absorbed well by the students in the future.

3.7. Criterion of Assessment

The students' success and failure in doing the activities planned above will

be accessed by referring to the creation issued by the Department of Education and culture, (Depdikbud, 1995: 37). The criterion said that a students could be successful if he/ she achieved 65% of the material and a class could be said to be have mastered in learning if they could achieved 75%.

CHAPTER IV

DATA ANALYSIS

In the chapter four, the analysis of each activity started from the pre test, first cycle, second cycle and post test the analysis of interview would be discussed. Here each the analysis of each cycle.

4.1 Analysis of pre-test

A pre-test was conducted on the beginning of the research. The purpose of this test was the check the students ability in producing narrative text whether the students could produce narrative text by paying attention to the generic structure of the text well and produce a good text or not.

The pre-test was conducted on Monday, 10th 2008. There were 32 students who followed the test. They had to produce narrative text based on their experience their got from their teacher before. They could choose the theme of the story by themselves.

In other to further knew the students' achievement in detail I used the following formula to find out the percentage of the students' achievement.

The formula is:

The average of students result = The total of percentage
                                  The number of students

The result of the pre-test could be seen in appendix 1

The average of students result = The total of percentage
                                  The number of students

44

$$= \frac{2012\%}{32}$$

$$= 62.875\%$$

The students achievement result was 62.875%. It could be concluded that the students were not successful in producing narrative text without having explanation about the generic structure of narrative text before. Therefore, teaching narrative text in each activity was important to improve the students' result.

No	Stages	Activity
1	Opening • Greeting • Praying • Taking attendance list	• teacher said greeting • students answered the teacher's greeting • teacher and students prayed together • teacher called one by one
2	Building knowledge of Field	• teacher gave questions, examples: - have you ever read or heard a story? - What kind of story do you like? - What does the story talk about? • Students answered the teacher's questions

3	Join Construction of the Text	• Teacher asked the students to make a group of two and listed about narrative story
		• Students did the teacher's command
4	Independent Construction of Text (Pre test)	• Teacher asked the students to write a short paragraph of Pinocchio cased on their experience
		• Students did the teacher's command
5	Closing • Collecting the assignment • Praying • Take leaving	• Students submitted their work • Teacher and students prayed together • Teacher said good bye • Students answered it

4.2 Analysis of the First Cycle

In the first cycle, there were two parts that were modeling of the text and join construction of the text. Here was the analysis of each part.

4.2.1 Analysis the first activity

The first activity was called modeling of the text. The activity was conducted on May, 17th 2008. there were 32 students followed the teaching and

learning process. In this activity, the narrative cartoon film was introduced to the students. The title of story was "Pinocchio". In this activity the students were grouped into several groups consisted of two students. Based on the lesson, I asked the students to discuss the generic structure of narrative before I explained it. Then I explained the generic structure of narrative text.

The students and I discussed the generic structure of narrative text together. I also explained about past tense so that the students knew the steps and made tem easy to produce narrative text well cased on the step they had learned.

No	Stages	Activity
1	Opening • Greeting • Praying • Taking attendance list	• teacher said greeting • students answered the teacher's greeting • teacher and students prayed together • teacher called one by one
2	Modeling of the Text	• teacher played Pinocchio cartoon film part I • students watched the film carefully • teacher explained about the generic structure of narrative • students listened the teacher's

		explanation
3	Closing • Praying • Take leaving	• Teacher and students prayed together • Teacher said good bye • Students answered it

4.2.2 Analysis the Second Activity

The second activity was called join construction of the text. In this activity there were three activities. That was making planning, writing the draft, writing the final draft.

4.2.3 Analysis of Final Draft of the First Cycle

The activity of writing the final copy was conducted on Monday, April 24th 2008. It was followed by 32 students. In this activity I gave back the students work in the last activity and asked them to revise the mistakes they still made in writing the draft. They could use the dictionary to check the wrong spelling, and they discuss the mistakes they made to their friend or the teacher.

The percentage of the student's achievement in writing the final draft of the first cycle was:

The average of students result = $\dfrac{\text{The total of percentage}}{\text{The number of students}}$

$$= \dfrac{2308\%}{32}$$

$$= 72.125\%$$

The achievement of writing the final draft was 72.125%. It could be said that the students writing narrative was successful.

No	Stages	Activity
1	Opening • Greeting • Praying • Taking attendance list	• teacher said greeting • students answered the teacher's greeting • teacher and students prayed together • teacher called one by one
2	Modeling of the Text	• teacher explained about past tense • students listened the explanation carefully • teacher asked the students to make sentence using past tense • students made the simple past tense sentence
3	Join Construction of the Text • planning	• teacher asked the students to make group of two and made a planning based on Pinocchio film that given before • students did the teacher's command

	• drafting	•	after made a planning, teacher asked the students to arranged it into a draft
		•	teacher remainded the students to pay attention about the generic structure and the past tense
		•	students did the teacher's command
	• discussing	•	teacher and students discussed together about the students work
		•	the students consulted to the teacher
		•	teacher gave suggestion
		•	the students also sonsulted to their friend
	• making final draft	•	teacher asked the students to make final draft
		•	of their work that had discussed and consulted before
4	Closing		
	• Collecting the assignment	•	Students submitted their work
	• Praying	•	Teacher and students prayed together
	• Take leaving	•	Teacher said good bye
		•	Students answered it

4.3 Analysis of the Second Cycle

In the second cycle there were two parts, they were modeling of the text and independent construction of text. Here was analysis of each part.

4.3.1 Analysis the First Activity

The first activity in the second cycle was called modeling of the text. This activity was conducted on May, 28th 2008. it was followed by 32 students. In this activity, the writer remainded about the narrative text, the generic structure of narrative, and simple past tense once more to make the students understand the material. The students could ask question if they had difficulties in understanding the material.

In this activity, I gave the Pinocchio film part II. In this activity the students worked in group of two. The students and I discussed the generic structure of narrative text once more.

No	Stages	Activity
1	Opening • Greeting • Praying • Taking attendance list	• teacher said greeting • students answered the teacher's greeting • teacher and students prayed together • teacher called one by one
2	Modeling of the Text	• teacher played Pinocchio film part II

		• the students watched the film carefully
		• teacher remainded students about the generic structure of narrative text
3	Closing	
	• Praying	• Teacher and students prayed together
	• Take leaving	• Teacher said good bye
		• Students answered it

4.3.2 Analysis of the Second Activity

The second activity of the second cycle was called independent construction of the text. There were three activities, planning, writing draft and make the final copy. The purpose independent construction of the text was to check the students ability in producing narrative text individually whether the students could produce narrative text well or not.

4.3.3 Analysis of Final Draft the Second Cycle

The writing the final draft of the second cycle was conducted on June, 1st 2008. it was followed by 32 students. In this activity I gave back the student's work in writing the second draft before and asked them to revise the mistakes they still made once mo0re. they could use the dictionary to check the wrong spelling, and they discussed the mistakes they made to the friends or teacher. After finding the mistakes, they had to write to write final draft to be best.

The percentage of the student's achievement in writing the final draft

was:

The average of students result = The total of percentage
                                        The number of students

                                  = 23 92%
                                     32

                                  = 74.75%

The achievement of writing the final draft was 74.75%. It meant the

writer concluded the teaching narrative text was successful.

No	Stages	Activity
1	Opening • Greeting • Praying • Taking attendance list	• teacher said greeting • students answered the teacher's greeting • teacher and students prayed together • teacher called one by one
2	Modeling of the Text	• teacher remainded the students about simple pact tense • teacher asked the students to make sentences of past tense to make sure that they understood about past tense • students answered and made sentence

3	Independent Construction of the Text	
	• planning	• teacher asked the students to make group of two and make a planning based on Pinocchio film that given before
		• students did the teacger's command
	• drafting	• after made a planning, teacher asked the students to arranged into a draft
		• teacher remembered the students to pay attention about the generic structure snd the past tense
		• students did the teacher's command
	• discussing	• teacher and students discussed together about the students work
		• the students consulted to the teacher
		• teacher gave suggestion
		• the students also consulted to their friend
	• making final draft	• teacher asked the students to make final draft of their work that had discussed and consulted before

4	Closing	
	• Collecting the assignment	• Students submitted their worry
	• Praying	• Teacher and students prayed together
	• Take leaving	• Teacher said good bye
		• Students answered it

4.4. Analysis of Post-Test

The activity of writing post-test was conducted on June, 6th 2008. it was followed by 32 students. In this activity, the students make the paragraph based on the final copy of the first draft and second draft.

The percentage of the student's achievement in writing the post-test was:

The average of students result = The total of percentage
                                The number of students

$$= \frac{2540\%}{32}$$

$$= 79.35\%$$

The achievement of writing the post-test was 79.35%. It meant the writer concluded the teaching narrative text was successful.

No	Stages	Activity
1	Opening	
	• Greeting	• teacher said greeting

	• Praying • Taking attendance list	• students answered the teacher's greeting • teacher and students prayed together • teacher called one by one
2	Building Knowledge of Field	• teachers gave statements, examples: • ok we had watched Pinocchio film part I and part II • we also learnt about the generic structure • I thought you had understood about that

3	Independent Construction of Text
	    • Post test
	
	    • Interviewing
		• Students worked individually
		• Teacher asked the students to write a paragraph of Pinocchio based on film that given before
		• Teacher remembered the students to make a planning and drafting first
		• Students did the teacher's command
		• Teacher interviewing the students about the difficulties in writing narrative
		• Students answered the teacher's

		questions
4	Closing	
	• Collecting the assignment	• Students submitted their work
	• Praying	• Teacher and students prayed together
	• Take leaving	• Teacher said good bye

Besides on the result of pre test first cycle, second cycle and posttest, we could know that there were improvement between before and after given the Pinocchio cartoon film as media.

Noi		Pre test	First Cycle	Second Cycle	Post Test
1	Fluency	89	98	98	106
2	Grammar	86	106	118	129
3	Vocabulary	92	96	99	99
4	Content	112	136	141	150
5	Spelling	125	138	142	156

4.5. Analysis of Interview

The interview was conducted on June, 6th 2008. it was followed by 32 students. Interview was done to the students and the purpose was to know the difficulties they faced in writing lesson, especially in writing narrative. After

having the post-test, the writer spent 20 minutes to ask the students about the difficulties they fo9und during the test. Firstly, they rarely had writing class because the teacher always focused on reading skill and writing skill only supported them. Secondly, they found some unfamiliar vocabulary items such as: prove, terrible, valley, etc.

No	Vocabulary	Part of Speech	Meaning
1.	Prove	Verb	Menbuktikan
2.	Conscience	Noun	Hati nurani
3.	Temptation	Noun	Godaan
4.	Whistle	Noun	Siulam
5.	String	Noun	Tali senar
6.	Fairy	Noun	Peri
7.	Chance	Noun	Kesempatan
8.	Suppose	Verb	Menduga
9.	Terrible	Adjective	Menyerramkan
10.	Swallow	Verb	Menelan
11.	Wish	Verb	Mengharap
12.	Whale	Noun	Ikan paus
13.	Valey	Noun	Perut
14.	Sneeze	Noun	Bersin
15.	Brave	Adjective	Berani

After analyzing their work and made interview, I found some reasons which caused the students difficulties in arranging their composition. Besides the two reasons given by the students after doing the test, the writer had her own opinion based on the result of analyzing their mistakes. Most of the students made mistakes because of the reasons:

1. the students did not fully understand the tense that they wrote the narrative text.

2. the students did not watch the given material attentively. They only got the information from what they watched at glance and based on their experience before.

3. the students did not absorve pronounce, for examples: the use of "them", "her" and "his".

4. some students failed to arrange the story chronologically. Most of them missed one of the generic structure of narrative text.

5. the students failed to apply the knowledge of grammar
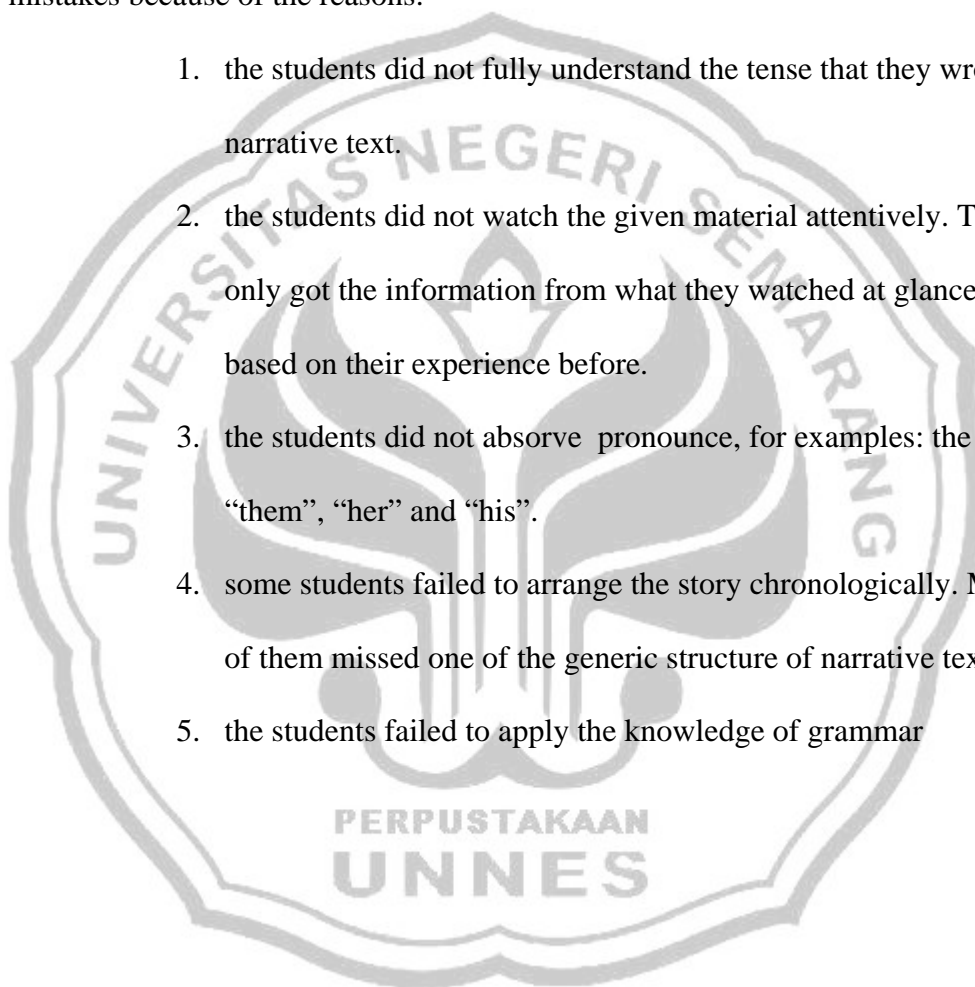
CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the result of the research in the previous chapter, I can conclude that:

a. Using the Pinocchio cartoon film as a medium in teaching learning was very interesting. Students could more understand about the story it self because they watched the film, not just heard and read the story. With played the Pinocchio cartoon film, students could make paragraph by good sequence. Students more easy to comprehend the story.

b. By conducting this research, we knew that there were the improvement between before and after given the Pinocchio cartoon film as media. This study shows the improvement of the result from pre-test to post-test. Fluency: pre-test was 89, first cycle was 98, second cycle was 98, post-test was 106. Grammar: pre-test was 86, first cycle was 106, second cycle was 118, post-test was 129. Vocabulary: pre-test was 92, first cycle was 96, second cycle was 99, post-test was99. Content: pre-test was 112, first cycle was 136, second cycle was 141, post test was 150. Spelling: pre-test was 125, first cycle was 138, second cycle was142, post test was 156

c. It is described that the students have more knowledge about what narrative texts are; among others are generic structure and many types of narrative texts. They seem know the steps to make a good writing and it is very useful for

them when they write something. Therefore they can make a narrative text better than before. It was supported by the significant result of the pre- test that is lower (62.875%) than the post- test (79.35%).

d. The teachers seem have more knowledge in teaching writing because by reading this final project, they will know the steps in writing and how to give score of the students' writing. Therefore they can use this method to increase the students' achievement in writing.

e. It is expected that this research will be useful for someone who will have a research or final project about teaching writing because in this researh there are many steps in conducting research that can be used as references.

f. By conducting this research, I have more knowledge in the field. I knew how to apply the writing lesson by using many types of texts better than before and I also has experience how to master the class based on the situation I faced in the class.

5.2 Suggestions

Based on the conclusions above, I will like to offer some suggestions, among others:

a. The students' should learn more about narrative texts in order they can get more knowledge. It will be better for them to use the steps in writing when they write something in order they can make a good writing. If they have many difficulties, they can ask the teacher.

b. It will be better for the teachers to use the rule in writing, in this case is the steps in writing when they teach writing in order they can increase the students' achievement in writing. They also should help their students' when their students have difficulties in writing.

c. The teacher and the students must work together in teaching and learning process, especially in writing lesson, they should help each other to make the teaching writing process successful.

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Appendix 1:

The Result of Writing the Pre- Test

No.	Name	Fluency	Grammar	Vocab	Content	Spelling	Total	%
1.	Student 1	3	2	2	3	4	14	56%
2.	Student 2	3	3	2	3	3	14	56%
3.	Student 3	2	2	2	3	3	12	48%
4.	Student 4	3	3	3	3	4	16	64%
5.	Student 5	3	3	3	3	3	15	60%
6.	Student 6	2	2	3	4	3	14	56%
7.	Student 7	3	4	3	3	4	17	68%
8.	Student 8	3	5	3	2	4	17	68%
9.	Student 9	3	2	3	3	4	15	60%
10.	Student 10	3	3	3	2	4	15	60%
11.	Student 11	4	2	4	5	3	18	72%
12.	Student 12	2	3	2	3	3	15	60%
13.	Student 13	3	2	3	4	3	15	60%
14.	Student 14	3	3	3	5	5	19	76%
15.	Student 15	3	3	2	3	4	14	56%
16.	Student 16	3	2	3	3	4	15	60%
17.	Student 17	3	2	3	3	5	16	64%
18.	Student 18	3	4	3	5	5	20	80%
19.	Student 19	2	3	2	3	3	13	52%
20.	Student 20	3	3	3	2	4	15	60%
21.	Student 21	3	3	3	4	4	17	68%
22.	Student 22	3	4	3	2	4	16	64%
23.	Student 23	3	3	3	4	5	18	72%
24.	Student 24	2	3	3	3	4	14	56%
25.	Student 25	3	4	3	2	3	15	60%
26.	Student 26	3	4	3	5	5	20	80%
27.	Student 27	2	2	3	3	3	13	52%
28.	Student 28	2	2	3	4	4	15	60%
29.	Student 29	2	2	3	3	4	14	56%
30.	Student 30	4	3	4	5	5	21	84%
31.	Student 31	2	3	3	3	5	16	64%
32.	Student 32	3	2	3	3	4	15	60%

Appendix 2:

The Result of Writing the Final Draft of First Cycle

No.	Name	Fluency	Grammar	Vocab.	Content	Spelling	Total	%
1.	Student 1	4	2	3	5	3	17	68%
2.	Student 2	3	3	3	5	5	19	76%
3.	Student 3	3	5	3	2	4	17	68%
4.	Student 4	3	3	3	5	4	18	72%
5.	Student 5	2	5	3	3	4	18	72%
6.	Student 6	3	3	3	5	5	19	76%
7.	Student 7	3	3	4	5	4	19	76%
8.	Student 8	3	5	2	5	4	19	76%
9.	Student 9	3	4	3	4	4	18	72%
10.	Student 10	3	5	2	5	4	19	76%
11.	Student 11	3	2	4	4	4	17	68%
12.	Student 12	3	3	4	5	5	20	80%
13.	Student 13	3	3	3	2	4	15	60%
14.	Student 14	2	5	4	5	5	21	84%
15.	Student 15	3	3	3	5	5	19	76%
16.	Student 16	4	5	3	3	4	19	76%
17.	Student 17	4	3	3	5	5	20	80%
18.	Student 18	3	3	3	5	5	19	76%
19.	Student 19	4	2	3	5	3	17	68%
20.	Student 20	3	3	3	5	5	19	76%
21.	Student 21	2	3	4	5	5	19	76%
22.	Student 22	3	2	2	4	4	15	60%
23.	Student 23	3	3	3	4	4	17	68%
24.	Student 24	3	2	3	3	4	15	60%
25.	Student 25	3	5	3	2	4	17	68%
26.	Student 26	3	2	4	4	4	17	68%
27.	Student 27	3	2	3	3	4	15	60%
28.	Student 28	3	3	2	5	5	18	72%
29.	Student 29	3	5	3	5	5	21	84%
30.	Student 30	3	2	2	4	4	15	60%
31.	Student 31	3	3	3	4	4	17	68%
32.	Student 32	3	4	2	5	5	19	76%

Appendix 3:

The Result of Writing the Final Draft of Second Cycle

No.	Name	Fluency	Grammar	Vocab.	Content	Spelling	Total	%
1.	Student 1	3	3	3	4	5	18	72%
2.	Student 2	3	4	3	4	4	18	72%
3.	Student 3	3	3	3	4	5	18	72%
4.	Student 4	3	3	3	4	5	18	72%
5.	Student 5	3	3	3	5	5	19	76%
6.	Student 6	3	4	4	5	4	20	80%
7.	Student 7	3	4	3	5	4	19	76%
8.	Student 8	3	3	3	5	4	18	72%
9.	Student 9	4	4	3	5	5	21	84%
10.	Student 10	4	4	3	4	5	20	80%
11.	Student 11	3	4	3	5	4	19	76%
12.	Student 12	3	4	3	5	4	19	76%
13.	Student 13	3	5	4	5	5	22	88%
14.	Student 14	3	3	3	4	4	17	68%
15.	Student 15	3	3	3	4	5	18	72%
16.	Student 16	3	4	3	3	4	17	68%
17.	Student 17	3	4	3	5	5	20	80%
18.	Student 18	3	3	3	4	5	18	72%
19.	Student 19	3	4	3	4	4	18	72%
20.	Student 20	3	4	4	4	5	20	80%
21.	Student 21	3	5	3	5	4	20	80%
22.	Student 22	3	4	3	4	4	18	72%
23.	Student 23	3	4	3	4	5	19	76%
24.	Student 24	3	3	3	4	4	17	68%
25.	Student 25	3	4	3	4	4	18	72%
26.	Student 26	3	4	3	4	4	18	72%
27.	Student 27	3	3	3	4	4	17	68%
28.	Student 28	4	4	3	5	5	21	84%
29.	Student 29	3	4	3	5	4	19	76%
30.	Student 30	3	3	3	5	4	18	72%
31.	Student 31	3	4	3	4	4	18	72%
32.	Student 32	2	3	3	5	5	18	72%

Appendix 4:

The Result of Writing the Post Test

No.	Name	Fluency	Grammar	Vocab.	Content	Spelling	Total	%
1.	Student 1	3	4	3	5	5	20	80%
2.	Student 2	3	4	3	4	5	19	76%
3.	Student 3	4	4	3	4	5	20	80%
4.	Student 4	3	4	3	4	5	19	76%
5.	Student 5	3	3	3	5	5	19	76%
6.	Student 6	3	5	4	5	5	22	88%
7.	Student 7	4	4	3	5	4	20	80%
8.	Student 8	4	4	3	4	5	20	80%
9.	Student 9	4	4	3	5	5	21	84%
10.	Student 10	4	4	3	4	5	21	84%
11.	Student 11	3	4	3	5	5	20	80%
12.	Student 12	3	4	3	5	5	20	80%
13.	Student 13	3	5	4	5	5	22	88%
14.	Student 14	3	4	3	4	5	19	76%
15.	Student 15	3	4	3	4	4	18	72%
16.	Student 16	3	4	3	5	4	19	76%
17.	Student 17	3	4	3	5	5	20	80%
18.	Student 18	4	4	3	4	5	20	80%
19.	Student 19	4	4	3	4	4	19	76%
20.	Student 20	3	4	4	4	5	18	72%
21.	Student 21	3	5	3	5	5	21	84%
22.	Student 22	4	4	3	4	5	20	80%
23.	Student 23	4	4	3	5	5	21	84%
24.	Student 24	3	4	3	4	5	19	76%
25.	Student 25	3	4	3	5	5	20	80%
26.	Student 26	3	4	3	5	5	20	80%
27.	Student 27	3	4	3	4	5	19	76%
28.	Student 28	4	4	3	5	5	21	84%
29.	Student 29	3	4	3	5	5	20	80%
30.	Student 30	3	4	3	5	5	20	80%
31.	Student 31	3	4	3	4	5	19	76%
32.	Student 32	3	3	3	5	5	19	76%

APPENDICES

LIST OF APPENDICES

1. The result of pre-test

2. The result of final draft of the first cycle

3. The result of final draft of the second cycle

4. The result of post-test

5. The lowest score of pre-test

6. The highest score of pre-test

7. The lowest score of final draft of the first cycle

8. The highest score of final draft of the first cycle

9. The lowest score of final draft of the second cycle

10. The highest scorew of final draft of the second cycle

11. The lowest score of post-test

12. The highest score of post-test

13. Lesson plan

The Lowest Score of Pre-test

Long time ago, there is an old man name Geppeto. Geppeto make a doll pinocio. Pinocio is a wood doll. Fairy make pinocio life. Geppeto want aboy. Pinocio have afriend Jimini. Pinocio go to school. But Pinocio meet with a bad wolf. Pinocio not go to school. Pinocio lay to fairy. Pinocios nose become longer. Fairy says that Gepetto ate by whale. Pinocio help gepetto. Pinocio be real boy. Gepetto and Pinocio live happy forever.

The Highest Score of Pre-test

Once upon a time there is a old man named Geppeto. He is a carpenter. He wants a boy. One day he make a puppet. That is pinocchio. There is a good fairy that make pinocchio alive. She give pinocchio a conscious named Jimmy cricket. Jiminy always remember pinocchio to be a good boy. But pinocchio follow a bad man. Pinocchio don't go to school. Fairy gives question to pinocchio why don't go to school. But pinocchio lie. His nose be longer. Pinocchio says sory to fairy. Fairy give sory to pinocchio. Fairy says that Geppeto ate by whale. Pinocchio want help his father. He help his father from whale. Fairy make pinocchio to be a real boy. They live happily ever after.

The Lowes Score of Final Draft of the First Cycle

Long time ago there was is a old man named Geppeto. He is a man that made puppet. Wanted have a boy. He made a puppet named pinochio. Geppeto loves pinocchio like his child. He prayed to god to had a real boy. Blue fairy listened his prayed. Blue fairy made pinocchio alive. Geppeto very happy. Blue fairy give pinocchio a conscious named Jimmy Cricket. Tomorrow Pinocchio went to school. Pinocchio saw a puppet theatre. Pinocchio very sory. He wanted saw his father.

Long time ago there was and old man named Geppeto. He was a carpenter. He always prayed to have a son. He made a puppet named pinocchio. A blue fairy heard geppeto's prayed. Fairy made his wishes come true. Pinocchio alive, could talked and moved. Fairy gave a conscious named Jimmy Cricket. Gepeto and Pinochio very happy. Gepetto asked Pinochio to go school. But Pinochio didn't go to school but he saw a puppet theatre. Jimmy always remembera pinochio to go to school. But Pinochio didn't heard Jimmy. Pinocchio catched a bad man. Pinochio wanted go home and met his Father. Blue Fairy helped Pinochio to be a good boy but he didn't go to school. But Pinochio lied. His nose to be longer. If he lied, his nose tobe longer and longer.

The Lowest score of Final Draft of the Second Cycle

Pinocchio met a wolf. The wolf asked pinocchio to follow him to go to pleasure island. Pinocchio very happy. He played with a lot of kids. But pinocchio very surprised his ears to be a donkey's ears. He also have a tale. Pinocchio very sad. Jimny tried helped him. They escaped from there. The went home but his father was gone. Fairy said that his father ate by a whale named monstro. Pinocchio tried to help his father to out from monstro's Valey. Pinocchio took his father on the sea. Blue fairy changed pinocchio to be a real boy. Pinocchio and geppeto Live happiley ever after.

The Highest Score of Final Draft of the Second Cycle

Pinocchio went home, but on the way he met a bad wolf named Honest John. He asked Pinocchio to follow him to go to pleasure Island. Pinocchio didn't go home but followed Honest John to the Pleasure Island. In the Pleasure Island Pinocchio surprised that his ears to be donkey's ears and he also had donkey's tale. Pinocchio so sad. Jiminy always remembered him to be a good boy but he didn't hear. Pinocchio and Jiminy tried to escape from the Pleasure Island. They went home but his father gone. Fairy confirmed that his father was eaten by a whale named Monstro. Pinocchio tried to help his father from Monstro's valey. Pinocchio made Monstro to be sneeze so they out from his valey. Pinocchio took his father to the beach. Blue Fairy was so proud of him and she made Pinocchio alive. Pcki Pinocchio and Geppeto lived happily ever after.

71

The Lowest Score of Post-test

Once Upon a time thore was an old man named geppeto. He was a Carpenter he wanted a boy. He made a puppet named pinocchio. He prayed to god. to had a real boy. blue fairy listened his prayed. Blue Fairy made pinocchio alive. Blue Fairy gave pinacchio a Consciens named giminy cricket. Pinacchio avent to school. He didn't go to school but he saw a puppet theater. He was very sorr. He wanted went home. but in the road he met a wolf. he followed the wolf went to a pleasure Island. Pinocchio very supriced that his ears to be donkey's ears. And he also had a tale. Pinocchio was very sad. Jiminy tried to help him. they escaped from there. they went home but his father was gone. Fairy said that his father ate by a whale named monstro. Pinocchio went to the sea and helped his father from monstro valey. Pinocchio took his father to the beach. blue fairy very Proud of pinocchio She made geppeto's whis come true. Pinocchio be a real boy They lived happily ever after.

The Highest Score of Post-test

Once upon a time lived an old man named Pinocchio Geppeto. He was a carpenter. He always prayed to has a son. One day he made a puppet named Pinocchio. A blue fairy heard Geppeto's prayed. Fairy made his wished came true. Pinocchio could talk and move, he was alive. Blue fairy gave him a conscience named Jiminy Cricket. Tomorrow pinocchio went to school. But in way pinocchio saw a puppet theater. He didn't go to school but saw the teather. Jiminy remembered pinocchio to go to school but he didn't hear it. Pinocchio was catched by a bad man. Pinocchio very sory. Blue fairy asked pinoccio why didn't go to school? but he lied. His nose became longer. If he lied, hu nose became longer and longer. Pinocchio so sad. The fairy helped pinocchio. Pinocchio went home. but in way, he met a bad wolf named honest John. Pinocchio followed mr honest went to a pleasure island. In there pinocchio surprised that his ears became donkey's ears and he also had donkey's tale. Pinocchio so sory. Pinocchio and Jiminy tried to escape from there. They went home but Geppeto was gone. Fairy confirmed that his father was eaten by a whale. Monstro. Pinocchio helped his father from monstro's valey. They made monstro sneeze so they out from there. Pinocchio took hu father to a beach. Blue fairy was so proud of him and she made Geppeto's whised came true. Pinocchio be a real boy. They lived happily ever after.

73

Lesson Plan

Subject   : English

Level   : Junior High School

Semester   : 2

Topic   : Narrative

Time   : 2 x 45 minutes (First meeting)

Competency standard: spoken and written communication by using language manner exactly and accurately and in interaction and monologues especially text for the purpose of interpersonal meaning variation.

No	Stages	Cycle	Scaffolding	Time	Learning experiences	Scoring	Method

1.	Opening
	  a. Greeting
	
	  b. Praying
	
	  c. Taking attendance list
		Spoken	▪ Good morning class
			▪ How are you today?
			▪ Ok, before we start the lesson, let's pray together
			▪ Let's pray together!!
			▪ Finish
			▪ Well who is absent today?
			▪ Ok, to make sure, I will call you one by one.
				2'
				
				3'
				
				5'
					The students answer the teacher's greeting	The student's ability in creating the answer	Oral
							
							Calling the name of the students one by one

2.	Building Knowledge	Spoken	▪ Have you ever read and	10'	The students	The various	Question and

	of Field		heard a story? • What kind of story do you like? • What does the story talk about? • Can you mention the characters on the story? • What do you feel after reading or hearing the story?		try to create the answer based on their experiences	answer given by the students in responding teacher's questions	answer between students and teacher during the teaching learning process
3.	Join Construction of Text	Written	• Now make group consist of two students and list about narrative story that you know around you	10'			
4.	Independent Construction of Text Pre-test in narrative	written	• Have you finished? • Do you ever heard Pinocchio story? • Ok, now as an individual task, pleas each of you write a short story tittle Pinocchio.	50'	The students choose vocabularies for their writing The students use their imagination in creating story	The students' writing test	Giving individual assignment (as a pre-test)
5.	Closing a. Collecting the students' assignments b. Praying c. Take leaving		• Have you finished? • Good, now submit your assignment to me • Ok students I think time is up and lets pray together! • Let's pray together • Finish	5' 3' 2'	The students learn to do the assignment on time		Oral

Lesson Plan

Subject   : English

Level   : Junior High School

Semester   : 2

Topic   : Narrative

Time   : 2 x 45 minutes (Second meeting)

Competency standard: spoken and written communication by using language manner exactly and accurately and in interaction and monologues especially text for the purpose of interpersonal meaning variation.

No	Stages	Cycle	Scaffolding	Time	Learning experiences	Scoring	Method
1.	Opening a. Greeting b. Praying c. Taking attendance list	Spoken	• Good morning class • How are you today? • Ok, before we start the lesson, let's pray together • Let's pray together!! • Finish • Well who is absent today? • Ok, to make sure, I will call you one by one.	2' 3' 5'	The students answer the teacher's greeting	The student's ability in creating the answer	Oral Calling the name of the students one by one
2.	Modeling of text	Spoken	• Do you ever watch Pinocchio	50'	• The	The student	• Playing the

	Explaining		film? ■ Now I will play the Pinocchio film part one for you, please watch carefully ■ Now I will explain to about narrative and the generic structure of it - Orientation/ exposition - Complication/ rising action - Sequence of event/ climax - Resolution/ feeling action - Resolution	30'	students answer the teachers question ■ The students watch the film carefully	give attention in following the film	film ■ Explaining about narrative

3.	Closing
	  a. Praying
	  b. Take
	      leaving
			■ Ok students I think time is up and lets pray together!
			■ Let's pray together!
			■ Finish
			■ Bye, see you next time
				5'
				
				3'
				
				2'
					The students learn to do the assignment on time		Oral

Lesson Plan

Subject   : English

Level   : Junior High School

Semester   : 2

Topic   : Narrative

Time   : 2 x 45 minutes (thrd meeting)

Competency standard: spoken and written communication by using language manner exactly and accurately and in interaction and monologues especially text for the purpose of interpersonal meaning variation.

No	Stages	Cycle	Scaffolding	Time	Learning experiences	Scoring	Method
1.	Opening a. Greeting b. Praying c. Taking attendance list	Spoken	▪ Good morning class ▪ How are you today? ▪ Ok, before we start the lesson, let's pray together ▪ Let's pray together!! ▪ Finish ▪ Well who is absent today? ▪ Ok, to make sure, I will call you one by one.	2' 3' 5'	The students answer the teacher's greeting	The student's ability in creating the answer	Oral Calling the name of the students one by one
2.	Modeling of Text	Spoken	▪ OK class, we have learned	10'	The teacher	The students'	Explaining

	a. Explaining b. Distributing text		the generic structure of narrative ■ Now I will explain about simple past tense. ■ I think you get my poin, now to make sure please make a sentence using simple past tense.		explain about the simple past tense	comprehend the teacher explanation	about simple pas tense
3.	Join construction of text ■ Planning	Spoken	■ Now make a group of two, and please make a planning to write a narrative text	10'	The students make a planning	The students explore their idea.	Making a plan
	■ Drafting	Written	■ After you make a planning, now arrange into a draft base on the film I given ■ Pay attention about generic structure	30'	Teacher ask the student to make a draft	The student make a draft	Making a draft
	■ Discussing	Spoken	■ If you finish? ■ OK now we discuss together ■ Please consult with your friend about your work ■ You also can consult with me and I will give you suggestion. ■ Ok now please make the	10'	The students discuss together	The sudents consult their work	Discussing the students work

			final copy				
4.	Closing b. Praying c. Take leaving	Spoken	▪ Ok students I think time is up and submit your work ▪ And remember next meeting I will the pinochio film part two ▪ Let's pray together! ▪ Finish ▪ Bye, see you next time	5' 3' 2'	The students do the teacher command		Oral

Lesson Plan

Subject   : English

Level   : Junior High School

Semester   : 2

Topic   : Narrative

Time   : 2 x 45 minutes (Four meeting)

Competency standard: spoken and written communication by using language manner exactly and accurately and in interaction and monologues especially text for the purpose of interpersonal meaning variation.

No	Stages	Cycle	Scaffolding	Time	Learning experiences	Scoring	Method
1.	Opening a. Greeting b. Praying c. Taking attendance list	Spoken	▪ Good morning class ▪ How are you today? ▪ Ok, before we start the lesson, let's pray together ▪ Let's pray together!! ▪ Finish ▪ Well who is absent today? ▪ Ok, to make sure, I will call you one by one.	2' 3' 5'	The students answer the teacher's greeting	The student's ability in creating the answer	Oral Calling the name of the students one by one
2.	Modeling of text	Spoken	▪ Now I will play the Pinocchio	50'	The students	The students	Playing the

				film part two ▪ Please watch carefully ▪ We have watched the film, now I will remember you the generic structure	30'	wacth the film carefully	give attention in following the film	film
3.	Closing e. Praying f. Take leaving	Spoken	▪ Ok students I think time is up and lets pray together ▪ Let's pray together! ▪ Finish ▪ Bye, see you next time	5' 3' 2'	The students do the teacher command		Oral

Lesson Plan

Subject : English

Level : Junior High School

Semester : 2

Topic : Narrative

Time : 2 x 45 minutes (Fifth meeting)

Competency standard: spoken and written communication by using language manner exactly and accurately and in interaction and monologues especially text for the purpose of interpersonal meaning variation.

No	Stages	Cycle	Scaffolding	Time	Learning experiences	Scoring	Method
1.	Opening a. Greeting b. Praying c. Taking attendance list	Spoken	▪	2' 3' 5'	The students answer the teacher's greeting	The student's ability in creating the answer	Oral Calling the name of the students one by one
2.	Modeling of Text (Playing a film as a treatment)	Spoken	▪ OK class, I remembered you about the generic structure ▪ Now I will remember you	10'	The students pay attention and answer the	The students make sentences of	Making sentences

			about the simple past tense ■ Who can make the sentence of simple past tense ■ OK I think you understand about this		questions	simple past tense	
3.	Independence construction of text ■ Planning ■ Drafting ■ Discussing	Written Written Spoken	■ Now make a group of two and make a planning of your text ■ After you make a planning now arrange into a draft ■ If you finish? ■ OK now we discuss together ■ Please consult with your friend ■ Ok now make yhe final copy please	30' 20' 10'	The teacher ask the student to make a draft The student discuss together	The student explore their idea The student consult their work	■ Making a plan ■ Making a draft ■ Discussing
4.	Closing a. Praying b. Take leaving	Spoken	■ Ok students I think time is up and lets pray together! ■ Finish ■ Bye, see you next time	5' 3' 2'	The students do the teachers command		Oral

Lesson Plan

Subject : English

Level : Junior High School

Semester : 2

Topic : Narrative

Time : 2 x 45 minutes (sixth meeting)

Competency standard: spoken and written communication by using language manner exactly and accurately and in interaction and monologues especially text for the purpose of interpersonal meaning variation.

No	Stages	Cycle	Scaffolding	Time	Learning experiences	Scoring	Method
1.	Opening a. Greeting b. Praying c. Taking attendance list	Spoken	▪ Good morning class ▪ How are you today? ▪ Ok, before we start the lesson, let's pray together ▪ Let's pray together!! ▪ Finish ▪ Well who is absent today? ▪ Ok, to make sure, I will call you one by one.	2' 3' 5'	The students answer the teacher's greeting	The student's ability in creating the answer	Oral Calling the name of the students one by one
2	Building	Spoken	▪ OK we have watched	10'	The students		Oral

	knowledge of text			Pinocchio film part one and part two ▪ We also learned about the generic structure ▪ I think you have understood about that		pay attention		
3.	Independent construction of text	Written	▪ If before you worked in group, now you work in your self ▪ Please make a narrative story titled Pinocchio based on film I given you ▪ Don't forget first make a planning after that make a draft ▪ Pay attention about generic structure	40'	The students do what teacher command	The student make planning and drafting	Making a plan and draft
	Interview	Spoken	▪ OK Class pay attention ▪ Do you find difficulties in writing story? ▪ What are they? ▪ I think you have tried your best, but many of you still make mistakes in doing it	20'	Question and answer between a students and teacher	The students answer the teacher questions	Interviewing
4.	Closing	Spoken	▪ Ok students I think time is up	5'	The students		Oral

	a. Praying		and let's pray together! • Let's pray together! • Finish	3'	learn to do the assignment on time		
	b. Take leaving		• Bye, see you next time	2'			

Nomor : 670/H37.1.2/PL/2008   5 Mei 2008
Lamp. : -
Hal   : **Permohonan Izin Penelitian**

Yth. Kepala Dinas Pendidikan
Kota Semarang
di Semarang

Dengan hormat kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami:

Nama   : **SRI ROMADHONI**
NIM   : 2201403626
Jurusan   : Bahasa dan Sastra Inggris
Jenjang Program : S1 (Strata 1)
Tahun Akademik : 2007/2008
Judul Skripsi   : THE USE OF "PINNOCHIO" CARTOON FILM TO IMPROVE
                     STUDENTS' NARRATIVE TEXT WRITING SKILL (THE CASE
                     OF YEAR VIII OF SMP N 37 SEMARANG).

akan mengadakan penelitian di: SMP Negeri 37 Semarang

Waktu pelaksanaan : bulan Mei s.d. bulan Juli 2008

Kami mohon berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.

Dekan,

Prof. Dr, Rustono
NIP. 131281222

Tembusan Yth.:
1. Rektor UNNES
2. Ka. SMP Negeri 37 Semarang
3. Ketjur. Bahasa dan Sastra Inggris
4. Ybs.

Dok.@ri.fbs

89

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
Jl. Dr. Wahidin 118 Semarang Telp. 8412180, Fax. 8317752
Semarang

Kode Pos 50234

SURAT IZIN KEPALA DINAS PENDIDIKAN KOTA SEMARANG
Nomor : 070 / 2838

TENTANG IZIN PENELITIAN

KEPALA DINAS PENDIDIKAN

Dasar   : Surat dari UNNES, Nomor : 670/H37.1.2/PL/2008, Tanggal 5 Mei 2008
Perihal   : Permohonan Izin Penelitian

MENGIZINKAN

Kepada   :

Nama   : SRI ROMADHONI
NIM   : 2201403626
Fakultas   : Bahasa dan Seni
Jurusan   : Bahasa dan Sastra Inggris
Untuk   : Penyusunan Skripsi
Tempat   : SMP Negeri 37 Semarang
Judul   : "THE USE OF "PINNOCHIO" CARTOON FILM TO IMPROVE STUDENT
                NARRATIVE TEXT WRITING SKILL (THE CASE OF YEAR VIII OF SMP N
                37 SEMARANG)."

Dengan catatan :
1. Pelaksanaan penelitian tidak mengganggu proses belajar pada sekolah yang bersangkutan.
2. Hasil penelitian tidak disajikan pihak luar.
3. sebelum melaksanakan penelitian terlebih dahulu melapor kepada Kepala Sekolah yang bersangkutan.
4. Penelitian dilaksanakan dari bulan Mei 2008 s.d. Juli 2008.
5. Menyampaikan hasil laporan paling lambat 1 (satu) bulan setelah selesai pelaksanaan kegiatan, kepada Kepala Dinas Pendidikan Kota Semarang

Ditetapkan di   : Semarang
Pada tanggal   : 13 Mei 2008

KEPALA DINAS PENDIDIKAN
KOTA SEMARANG

Dra. Sri Santoso
Pembina Utama Muda
NIP. 130911415

Tembusan
1. Walikota Semarang
2. Pengawas SMP yang bersangkutan
3. Pertinggal

90