



**USING AN ANIMATED FILM  
"KUNGFU PANDA 2" TO HELP LEARNERS  
IMPROVE THEIR ABILITY IN WRITING  
NARRATIVES**

**(The Case of Grade XI Students of SMA N 11 Semarang in the  
Academic Year of 2008/2009)**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
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PERPUSTAKAAN

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## PERNYATAAN

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**USING AN ANIMATED FILM "KUNGFU PANDA 2" TO HELP LEARNERS IMPROVE THEIR ABILITY IN WRITING NARRATIVES (The Case of Grade XI Students of SMA 11 Semarang in the Academic Year of 2008/2009)**

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

Demikian harap pernyataan ini dapat digunakan seperlunya.

Semarang, Februari 2009

Yang membuat pernyataan,

Lilik Setyabudi

2201404085

**Keep on your struggle until you reach your dream.**

**Never give up!**



To:

My beloved parents

My beloved sisters

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## ABSTRACT

Setyabudi, Lilik. 2009. *USING AN ANIMATED FILM "KUNFU PANDA 2" TO HELP LEARNERS IMPROVE THEIR ABILITY IN WRITING NARRATIVES: The case of Grade XI Students of SMA N 11 Semarang in the academic year of 2008/2009*. A final Project. English Department of the Faculty of Languages and Arts of Semarang State University. Advisor I: Dr. Djoko Sutopo, M. Si. Advisor II: Dra. Sri Suprapti, M. Pd.

Keywords: writing narratives, an animated film.

The topic of this final project is about using an animated film to help learners improve their ability in writing narratives. The statement of the problem was to what extent the use of an animated film can improve students' ability in writing narratives. The objectives of this study was to find out to what extent an animated film increases the ability of students in writing a narrative text.

The participants of the study were the grade XI students of SMA N 11 Semarang in the academic year of 2008/2009. I took XI-IS 1 as the class research, which consists of 42 students. During the research, I observed, took notes, gave treatments, questionnaire and tests. There were four activities in the action research. They were pre-test, first cycle, second cycle, and post-test. I used animated film entitled "Kungfu Panda 2" as the media. To analyze students' writing, I used the scoring guidance for writing by Heaton's grid and categories.

At the end of the research, students had shown their progress in writing narratives. It could be seen from their writing score. The difference of the score in pre-test and post-test at this research was visible enough. The percentage of students' writing score in pre-test was 62.19% and the post-test was 89.04%, it meant that the students' writing progress during the research increased 26.85%.

Based on the result of this research, it can be inferred that students felt that using an animated film in teaching and learning activity helped them improve their ability in writing narratives. Therefore, teachers can use animated films as media to teach writing narratives because it can improve students' writing skill.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

The most widely used language in the world is English. It means that English is one of the international languages used as a means of communication both in the oral and written form. Many books are written in English, so other people who want to learn the knowledge from the books must be able to understand the language well.

In Indonesia, English is considered as the first foreign language. The Indonesian government is aware of how important English is, so they made English as the subject that is taught formally from the elementary up to the tertiary levels.

Teaching English is not an easy job as teachers have to face different characteristics of students in the classroom. They should be aware of the problem will be faced. The problem arises because students have to face new vocabularies and structures that are different from those in their own language. They sometimes also have to face uninteresting activity during the English learning. Those things can make students frustrated and lose their motivation.

To solve the problem and get the better outcome in teaching, especially teaching English, the Indonesian government has tried many efforts, such as changing the curriculum and introducing new methods of teaching-learning. This

is because the curriculum is considered to be the guideline for teachers to determine the ways to teach, what material to take, how much time allowed, and also what vocabulary items to be used at a certain level. The vocabulary list in a curriculum is normally used as a guideline in a teaching program, so that the teacher will be helped in teaching the subject.

The current curriculum, Kurikulum Tingkat Satuan Pendidikan (KTSP) that is issued by Department of National Education (Depdiknas), the English lesson covers four skills: listening, speaking, reading, and writing. Brown (2004: 118) stated that listening and reading are receptive skills. Receptive skills are the ways in which people extract meaning from the discourse that they see or hear. It means that when people read a book or listen to the news, they employ their previous knowledge as we approach the process of comprehension. Whereas speaking and writing are productive skills. In productive skills includes a number of language production processes, which have to be gone through whichever medium people are working in.

Writing is taught to the students. It needs many aspects that have to be studied and to be practiced regularly because in writing the students do not only have to keep their purpose of writing but they also think about how to organize their ideas in the comprehensibly. Moreover, writing is very important as one of communication skills that can help us express our idea, feeling, and our opinion so that we can have a good interaction with our society.

Wells as quoted by Hammond, Jenny et al (1992: 9-11) describes a number of levels of literacy, each of which represents a different view of literacy. The level

of teaching writing in Senior High School is what he calls informational level. At this level, then, the curricular emphasis on reading and writing - but particularly reading – is on the student's use for accessing the accumulated knowledge that is seen as the function of the school to transmit. It means that writing processes operate independently in which they occur.

Nilson (1984: 134) says that writing is a skill, which has been developed in civilized society to pass on knowledge or message, and written communication is the most difficult one because it uses certain rules that are very complex. Teaching writing is difficult and complex, requiring the mastery not only of grammatical and rhetorical but also of conceptual and judgment (Heaton 1979: 138). In writing, we need a complex ability in sharing idea, choosing vocabulary, and using correct grammar.

To solve those problems in developing the ability of writing which is faced by the students, the teacher can use an interesting media in teaching learning process. Visual aids will be an interesting media in writing class. According to Kreidler (1965: 1), visual aid can be useful to the language teacher because:

- 1) They create situations just like what they see outside the classroom wall,
- 2) It can introduce the students with unfamiliar cultural aspect,
- 3) It gives really to what might be understood verbally by the students,
- 4) The teacher can change situation quickly and easily in a drill and provide decoration for the classroom.

The teacher can choose many kinds of visual aid but they must pay attention to the importance of the visual aid for the teaching learning processes, and many more questions related to it. Visual aid has an important function that the teacher can use in teaching and learning process; visual aid can also give the students an opportunity to extend their ability and to explore their talent. Most visual aid makes the student easily understand and comfortable with the material of the lesson in the writing class.

In my opinion, films are enjoyable and attractive. Most people love to watch films because it is very interesting. An animated film is usually simpler than any other film. It has simpler plot and clear characteristics of the actors so that the story can be easily understood. That is why I choose an animated film as a media to help students write a narrative text. At last, I hope that the student will be more interested in learning writing narrative since it is an interesting genre that can be used by students to explore and share ideas, opinion, and their experiences.

## **1.2 Reasons for Choosing the Topic**

The reasons why I choose the topic of teaching narrative in Senior High School are:

- 1) Narratives are included in the current curriculum and taught in grades X, XI, and XII.
- 2) Narratives are interesting genre because they use imagination so that the students can produce a text freely, without any limitation.

- 3) An animated film is a kind of media which can be used as an interesting material to attract students. Teacher can use it as a learning material so that the students feel that learning English is fun.

### **1.3 Statement of the Problem**

In this study, the problem is stated as follows:

To what extent the use of an animated film can improve student's ability in writing narratives?

### **1.4 Objective of the Study**

Based on the problem mentioned above, the objective of the study is to:

Find out to what extent an animated film increases the ability of students in writing a narrative text.

### **1.5 Significance of the Study**

I hope this study will be helpful for English teachers, students, and also would-be teachers of English.

For teacher:

Film and many other literary works can be used as media of teaching writing. In addition, hopefully this will give teachers inspiration in improving their teaching method so that they can attract students and finally improve the student's mastery of the material that they taught.

For students:

From the animated film, they will get pictures and sounds to build up the meanings of the film. They will get clearer picture of the construction of narratives. They will understand more about how to construct a good piece of narrative text with appropriate staging and lexicogrammatical features. Moreover the exercise given in the action are supposed to be beneficial for the students' knowledge about many significant things in written narrative text such as the grammar, diction, mechanics, punctuation, and ease of communication.

For would-be teachers of English:

Hopefully they know in more detail how to teach narrative text based on the curriculum for Senior High School student' and in the future, they can apply it in teaching and learning English process.

## **1.6 Outline of the Study**

The outline of the study is as follows:

Chapter I is an introduction. It consist of background of the study, the reason for choosing the topic, the statement of the problem, the objectives of the study, the significance of the study, and the outline of the study

Chapter II is review of the related literature. It discusses the literature that relates to the topic of discussion. It gives brief description about writing, narrative text, teaching cycle, media, film, previous study, and action research.

Chapter III is methods of investigation. It consists of the research method that has been conducted to gather the data. They are the research design, subject of the



study, data collection, implementation, scoring system, and criterion of assessment.

Chapter IV is data analysis. It discusses the results and the analysis of the data taken from the research.

Chapter V is conclusion and suggestions.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter gives brief explanation about writing, text, narrative texts, teaching cycle, media, film, previous study, and action research.

#### **2.1. Writing**

Writing is one of the four language skills, which has its own characteristic. In writing we use symbols to express our ideas and feelings. According to Lado (1964: 43), "To write is to put down the graphic symbols that represent a language one understands, so that others can read these graphic symbols if they know the language and the graphic representation". It is known that writing is a difficult subject that is why it should be practiced regularly and gradually.

When we write, we do not only keep our purpose of writing in our mind, but we also have to think about how to organize them into composition. In addition, the process of writing requires an active thought dealing with the ideas in our mind.

In order to be successful in writing, students do not only obey the rules in writing, but it would be interesting if they have good knowledge to support it. Like the statement from Tydiman (1984:134) writing is closely related to speaking, not only such item of content, organization of ideas and vocabulary, but also in the use of pause and modulation of the voice to show the division and the

relationship of the ideas.

There are four skills that are taught at school; those skills are listening, reading, speaking, and writing. From those four skills, writing includes the productive skill. Students are charged to have the ability in writing by process of thinking. It is difficult subject that needs practice regularly. Teaching writing is difficult for the teacher. It does not only take one or two days but it would take a long time to do. When a teacher wants to teach about writing he or she must find out the background knowledge of the students. It would be difficult if they do not have any knowledge about it. At least students must know about the elements of writing. Moreover, not only knowing those elements, but they must also practice them regularly to get a good writing.

There are five elements in writing that should be mastered by students if they want to be able to write correctly. Those five elements are:

1). Grammar

Grammar is connected to how the words are arranged into good sentences. Good sentence means correct in the tenses and has a meaning. Some students have problems with this, because some of them are still confused what verbs that should be used in the sentence. They can not differentiate the verbs that should be applied according to the times. There are also problem with the using of “be” in English. They are confused which “be” used for each subject or pronoun. Because of those mistakes, their writing sometimes cannot be understood.

2). Vocabulary

Vocabulary is the choice of words that are applied by the students in the text.

Some students are confused with what word that should be used in the text because they must choose correctly adjusted to the meaning of the sentence.

Vocabulary takes the most important role in English. Vocabulary is the basic thing that should be owned by students. Without good vocabulary, students can not do many kinds of English tasks given by the teacher. The lack of vocabulary means the failure in the communication, and it means they cannot interact well with others. So, to succeed in writing, students must have enough vocabulary.

### 3). Mechanic

Mechanic is related to appropriate punctuation or spelling that is used in writing. When students write, they must also think about mechanic. It will make their writing sounds 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.

### 4). Relevance

It contains reasonable sentences that support the topic of the writing in which are well organized and can be understood by the readers.

### 5). Fluency

Fluency refers to the sentence that flow smoothly and not too hard to understand although it is a simple writing. The reasonable sentences are arranged into good story.

## **2.2. Texts**

In K-6 English Syllabus and Support Document, texts are organized patterns of spoken or written language. People select from the resources of the language system to shape language into texts. In this syllabus texts are categorized in a particular way. It is worth nothing, however, that any such categorization is to some extent arbitrary and that there is always likely to be overlap between categories of texts, text types, and text forms.

Two board categories of text are Literary and Factual. Literacy texts are those texts which explore and interpret human experience in such a way as to evoke in the reader or listener a reflective, imaginative, and / or emotional response. Literary texts include narrative, drama, and poetry texts, and many combinations of these.

## **2.3 Narrative Texts**

Narrative is a kind of text that is taught by English teacher to the students. According to Kirszner and Mandel (1980:33), a narrative tells a story by presenting a sequence of events. In this study, a narrative text is a kind of text that contains of story by presenting a sequence of events occurred in the past.

Narrating is one of the most common forms of human conversation. There are many events that we can take as a sample of narrating, for example; a student tells about the film that he has watched. He tells the story on the film from the beginning till the end. He also tells about the character on the film, when it happened and where it occurred. All the steps that he tells to his friends present

the elements in narrative.

Most narrative presents events in the exact order in which they occurred, making from the beginning to the end, from the first event to last. And also a narrative essay always presents events in time or is a story where there are casts, events, conflict, and the resolution inside of it.

A narrative text function as a medium in reconstructing the past experiences (Wiratno, 2003: 15). The writer writes the events or incidents in the chronological event time of story. Wiratno also states that narrative is used to amuse or tell people by arousing the past. Some ideas or opinions about narrative have similarity. Therefore, I can conclude that narration is assimilating or retelling information or the story that aims to entertain the audience.

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

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

Related to this title, writing skills is a way to improve students' ability in expressing their ideas, stories, and memories into written form. Narrative can be

described as a way of telling the story, since the process of recounting events and describing details of our lives contributes to our conscious understanding of what has happened and what happens in general.

A narrative reveals a story, a series of connected incidents or actions. In narrative, the incidents make up the story are usually told in the order in which they would really happen. Thus, the purpose of the narration is story telling. It means that in writing a paragraph, the writer writes the action in the chronological order that has a definite beginning and defined end.

There are two points of view which can be used as types of story telling: from the participant point of view and from the outsider point of view. We can use the first-person narration I, who narrate an accident in which we have participated. It means that we are the person who tells the actions, for example: an autobiography story narrates about events in our own lives. The second type of story telling is the third person such as the pronoun he, she, it, or they, for example: a biographical story narrates about other peoples' events.

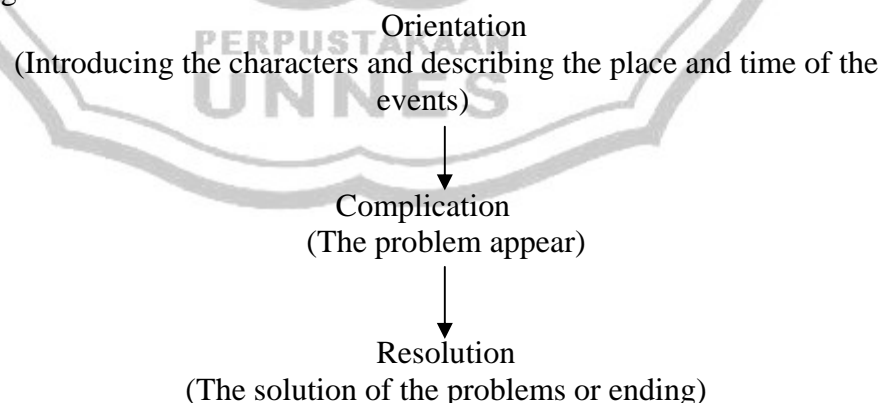
Narrative text also has some language characteristics, it uses: 1) certain *noun* as pronoun (e.g. stepsisters, house works, etc), 2) *adjectives* which form noun phrases (e.g. long black hair, two red apples, etc), 3) *adverbs* and *adverbial* phrases to show the place and the event (e.g. here, in the mountain, etc), 4) *action verbs* in past tense (e.g. stayed, climbed, run, etc), 5) *saying verbs* which sign the statement like: said, told, and promised 6) *verbs* which sign thought, perception or the feeling of the characters like: thought, understood, felt, etc.

Narration is a telling story. Then, to be interesting, a good story must have interesting content. It should talk about an event our audience would find engaging. We might think of our narrative as movie in which the audience see people in action and hear them speak. Therefore, the writer should be detailed and clear, with events arranged in the order in which they happened or in some other effective way.

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

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

The organization of narrative text is as follows:



From the diagram above, a narrative consists of three parts: orientation, complication, and resolution. In the orientation, it introduces characters and



setting of the story. The setting consists of time and place. The second, complication, is the part where the problem appears until reaches the climax. The last is resolution, it is the part where the problems can be solved and tells how the ending of the story.

According to Zumakhsin and Mufaridah (2005:29) below are several features of narrative text:

- Characters, setting, and action are described in detail
- Using adjectival and adverbs
- Using of past tense with the possibility or using present tense and future tense in the dialogue
- Using material process
- Using words dealing with times and sequence

### 2.3.1 Narrative Forms

In K-6 English Syllabus and Support Document, there are many different forms of narratives that include:

- Traditional tales, such as fairy tales, folk tales, myth and legends, and aboriginal children stories.
- Moral stories and cautionary tales such as fables and parables.
- Realistic stories (e.g *Change the Locks* a novel by Simon French; *No Worries*, the film directed by David Elfick; *Crusher is Coming* a picture book by Bon Graham).
- Historical narratives (e.g the historical novel by Rosemary Sutcliffe)
- Fantasy (e.g Tolkien's *The Hobbit*; CS. Lewis *Narnia* series).
- Science fiction (e.g *Grinny* by Nicholas Fisk; *Space Demons* by Gillian Rubenstein; *The City of Gold and Lead* by John Christopher).

There can be combination of narratives within each of those different forms. A

crime novel could also include romance and mystery. Similarly, adventure narrative could include humor and romance. Sometimes, the term genre is used for the type of narrative.

### **2.3.2 The Generic Structure of Narrative Text**

Narrative present events in exactly the order in which they occurred, making from the beginning to end, from the first event to last. In the work of narrative essay, present event in time or is a story where there are casts, events, conflict, and the resolution inside of it.

One way in understanding narrative text is by identifying the generic structure of the text. According to Kirsner and Mandel (1980:36) the generic structure of narrative text is divided into five (5) elements namely, introduction (orientation), events, next events (complication), last event (resolution), and conclusion (re-orientation).

#### **1). Introduction**

The introduction contains the background of the text. In this part, the narrator introduces the reader to what he or she wants to tell in the next issue. In this level, the readers are introduced by the writer the character of the story. Normally, in the introduction or orientation the writer or narrator explains where the story happened, in this level the writer also used to produce atmosphere so that to make the readers are persuaded to follow the story. In other words it also has function as the stimulus to the readers to read the narrators' literature by reeling the introduction of the text. The readers will understand first content of the text before they read it.

## 2). Evaluation

This part can be joined with the orientation. Generally, if the time of place of the story is not told in the orientation, it tells about the time and place of the event being storied. It also introduces the readers to the characters act in the story.

## 3). Next event

In this step, the crisis arises. It is the climax of the story. Generally, the narrator shows that it is called complication or problems. This complication makes the story more interesting because the main character is prevented to raise his or her want. In this part, the narrator brings up the issues occurred in the story. Complication is the description of real life and tells the readers that every issues or problem can be solved.

## 4). Last event

After spelling out many issues in the climax of the narrative, the narrator then narrates to the readers the resolution of the issues or problems. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is the place in the end of narration, but sometimes the narrator will place other issues or complication of the problem. It is used to make the story does not come to the end.

## 5). Conclusion

The last part of narrative essay is conclusion. It concludes what the narrator has told above. In the other hand, the narrator briefly tells again what he or she has narrated. It can also contain the narrator's message to his or her readers.

Those five elements must exist in the narrative text, but sometimes there must

be flashback in that text as complement. It gives the readers more explanation in order to make the story clear and understandable.

## 2.4. Teaching Cycle

There are two cycles in teaching narrative that are spoken cycle and written cycle. Each cycle may involve four stages called Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). The cycle informs the planning of classroom activities by showing the process of learning a genre as a series of linked stages.

### a. Building Knowledge of the Field (BKOF)

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

Students may have different experiences of narrative text types. It can be the starting point which provides the occasion context activity for modeling activities which will follow. Since teaching is considered as a process of communication, this cycle is important in which "Shared Knowledge" is needed before we go on to the main topic in the next stage. We have to make sure that the students are ready to get more knowledge about what they are

sharing about.

b. Modeling of Text (MOT)

Modeling is the second stage in teaching cycle. It is an important scaffolding activity that involves teachers and students discussing and exploring the stage and its key grammatical features. The purpose is to focus students on of the target genre. Representative sample of the genre are analyzed, compared, and manipulated in order to sensitize students to generic structure and equip them with the resources needed to produce good pieces of writing.

c. Joint Construction of Text

At this stage, the aim is for the teacher to work with the students to construct a similar text. The teacher first needs to asses the extents' of the students' knowledge and understanding of the field. Further work may need to be done before the actual construction of the text begins. This may include, for example, gathering relevant information, researching the topic through additional reading, or preparing a series of notes to be used as the basis for the text.

The emphasis of this stage is on the teacher providing guidance and support in order to convert and reshape language from the spoken to the written mode. The teacher therefore provides explicit support to the students through questions and elicitions and by modeling the writing process with the students. This support focuses initially on the structure of the genre and progressively, when the students have demonstrated control of the schematic

structure of the text, on aspect like grammatical patterns. Teachers may want to complete several drafts of the same text before students attempt to write independently.

d. Independent Construction of Text (ICOT)

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

## **2.5. Media**

Media or visual aids play an important role in the teaching and learning process. The use of media facilitates the teacher and students to reach the goals of the study. Teaching media is one of the components involved in teaching and learning process. It is strongly suggested that the teacher makes use of teaching medium to support the presentation of the material in the classroom. By using the media during the teaching and learning process, it is hoped that the teacher will be able to motivate the students to learn and pay attention to the material presented.

Harmer (2001:134) says, “As language teachers, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as basis of whole activity.” It means that in a teaching and learning process, especially for language teaching, the existence of medium is absolutely needed. By means of media, students will get more understanding about the topic taught by their teachers. Gerlach and Elly (1980:241) define that ‘media is any person,

material, or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes. While Brown (1977: 2-3) defines media as the tools or physical things used by a teacher to facilitate the instruction. In general, media may be defined as any form of device equipment, which is normally used to transmit information between persons.

Wright (1976:1) proposes that many media and many styles of visual presentation are useful to the language learners. There is no general rule to indicate which medium and which visual style are appropriate at any one time.

The choice is affected by three things, they are:

- 1). the age, interest, type of intelligent and experience of the students.
- 2). the physical circumstances of the classroom or laboratory.
- 3). the cost and convenience of the materials available.

There are some board functions of visual materials or media stated by Wright (1976:38)

- 1). to motivate the students
- 2). to create a context within which his written text will have meaning
- 3). to provide the students with information to refer to, including objects, actions, events, relationships
- 4). to provide non verbal cues for manipulation practice
- 5). to provide non verbal prompts to written composition

### **2.5.1. Classification of Media**

Kimtafsirah (1998: 4) state that instructional media for teaching-learning process especially in Indonesia can be classified into four categories, they are:

- 1) Games and simulation, for example: words, puzzle, and roles playing.
- 2) Visual media. It is media that can be seen and the function of visual media

is distributing the message from the sources to the receiver. Some of the examples are pictures/photo, sketch, diagram, chart, graph, cartoon, poster, map, globe, and flannel board.

- 3) Audio media. It is media that is useful because of its sound. The examples are radios which are turning on and then producing sound and recording in cassettes which is being played.
- 4) Audio-visual media. It is media which is useful because of their sound and pictures. The example is television which is being turned on and then producing sound and pictures as well.

#### **2.5.2. The Principal of Audiovisual Selections**

Audiovisual aids can help the teacher draws his students' interest and engage the students' motivation if the teacher can choose and use the aids properly. If the students' are motivated, they will learn hard. According to Brown et al (1977:76), there are six principles of media selection:

- 1). Content

Do the media (i.e. film) have significant relation with the lesson? The choice of certain media must be conformed to the lesson (message) to be given to the students.

- 2). Purpose

The use of audiovisual aids should contribute to the teaching learning process significantly; it means that media can facilitate the teaching and learning process.

- 3). Price

Before buying certain visual aids, a teacher should consider whether the cost or money spent is accordance with the educational result derived from its use.

- 4). Circumstances of use

In choosing audiovisual aids, a teacher should take into account the environment (school) where the teacher teaches. He or she should think whether the aids would function effectively in that environment.



5). Learner's verification

A teacher should think whether the aid has been tested to certain students. He or she should consider if the tested students are similar to the students whom he or she teaches.

6). Validation

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

Here are the examples of audio-visual aids that can be chosen by a teacher to attract students' interest, and these visual aids now are very familiar in the process of teaching and learning:

- 1) VCD: it contains of many things, it can be a film, play, or the recording about certain event that performed in English. Commonly, the films that contains in VCD are very interesting for students. They can see many aspect in a film not only the language that they will study but also the gesture, the characters, the setting, and colorful pictures in the film will attract students to enjoy the film till the end and will make them enjoy it.

A teacher must use this chance to choose a suitable film or play adjusted to their need in the lesson. The teacher can get the VCD easily because it is sold or rented everywhere and he or she can choose many films for students.

- 2) TV: it is the cheapest media that can be used by the teacher for teaching. A teacher can select a certain program on television for teaching the lesson. TV may give many advantages to students because it contains much kind of programs and the English film on the television is one of them. It can be a good choice to teach vocabulary to them. They can increase their vocabulary mastery or they can learn about other culture through it. They can enjoy it at home or even in the car when they are driving it, so the TV

set can be portable media for them.

There are also others aspect that have to be paid attention by the teacher when he or she wants to use a media. They are:

- 1) The media should be suitable to the aim of the lesson. Do not let the media that she or he uses for the students make them bored and does not contains the material going to be taught.
- 2) The teacher should think about the background level of competency from the students. Do not give them difficult materials that are not suitable for their level.
- 3) The media should be practical; it must be easy to be operated and may not result serious problem.
- 4) The teacher must plan about the time available. The teacher has to give a chance to students to learn about the media first and then time to do the task.
- 5) The viewing distance is also very important to be thought by the teacher. He or she must arrange the good position of the media in order the students can see it clearly.

## **2.6. Film**

According to Summer (1992: 476) the definitions of film 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.

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

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

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

### 2.6.1. Animated Film

Animated film is a kind of film, which involves sound, recording a series of drawings or manipulating in animate objects, one frame at a time. When projected, the sequence of frames take on the illusion of motion, and this film uses computer graphics in creating animated images.

The first animated film was made by Walt Disney, “*Steamboat Willie*” (1928), “*Flowers and Trees*” (1932), “*Snow white and Seven Dwarfs*” (1937)

### 2.6.2. Applying Film in Teaching Writing Narratives

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

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

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

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

The teacher can told students about the important of the film by making clear

why they are watching it and what do they expect from it. There may be a case where students get difficulties how to re-write the story in the film, so their story is formed into reasonable one.

### **2.6.3 The animated film "KUNGFU PANDA 2. Secrets of the Furious Five"**

This film is produced by Dream Works, and directed by Mark Osborne. The duration of this movie is 22.30 minutes. This animated film is divided into six acts, each act tells about the story of the characters. The main characters on this film is Po, which has five amazing friends, they are: Mantis, Viper, Crane, Tigers, and the last is Monkey. And then those five Po's friends called "The Furious Five".

"A secret of the furious five" show us the story of Po after his battle with Tai Long. Here he is put in charge of training a new class of kung fu students, made up the bunnies who were so cute in the first movie. Seeing students bent on learning how to fight. Po instead teaches them about the characters traits that are so important in kung fu: confidence, patience, courage, etc, he teaches the students by telling the experience which is faced by each the furious five.

## **2.7 Previous Study**

Writing is one of skills that is interesting to be researched. Many scientific studies had been conducted on this skill. Based on the study had done before, using an animated film can improve students' writing. Here is some pervious research related to this study which is relevant in teaching narrative text using an animated film.

Tun Wahyuni (2007) studied *The Use of English Animated Films as an Alternative Technique in the Teaching Narrative Writing* (the Case of the Year X students 2007/2008 of SMU Purusutama Semarang). The objective of this study was to find out the effectiveness of using English animated film in teaching narrative text. The result of this study showed that there was a significant difference of the students' writing before and after using English animated film. It was proved by showing the significant difference of the average scores before using animated films (10.58) after using animated film (11.18).

The second study was by Sri Wahyuningsih (2007). Her study was *Using Animated Films (Fairy Tales) as a Means of Teaching Narratives* (Case study: Year Eleven Students of SMA N 8 Semarang in the Academic Year of 2006/2007). The objective of this study is to find out the effectiveness of using animated films as a means of teaching narrative. The result of this study was proved that there was a significant difference of the average score of the experimental group before using (11.54) and after (14.02) using an animated film. And the average score of the control group which is taught narrative without using animated films was 11.36 (before) and 12.48 (after).

## **2.8 Action Research**

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

"The three defining characteristic of action research are that is carried out by practitioners (for our purposes, classroom teachers) rather than

outside researchers; secondly, that is collaborative; thirdly, that is aimed at changing things".

They said further, action research is a group of activity and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation, would not be considered to be "action research".

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

### **2.8.1 The Aims of Conducting Action Research**

Now days, the new information, knowledge and technology in Indonesia grow very fast. It causes the demand on educational service must be increased by the teacher as an operator of education. The teachers have to solve the problems they face properly. And to solve it, they could an appropriate method such as action research. Elliot (1991: 49) said that, "fundamental aim of action research is to improve practice rather than to produce knowledge".

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

- 1) Improving the teachers' confidence because they have more knowledge experience to solve problems.
- 2) Helping the teachers to understand the essence of education empirically not theoretically.
- 3) More effective when compare with other training, and
- 4) Improve the research tradition among teachers.

### 2.8.2 Characteristics of Action Research

According to Priyono and Djunaedi (2001: 6), some characteristics of action research are:

- 1) On the job problem oriented. It means that the subject of action research study is the daily problems faced in everyday life. If a teacher carries out action research, the problems to be investigated are the teaching and learning problems as his main duty and responsibility.
- 2) Problem solving oriented. Unlike empirical studies, action research is always held with the main aim of solving certain problems.
- 3) Improvement oriented. Action research is always meant to make changes and improvement by making use of the element involved in the process of development.
- 4) Multiple data collection. To fulfill the principal of critical approaches several method of data collecting are used, like: observation, test, interview, questionnaire, etc.
- 5) Cyclic. Actions are implemented with certain order as planning, observing, action, and reflecting which shows critical and reflective thinking.
- 6) Participatory (collaborative). The researcher cooperates with other people. This way is used to heighten the validity of observation.

### 2.8.3 Steps in Doing Action Research

According to Hopkins (1993: 48) there are several essential processes in doing action research which are needed (cyclical). Those are:

- 1) Planning

After making sure about the problem of the research, researcher needs to make a preparation before doing an action research. The kind of preparation can be seen as follows:

- a) The steps and the activities during the research.
- b) Preparation for teaching facilities.
- c) Preparation for data analysis during the research process.



d) Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

2) Action research

Doing an action research is the main cycle of action research. This is followed by observation, interpretation and also the reflective activities. A researcher must be very careful in practicing the classroom research; he or she has to follow the procedure or action planning during the research.

3) Observation

In this step, a researcher has to observe all events or activities during the research. Observation is a usual step when a researcher is observing or assessing the decision of research during teaching learning process as the result of learning interaction among the learners. (Classroom Action Research, PGSM team, 1999:39)

4) Reflection

A reflection is an effect to inspect what has or has not been done, what has or has not yet resulted after having an alternative action. The result is used to establish the next steps of the research. In other words, a reflection is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research (Hopkins, 1993: 48)

After knowing the aims in conducting an action research, the teacher uses an action research when he or she finds some problems such as the students have not achieved the target he expected during the teaching learning process. As a teacher,

he has to find out the problem and try to solve it. One way to solve the problem is by conducting an action research. A teacher does a classroom action research and it is conducted in the class, which involves all of the students in the classroom. By doing an action research, teachers may give contribution to him or other teachers as well as to students in general.



## **CHAPTER III**

### **METHODS OF INVESTIGATION**

This chapter explains about research design, subject of the study, data collection, implementation, scoring system, and criterion of assessment.

#### **3.1 Research Design**

An action research is a form of educational inquiry that used real action of the teachers in response to a certain problem encountered during the teaching and learning process through cycles of action. Some steps need to take in doing this research: identification of problem, planning, treatment, and reflection. If the target is not achieved yet, I will conduct the next cycle after revising the plan.

##### **3.1.1 Identification of Problem**

The general idea is essential statement, which links an idea to action (Elliot, 1988:72). It is a general idea that something need to be improved. Here I want to know the students' ability in writing narrative text.

Nowadays, the process of English teaching and learning seems boring and not motivating the students. Due to those problems, I suggest a kind of solution by using animated films, in order to improve the students' understanding of a narrative text structure and make them involved in the teaching and learning process actively.

### **3.1.2 Planning**

Planning is done to give solution for the identified problem. It is a plan to conduct treatments in order to improve the students understanding about the structure of narrative. I use folktales and animated films to make it easier. It is hoped that by giving it, they can write a story.

### **3.1.3 Treatments**

Treatments refer to the plan that has been made. However, to get students prior knowledge about narrative, they were given a pre-test. In this test, they asked to make a narrative text based on a story they have ever heard. After doing the pre-test, students get treatments by giving animated film in their teaching and learning process.

### **3.1.4 Reflection**

After doing treatments, then I make reflections. In this stage, the outcome of teaching and learning process is evaluated to get clear evidence of the improvement or to plan the following action or treatments. As all the cycles are completed, the students will have post-test in which they make another narrative based on the film they had watched. To check whether or not there is an improvement of their narratives, I will compare their pre-test and post-test.

## **3.2 Participants of the Study**

I conducted the study at SMA 11 Semarang. The participants were the eleventh grade students. I only chose one class to apply the method. The subject of this study was XI IS 1 which consists of 42 students (21 boys and 21 girls).

### **3.3 Data Collection**

This action research needs the data to support the investigation, so collecting data was one of the most important steps when doing a research. Data collection has four kinds, depending on the necessity and kind of information needed. The techniques of data collecting used were:

#### **3.3.1 Observation**

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

During the teaching learning process in class, I observed the class activities, teacher behavior, students' perception towards teacher, the interaction between teacher and students, and also the interaction among the students.

#### **3.3.2 Tests**

In this step, I asked the students to write a narrative text and then assessed the work. I conducted an achievement test because it will measure the extent of student achievement of the instructional goals. These tests were based on what the student was presumed to have learnt.

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

##### **1) Pre-test.**

I gave the pre-test to the students as the first step in collecting data. It was used to identify the achievement of writing a narrative text. I conducted the pre-test before all treatment would be given.

## 2) Test

The test was given during treatments. It was conducted before showing the film "Kungfu Panda". It was used to measure the improvement of the students during treatment.

## 3) Post-test

The post-test was conducted to measure the students' abilities after the treatments. It was held when all treatment I had given to the students. The test was just like as the pre-test and the result will be analyzed to see how effective the animated film as media in motivating students to write a narrative text.

### **3.3.3 Field Notes**

I did the field notes to note as many as information during the treatment. The note was about the specific students' behavior, which showed the problem faced by the students or the directions that can be applied in doing the next cycle.

### **3.3.4 Questionnaire**

In this study the questionnaire was intended to find out some additional information from the students after watching the animated film. Questionnaire was used to support the primary data obtained from the teaching learning activity and test. The questionnaire was used to evaluate students' motivation after watching the animated film.

### 3.4 Implementation

Based on the model above there would be four activities in the action research.

The elaboration of the plans is as follows:

1) Pre-test

Pre-test was the first activity of the action research. The test was given to identify their achievement of narrative writing. In this test the students were asked to make a short narrative paragraph based on the story on film they had ever heard.

2) First cycle

Referring to the initial condition, I tried to do treatments appropriate to the condition of the students difficulties in writing narrative paragraph, especially in applying the structure of a narrative. To overcome the identified problem, at first, I explained about what narrative genre is. I made preparation for an animated film. This included choosing an animated film, watching the film together with my students and after that discussing the film. The discussion was after watching film. The students were asked to write a short narrative by developing the story of the film. By doing this, hopefully they can apply the structure of narrative text.

In the first meeting, building knowledge of the field and modeling of the text stages were presented. Here are the elaborations of the two first stages:

a) Building knowledge of the field

At this stage, I introduce the social context of narrative genre, its general cultural context, its social purpose, its generic structure, and the tense that is

used. Firstly, I asked them whether or not they have ever told a story, myth, legend, or fable. Then I explained the generic structure and also the language features of narratives.

b) Modeling of the Text

Here, I gave the students some examples of narrative and read it in front of them. And then, I asked some students to read it and paid attention to the pronunciation and revise it if there is any incorrect pronunciation. This was done to make them fluent in telling a story. We also discussed about the schematic structure and the grammatical patterns of the example of narrative had given.

On the second meeting of the first cycle, the discussions were deeper. Joint Construction of the Text and Independent Construction of Text were presented.

c) Joint Construction of Text

In this stage, the students and I made any revision and further discussion of purpose, context, and structure of narrative. There were also negotiations between students and I, between students, regarding appropriate beginning, middle, and end construction of the example of narrative had given. And then we were also drawing on shared knowledge about it.

d) Independent Construction of Text

The students were asked to write their own narrative text, approximating appropriate schematic structure and grammatical patterns. They consulted with other students or with me regarding the appropriateness of the text they made.



And then, we had class discussion of any difficulties experienced by students in writing their text.

### 3) Second cycle

In this cycle I intended to solve the problem that was found in the first cycle. Some of the students had had understand about the generic structure of the narrative text, but some of them could not apply it in fully correct structure. Another problem faced by the students was the use of languages features. Some of them did not use past tense in writing narrative text.

I gave more example of narrative text to make the students more understand about the generic structure of narrative text. I also gave them more practices about how to use past tenses in narrative text.

In this cycle, I also divided into two meetings. For the first meeting, I gave Building Knowledge of the Field and Modeling of Text. Here they are:

#### a) Building Knowledge of the Field

As the first stage on the first cycle, in this stage I gave briefly explanation about narrative text. The generic structure and the language features of narrative were discussed deeper. And I had more attention to understanding of past tense, because many students made a lot of these mistakes when they made their own narratives.

#### b) Modeling of Text

I asked some students to read aloud the example of narratives text in front of the class. And then, the students and I had a discussion of who writes this text, why and where they likely to be found. We also had exchanging class

experiences of similar text and the purpose of those texts. And other activities that the students and I had done were: analysis, based on example of the schematic structure of the text and the function of each stage within the schematic structure of the text, practice in distinguishing and labeling stages, and pointing out significant grammatical patterns within the text (use of tense, technical language, specific or generic participants).

The second meeting of the second cycle was for Joint Construction of Text and Independent Construction of Text.

c) Joint Construction of Text

At this stage, I asked the students about animated films they liked. In this activity, many films were mentioned, so I generalized the film in which a lot of the students watched. And then the students together made the narrative of that film. They could share their idea to make harmonious story. After the text had finished, the students and I made a revision and further discussion of purpose, context and structure of the text. We had negotiation between me and students, and between students, regarding appropriate beginning, middle, and end construction of the story.

d) Independent Construction of Text

The last stage of the second cycle, I asked the students to make their own narrative text based on the animated film they liked. And also the students and I had a discussion of any difficulties were faced when they were finishing their writing text.

#### 4) Post-test

In this activity, the students would do a post-test. The post-test was conducted to measure the students' ability after the treatment. The test was based on the animated film they had watched together in class. The film was divided into six scene and the students had to make one of the scene.

### 3.5 Scoring System

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

Here is the explanation about them:

Tabel 3.1: The scoring guidance taken from Heaton's Grid and Categories:

#### SCORING GUIDANCE FOR WRITING TEST

No.	Elements	Score	Definition
1.	Fluency	5	Flowing style, very easy to understand, most complex sentences, very effective.
		4	Quite flowing style, mostly easy to understand, a few complex sentences, very effective.
		3	Style reasonably smooth, not too hard to understand and enjoy complex sentences - fairly effective.
		2	Jerky style, an effort needed to understand, complex sentences confusing, mostly simple sentences or compound sentences.
		1	Very jerky, hard to understand, cannot enjoy

			reading, almost all simple sentences, complex sentences - excessive use of “and”.
2.	Grammar	5 4 3 2 1	<p>Mastery of grammar taught on course, only 1 or a minor mistake.</p> <p>A few minor mistakes only (preposition, article, etc.)</p> <p>Only one major mistake but a few minor mistakes.</p> <p>Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.</p> <p>Numerous serious mistakes, no mastery of sentence construction, almost intelligible.</p>
3.	Vocabulary	5 4 3 2 1	<p>Use of wide range of vocabulary taught previously.</p> <p>Good use of new words acquired, fairly acquired synonyms, circumlocutions.</p> <p>Attempts to use words acquired, fairly appropriate vocabulary on the whole but sometimes restricted, has resort to use synonym, circumlocution, etc. on a few occasions.</p> <p>Restricted vocabulary, use of synonym (but not always appropriate).</p> <p>Very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.</p>
4.	Content	5 4	<p>All sentences support the topic, highly organized, clear progression of idea, well-linked, like educated native speaker.</p>

		3	Ideas well organized, links could occasionally be clearer but communication not impaired.
		2	Some lacks of organization, re-reading required for classification of ideas.
		1	Little or no attempt at connectivity, readers can deduce some organization, individuals' ideas may be clear but very difficult connection between them.
			Lack of organization so severe that communication is seriously impaired.
5.	Spelling	5	No errors.
		4	One or two minor errors only (e.g. le or el)
		3	Several error, some interfere with communication, not too hard to understand.
		2	Several errors, some interfere with communication, some words very hard to organize.
		1	Numerous errors, hard to recognize several words, communication made very difficult.

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

- a. Grammar (G) refers to appropriate tenses
- b. Vocabulary (V) refers to diction
- c. Spelling (S) refers to mechanics and punctuation
- d. Content (C) refers to the relevance in relation to the task demanded of the students

- e. Fluency (F) refers to style and ease of communication

### 3.6 Criterion of Assessment

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

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

This research used simple formula to analyze the result of the students' achievement in writing narrative. It was based "Petunjuk Penilaian" (the guidance of assessment) from Depdiknas, a class is said to be successful if 85% of the members pass the test.

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

This percentage would determine whether the strategy used in this research succeeded to help students improve their ability in writing narratives.

## CHAPTER IV

### DATA ANALYSIS

In this chapter, the analyses of each activity are started from pre-test up to post-test, observation interpretation, students' problem in writing, and also advantages and disadvantages using an animated film. The analyses of questionnaire will be discussed in these activities. Here is the analysis of each activity.

#### 4.1 Analysis of the Pre-test

In starting the data collection, I conducted pre-test. The purpose of this test was to identify the students' ability in writing a narrative paragraph. In this test, the English teacher of the class as a collaborator helped to monitor the students.

The pre-test was conducted on Saturday, January 17th 2009. In this test, the students had to write a short narrative paragraph by developing the story they had ever heard. The result of pre-test can be seen in appendix 2.

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

$$= \frac{653}{25}$$

$$= 15.54$$

$$\begin{aligned} \text{The percentage of the class score} &= \frac{\text{the mean of class score}}{\text{maximum score}} \times 100 \% \\ &= \frac{15.54}{25} \times 100 \% \\ &= 62.16 \% \end{aligned}$$

The mean of the students result in pre-test was 62.19 %. The result was lower than the criterion that has been stipulated by The Department of National Education. I concluded that the students had not fully understood yet about narrative genre that would be discussed in this action research, so treatments in each cycle were necessary to improve students' ability in writing narrative.

#### **4.2 Analysis of the First Cycle**

The first cycle consisted of two meetings. It was conducted on January 20<sup>th</sup>, 2009 and January 21<sup>st</sup>, 2009. The focus of the treatments was to eliminate the students' difficulties in implementing the structure of narrative in their writing. The process of teaching and learning during the treatment was represented in the teaching learning stages. The stages of the cycle were: building knowledge of the field, modelling of the text, joint construction of the text, and independent construction of text. Those linking stages informed the classroom activities by showing the process of learning genre.

On the first meeting, I explained to the students what narrative is. The generic structure and also language features of narrative were discussed. I gave an example of narrative to the students. Here, I gave *Cinderella* story. I read it for them and then discussed any new vocabularies that the students did not



understand. After that, I asked four students to come forward one by one to read the story in front of their friends. Most of them made incorrect pronunciations, so I explained to them how to pronounce words in English. And the last activities on the first meeting, the students and I had discussed the generic structure and language features of the *Cinderella* story.

The second meeting, the students and I reviewed the previous material that is discussing the *Cinderella* story. I asked to the students to give a comment related to the story. Most of them had known and liked that story. Some of them wanted to act like *Cinderella*. And then the students and I looked for any other stories like the example had given. Many stories were mentioned by the students like *Malin Kundang*, *Snow White*, *Romeo and Juliet*, *Beauty and the Beast*, etc.

To check the students' ability in writing a narrative, I evaluated them by giving a test in the first cycle. The test was based on the folktales that they had mentioned before. The result of the first cycle can be seen in appendix 4.

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

$$= \frac{766}{42}$$

$$= 18.24$$

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

$$= \frac{18.24}{25} \times 100 \%$$

$$= 72.95 \%$$

According to criterion provided by Depdiknas, a class is considered to be successful if the class score reach 85 %. Based on the evaluation, the test can be said unsuccessful because it was only 72.95 %. There were any problems and difficulties faced by the students in their writing. They still had difficulties constructing sentence in past tense form. Consequently, I would conduct next cycle by emphasizing on grammar.

### **4.3 Analysis of the Second Cycle**

The second cycle also took two meetings; they were on January 27<sup>th</sup>, 2009 and January 28<sup>th</sup>, 2009. In general, the procedure of teaching and learning in this cycle was the same as the previous cycle. But we had deeper explanation and material. It was done through stages. The main focus of the treatment was to solve many problems that appear in the previous stage.

In the first meeting on the second cycle, I took time in BKOF discussing more about past tense. I gave example some error in the students' writing and then rephrased it. And then I asked the students to rephrase their writing as a treatment for them in mastering past tense. The students and I discussed some students writing. I asked five students to read their writing in front of the class and the other students had to give comment. We analyzed the language features and the schematic structure of those writing.

On the second meeting, I asked the students about animated films they had ever watched. And many films were mentioned by them. I generalized the film whether a lot of the students watched it. That film was *Madagascar part 1*. They

liked that film because of interesting and funny story. The other reason is the picture is clear and good enough.

As the first cycle, I also gave a test on this second cycle to evaluate the students' progress. I asked them to write *Madagascar part 1* in a narrative. The result of the students' writing in the second cycle can be seen in appendix 6.

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

$$= \frac{893}{42}$$

$$= 21.26$$

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

$$= \frac{21.26}{25} \times 100\%$$

$$= 85.04\%$$

The percentage of students' achievement in the second cycle was 85.04 %. It can be said that the second cycle was successful since the result was better than in the pre-test and in the first cycle.

#### 4.4 Analysis of the Post-test

After those cycle, the students' ability in writing narative was once again evaluated by giving the post-test. Before the post –test was given, the students and I watched an animated film together in class. The film was *Kungfu Panda*. It was held on February 7th, 2009. the result of the post-test can be seen in appendix 7.

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

$$= \frac{935}{42}$$

$$= 22.26$$

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

$$= \frac{22.26}{25} \times 100\%$$

$$= 89.04\%$$

From the analysis above, the percentage achievement of the students' achievement in learning narratives using an animated film had significant improvement. The students' progress was 26.85%. To prove this statement, the result of the tests in this research were compared in appendix 10.

#### 4.5 Analysis of the Questionnaire

As stated in the previous, in the research I gave questionnaire to the students. The purpose of giving questionnaire is to identify the students' view about the research. I only gave five multiple choices to be answered (see appendix 11).

There are some steps in analyzing the questionnaire. They are discussed in the following section.

##### 1) Grading the items of the questionnaire

The questionnaire consisted of five questions, each of which had three options namely: a, b, and c. Each option is given a score that shows the quality of each indicator. The score ranges from 1 to 3 as shown in the

table below:

Table 4.1 The Point Ranges

Option	Point
A	3
B	2
C	1

The score that ranges from 1 to 3 is explained below:

- If the students choose a, the score is 3
- If the students choose b, the score is 2
- If the students choose c, the score is 1

2) Tabulating the data of questionnaire

I tabulated the questionnaire data to make the result of grading clearly readable. The table consists of these columns: students' code, scores per item, total scores, and the mean of each item which is presented in appendix.12.

3) Grading the mean

The formula used for computing the mean is as follows:

$$m = \frac{\sum x}{N}$$

Where,

m : the mean

$\sum x$  : the sum of item score, and

N : the number of the students

The mean of each item can be seen in appendix 12.

4) Matching the mean and the criterion

After the obtained data through questionnaire had been calculated, the result of the questionnaire data analysis of each issue was matched to the criterion .

Range of mean	Students' interest	The advantage	Students' achievement	The relevancy	Sustainability
0.00-1.00	low	Not helpful	low	Not relevant	Not necessary
1.01-2.00	medium	helpful	medium	relevant	necessary
2.01-3.00	high	Very helpful	high	Very relevant	Very necessary

Table 4.2 Classification of Scores

Table 4.3 Here is the result of the data of the questionnaire:

Issue	Mean	Category
Students' interest	1.89	Medium
The advantage	1.76	Helpful
Students' achievement	2.36	High
The relevancy	2.98	Very relevant
Sustainability	2.45	Very necessary

5) Concluding the Questionnaire result

Based on the result of matching the mean to the criterion above, it can be concluded that:

- a. The students' interest in watching animated film is medium.
- b. The animated film can help the students improve their ability in writing narrative.

- c. The students' achievement in writing narrative after having the research is high.
- d. The relevancy between the improvement of the students' achievement and the use of animated film in this action research is very relevant.
- e. The program is very necessary for the students.

## **4.6 Observation Interpretation**

### **4.6.1 Teaching-learning Activity in the Meeting 1**

In teaching-learning 1, I taught “*Cinderella*” story as the material. An observer helped me to observe the students’ activities and also the way I taught. The result of the observation can be seen as follows:

#### 1) Observation of the students’ activities

- a) 40 students were present (95.24 %)
- b) 6 students actively asked questions (15 %)
- c) 10 students actively answered teacher’s questions (25 %)
- d) 30 students actively worked in groups (75 %)
- e) 29 students paid attention to the teacher’s explanation (72.5 %)
- f) 31 students did not make some commotion in the classroom (77.5 %)

#### 2) Observation of the teacher’s activities

- a) The teacher was good enough in preparing the teaching-learning activity. It included the ability to construct lesson plan, preparing the instruments, and defined the teaching method.

- b) The teacher showed a good skill in opening the lesson.
- c) The teacher was good in giving explanation of the material. But sometimes he was too fast so that the students couldn't catch the material easily.
- d) The teacher sometimes ignored the students in the back row so that they did not pay attention to the lesson.
- e) The teacher did not have enough firm attitudes in handling the troublemaker students.
- f) The use of media was interesting but more effective especially in relation with the time allotment.
- g) The teacher involved the students in concluding the lesson.

#### **4.6.2 Teaching-learning Activity in the Meeting 2**

In teaching-learning 2, I continued and reviewed the previous material. An observer helped me to observe the students' activities and also the way I taught.

The result of the observation can be seen as follows:

- 1) Observation of the students' activities
  - a) 42 students were present (100 %)
  - b) 5 students actively asked questions (11.9 %)
  - c) 10 students actively answered teacher's questions (23.81 %)
  - d) 32 students actively worked by their self (76.19 %)
  - e) 37 students paid attention to the teacher's explanation (88.09 %)
  - f) 38 students did not make some commotion in the classroom (90.48 %)
- 2) Observation of the teacher's activities
  - a) The teacher good enough in opening the lesson.



- b) The teacher gave enough chances to the students to be active during the learning.
- c) The teacher developed question-answer activity by giving enough opportunity for students to ask questions.
- d) The teacher was good in giving explanation of the teaching material.
- e) The teacher showed fair attitudes to the students and handled the troublemaker in the classroom.
- f) The teacher encouraged the students to be more active in the classroom.
- g) The teacher helped the students to review the teaching material, which made the students understand more about what they had learnt.

#### **4.6.3 Teaching-learning Activity in the Meeting 3**

In teaching-learning 3, I taught narratives text on an animated film. An observer helped me to observe the students' activities and also the way I taught.

The result of the observation can be seen as follows:

- 1) Observation of the students' activities
  - a) 41 students were present (97.62 %)
  - b) 8 students actively asked questions (19.51 %)
  - c) 9 students actively answered teacher's questions (21.95 %)
  - d) 35 students actively worked in groups (85.37 %)
  - e) 38 students paid attention to the teacher's explanation (92.68 %)
  - f) 38 students did not make some commotion in the classroom (92.68 %)
- 2) Observation of the teacher's activities
  - a) The teacher good enough in opening the lesson.

- b) The teacher gave enough chances to the students to be active during the learning.
- c) The teacher developed question-answer activity by giving enough opportunity for students to ask questions.
- d) The teacher was good in giving explanation of the teaching material.
- e) The teacher was good enough in handling the classroom management.
- f) The teacher showed fair attitudes to the students and warned the troublemaker in the classroom.
- g) The teacher encouraged the students to be more active in the classroom.
- h) The teacher's voice was loud and clear so that all of the students could hear his voice.
- i) The teacher helped the students to review the teaching material, which made the students understand more about what they had learnt.

#### **4.6.4 Teaching-learning Activity in the Meeting 4**

In teaching-learning 4, I continued and reviewed the previous material. An observer helped me to observe the students' activities and also the way I taught. The result of the observation can be seen as follows:

- 1) Observation of the students' activities
  - a) 42 students were present (100 %)
  - b) 6 students actively asked questions (14.29 %)
  - c) 8 students actively answered teacher's questions (19.05 %)
  - d) 35 students actively worked by their self (83.33 %)
  - e) 36 students paid attention to the teacher's explanation (85.71 %)

f) 37 students did not make some commotion in the classroom (88.09 %)

2) Observation of the teacher's activities

- a) The teacher good enough in opening the lesson.
- b) The teacher gave enough chances to the students to be active during the learning.
- c) The teacher developed question-answer activity by giving enough opportunity for students to ask questions.
- d) The teacher was good in giving explanation of the teaching material.
- e) The teacher was good enough in handling the classroom management.
- f) The teacher showed fair attitudes to the students and warned the troublemaker in the classroom.
- g) The teacher encouraged the students to be more active in the classroom.
- h) The teacher's voice was loud and clear so that all of the students could hear his voice.
- i) The teacher used teaching media that made the students felt the learning was fun and enjoyable.
- j) The teacher reviewed lesson and gave conclusion of the learning material.

#### **4.7 Students' Problem in Writing**

- 1) The problem in grammar

Most of the students have the same case when they study about grammar.

They do not know what verbs they should use. Usually in writing narrative text some students use past tense and some others still use present tense.

And the serious problem is that they can not memorize about the changes of the verbs in English.

2) The problem in vocabulary

Students do not know what they should write and what words they should use for appropriate meaning for the sentences. They got difficulty to choose words for their writing

3) The problem in mechanics

Most of the students think that writing is the same with speaking. When they write in English, they just write without thinking about punctuation and spelling. They do not know where they should put comma, dot, question mark, etc.

4) The problem in relevance

The lacks of organization of the text that make communication fail. Students' individual ideas may be clear but the connection between them is very difficult to deduce.

5) The problem in fluency

The students' sentences are confusing and hard to understand. They had some good ideas in writing but they do not know how to write in a piece of paper because they find difficulty in arranging sentences.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the investigation and discussion in chapter IV, I conclude that:

- 1) There is a significant difference in the achievement of students' writing after the treatments using English animated film as a media. The treatments that were given by the teacher helped students in writing narratives. An English fairy tale animated film as one of the elements in the treatment takes the important role in teaching this genre. The use of English language in animated film enriches students' vocabularies.
- 2) The use of English animated film seems to be effective for teaching narrative. The film on this research is a good media to teach narrative to the students because they could see the chronological events that were arranged into good story in the film. The teacher didn't have to waste their time and energy to explain it. The teachers just played the film and asked students to observe it based on the narrative text carefully.
- 3) Animated film can be one of media to improve the ability in writing narratives for students of SMA N 11 Semarang at the eleventh grade. I use film as the media to help in teaching narrative. I think that the film may interest students in writing narrative text.

- 4) Animated films can help students to eliminate their boredom from conventional media that are usually used by the teacher in teaching English.
- 5) Students need media that can encourage them in mastering the lesson. I play an animated film which may attract them in studying English. This media is helpful in teaching narratives.

## **5.2 Suggestion**

Referring to my experience in conducting this study, I offered some suggestion. First, for teaching narrative genre, the students should be stimulated on interesting models such as pictures or movie stories. Teachers need interesting media to attract the students' attention and enable them in internalizing the material given so that their memory retains the material longer. Second, animated films can be one of alternative media for teachers in teaching narratives. But teachers should choose the appropriate film and think about the duration of the film. Do not let the film waste the time in the process of the teaching learning that would make the goal of the studying obeyed.

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# APPENDICES

## Appendix 1

### List of students XI-IS 1

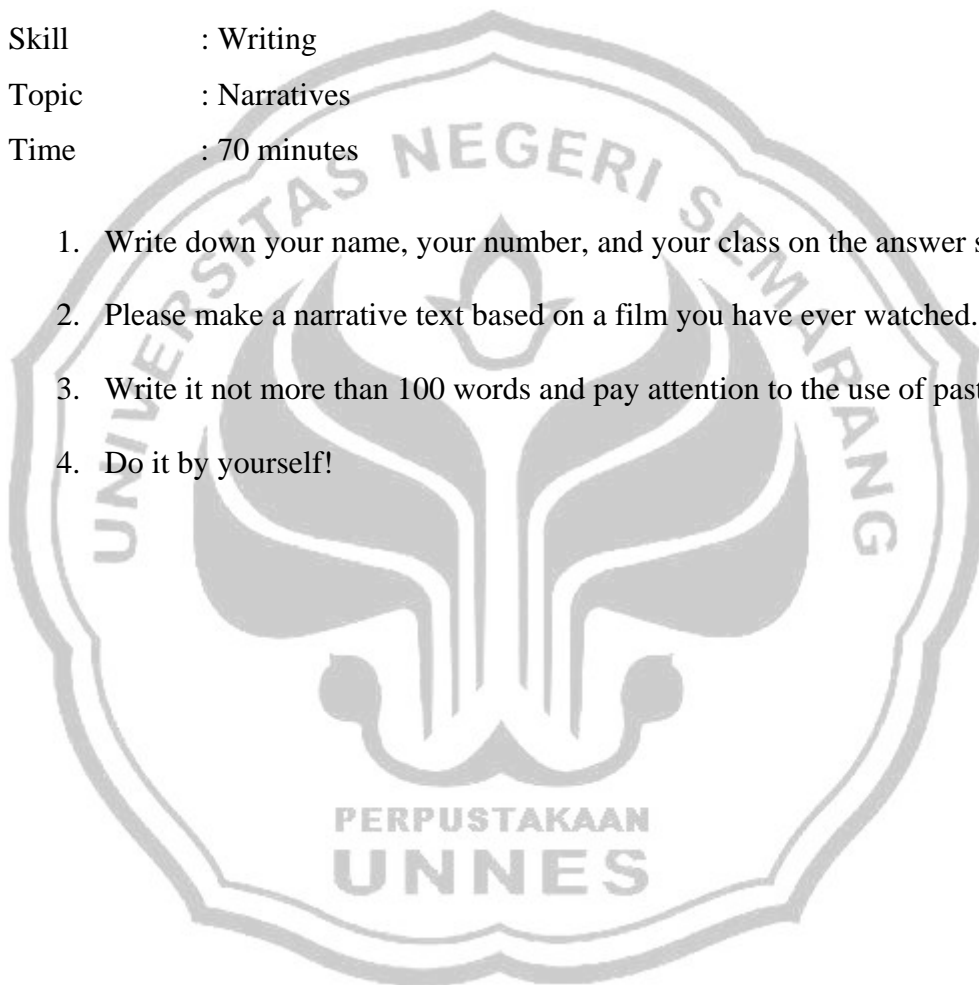
Students' code	Name	M/F
A-01	Abdul Rasyid Hendaro	M
A-02	Abi Rizal Jatmiko	M
A-03	Achmad Zakki Baridwan	M
A-04	Aditya Wardhana	M
A-05	Amelia Zahra	F
A-06	Ankik Liftya Eka Y.	F
A-07	Ari Kartika Sari	F
A-08	Arina Khairunisa	F
A-09	Arni Pratiwi	F
A-10	Ayu Dewi Lestari	F
A-11	Choirul Ichsan	M
A-12	Dinar Janothama	M
A-13	Dinny Ardian Ermawati	F
A-14	Dwi Revita Putri	F
A-15	Eko Yugo Ananto	M
A-16	Elisa Rizka Amelia	F
A-17	Fitria Tisna Ekawati	F
A-18	Genta Wahyu Hendrawan	M
A-19	Herlinda Destia Ratnasari	F
A-20	Himas Hardini Putri	F
A-21	Joko Cahyono	M
A-22	Khalida Nursheilla Dewi Rifanisa	F
A-23	Meila Praptiningrum	F
A-24	Mirza Nurdin Nugroho	M
A-25	Mochamad Putra Wicaksono	M
A-26	Novianto Widi Saputro	M
A-27	Nurdin Fazza Chasani	M
A-28	Prasetyo Suhendro	M
A-29	Puthut Sedyta Utama	M
A-30	Putri Mentari	F
A-31	Renaldy Wijaya Putra	M
A-32	Reza Aditya Permana	M
A-33	Riadiani Resmisari	F
A-34	Rifki Indra Prasetyadi	M
A-35	Riko Adhi Saputro	M
A-36	Rino Ikhtiarso Pratomo	M
A-37	Rizky Amalia Yulandani	F
A-38	Selly Jayanti	F
A-39	Tri Setyaningsih	F
A-40	Wige Yaga Asmara Putri	F
A-41	Yunika Putri	F
A-42	Yusuf Febrianto	M

## Appendix 2

### PRE-TEST

Subject : English  
Grade : XI  
Skill : Writing  
Topic : Narratives  
Time : 70 minutes

1. Write down your name, your number, and your class on the answer sheet.
2. Please make a narrative text based on a film you have ever watched.
3. Write it not more than 100 words and pay attention to the use of past tense.
4. Do it by yourself!



### Appendix 3

#### Score Analysis of the Pre Test

No	Students' Code	Elements' Score					Total Score
		F	G	V	C	S	
1	A-01	4	4	4	4	4	20
2	A-02	4	3	3	4	3	19
3	A-03	4	2	3	3	2	13
4	A-04	3	3	4	3	2	15
5	A-05	4	4	2	4	4	19
6	A-06	4	4	4	4	4	20
7	A-07	3	2	4	3	4	16
8	A-08	3	2	3	3	2	13
9	A-09	3	3	4	3	2	15
10	A-10	4	3	4	2	3	16
11	A-11	3	4	3	3	4	17
12	A-12	4	3	3	2	3	15
13	A-13	3	2	2	3	4	14
14	A-14	3	3	2	4	3	15
15	A-15	2	4	4	2	2	14
16	A-16	4	3	3	3	3	16
17	A-17	3	3	2	2	4	14
18	A-18	4	4	4	3	4	19
19	A-19	4	3	4	4	3	18
20	A-20	3	3	2	2	3	13
21	A-21	4	2	2	3	3	14
22	A-22	3	2	3	4	3	15
23	A-23	4	3	4	2	3	17
24	A-24	3	2	4	3	2	13
25	A-25	2	3	3	2	3	13
26	A-26	3	3	2	4	2	14
27	A-27	4	3	4	2	3	16
28	A-28	4	3	4	2	4	17
29	A-29	3	2	3	2	3	13
30	A-30	4	2	2	2	3	14
31	A-31	2	2	2	3	4	13
32	A-32	3	2	4	2	3	15
33	A-33	4	2	3	2	3	14
34	A-34	3	2	3	4	3	15
35	A-35	3	4	2	3	2	14
36	A-36	4	4	4	4	4	20
37	A-37	4	2	3	3	4	16
38	A-38	2	2	2	4	3	13
39	A-39	3	2	3	4	3	15
40	A-40	4	3	2	4	3	16
41	A-41	4	4	4	3	4	19
42	A-42	4	4	4	4	4	20
	$\Sigma$	143	120	131	127	132	653
	<b>Mean</b>	3.40	2.86	3.12	3.02	3.14	15.54
	<b>Percentage</b>	13.6 %	11.44 %	12.48 %	12.08 %	12.56 %	62.16 %

## Appendix 4

### SILABUS

#### Kelas XI, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p><b>Mendengarkan</b></p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p> <p>1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</p>
<p>2. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>2.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p>

Standar Kompetensi	Kompetensi Dasar
<p><b>Berbicara</b></p> <p>3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p> <p>3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</p>
<p>4. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>4.1 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>4.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p>
<p><b>Membaca</b></p> <p>5. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan</p>	<p>5.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i>, <i>poster</i>, <i>pamphlet</i>, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara</p>

Standar Kompetensi	Kompetensi Dasar
<p><i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> <p>5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative, spoof, dan hortatory exposition</i></p>
<p><b>Menulis</b></p> <p>6. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>6.1 Mengungkapkan makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet, dll.</i>) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof, dan hortatory exposition</i></p>

## Appendix 5

### Rencana Pelaksanaan Pembelajaran (Cycle 1)

SMA/MA : SMA Negeri 11 Semarang  
 Subjek : Bahasa Inggris  
 Kelas/Semester : XI/2  
 Alokasi Waktu : 4x45 Minutes

#### A. Standar Kompetensi

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

#### B. Kompetensi Dasar

- 1.1. Mengungkapkan makna dalam teks fungsional pendek (misalnya *banner*, *poster*, *pamphlet*, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari
- 1.2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *hortatory exposition*

#### C. Indikator

- Siswa dapat menuliskan tentang isi cerita (karakter, plot, setting, dsb.).
- Siswa dapat menuliskan penilaian atau pendapat tentang isi cerita, sikap dan perilaku para tokoh dalam cerita.
- Siswa dapat menghasilkan cerita pendek tidak lebih dari 100 kata.

D. Tema : Folk tales dalam teks naratif

E. Keterampilan : Menulis (Writing)



## F. Materi :

Folk tales

### **Cinderella**

Once upon a time there was a young girl named Cinderella who lived with her stepmother and two stepsisters.

Cinderella's stepmother and stepsisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother made Cinderella do the hardest work in the house, such as scrubbing the floor and cleaning the pots and pans. She gave Cinderella an old ragged dress to wear. The two stepsisters, on the other hand, did no work about the house, and their mother gave them many handsome dresses to wear.

One day the two stepsisters received an invitation to a ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are you crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her. "Because I want so much to go to the ball," said Cinderella. "Well," said her godmother, "you've been such cheerful, uncomplaining, hardworking girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her pair a pretty glass slippers. "Now, Cinderella," she said, "you must leave before midnight." Then, away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly, the clock began to strike twelve. She ran towards the doors as quickly she could. In her hurry, one of her glass slippers came off and was left behind.

A few days later a king's son proclaimed he would marry the girl whose foot fitted the glass slippers. The king's page came to Cinderella's house. Her stepsisters tried on the slipper but it was too small for their toes into it. The king's page let Cinderella try on the slipper. She stuck out her foot, and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and lived happily ever after.

## G. Metode Pembelajaran

### 1. Pertemuan 1 (Meeting 1)

#### a. Pembukaan (Opening)

- Guru masuk kelas dan memberikan salam kepada siswa dalam bahasa Inggris.
- Guru bertanya tentang keadaan siswa dan lalu mengecek kehadiran siswa.

#### b. Pemberian Materi (Main activity)

##### 1) Building Knowledge of The Field

- Bertanya jawab tentang topik yang akan didiskusikan.
- Guru menyampaikan tujuan dari pembelajaran.

- Membahas ciri-ciri leksikogramatika teks naratif.
- Membahas bentuk-bentuk teks naratif beserta contohnya.

## 2) Modelling of Text

- Guru memberikan contoh teks narrative kepada siswa.
- Guru meminta beberapa siswa untuk membaca contoh yang telah diberikan di depan kelas.
- Guru menyimak beberapa pengucapan (pronunciation) yang salah dari siswa dan membenarkannya.
- Guru membahas kata-kata yang dianggap sukar oleh siswa (Vocabularies).
- Membahas perilaku tokoh dan setting dari teks naratif tersebut.
- Membahas ciri-ciri leksikogramatika teks naratif yang telah diberikan sebagai contoh serta bentuk teks naratif tersebut.

### c. Penutup (Closing)

Guru menyimpulkan materi yang telah di bahas dan memberikan tugas kepada siswa untuk mencari contoh teks naratif lain sesuai dengan bentuk-bentuk teks naratif.

## 2. Pertemuan 2 (Meeting 2)

### a. Pembukaan (Opening)

- Guru masuk kelas dan memberikan salam kepada siswa dalam bahasa Inggris.
- Guru bertanya tentang keadaan siswa dan lalu mengecek kehadiran siswa.

### b. Pemberian materi (Main Activity)

## 3) Joint Contruction of Text

- Guru membagi siswa menjadi beberapa kelompok.
- Guru meminta kelompok tersebut untuk menganalisa ciri-ciri leksikogramatikal dan kata-kata sukar yang terdapat dalam teks naratif yang telah ditugaskan pada pertemuan sebelumnya.

#### 4) Independent Construction of Text.

- Guru meminta siswa untuk mencari contoh teks naratif dalam bentuk cerita rakyat (folk tale) yang sering mereka dengar.
- Siswa menuliskan cerita rakyat (folk tale) tersebut sesuai dengan ciri-ciri leksikogramatikal naratif tidak lebih dari 100 kata.

#### c. Penutup (Closing)

Guru mungumpulkan hasil kerja siswa dan menyimpulkan materi yang telah diberikan.

#### H. Alat dan Sumber ajar

- Text book "Genre –Based Writing"
- Berbagai cerita yang diminati oleh siswa; milik siswa sendiri atau dipinjam dari teman, guru, atau perpustakaan.
- Tayangan atau rekaman cerita elektronik di TV, kaset, video, dsb.

#### I. Penilaian:

- Teknik : Scoring Guidance by Heaton Grid and Categories
- Bentuk : Tes tertulis
- Intruksi : Make narrative text based on folktales you ever heard.

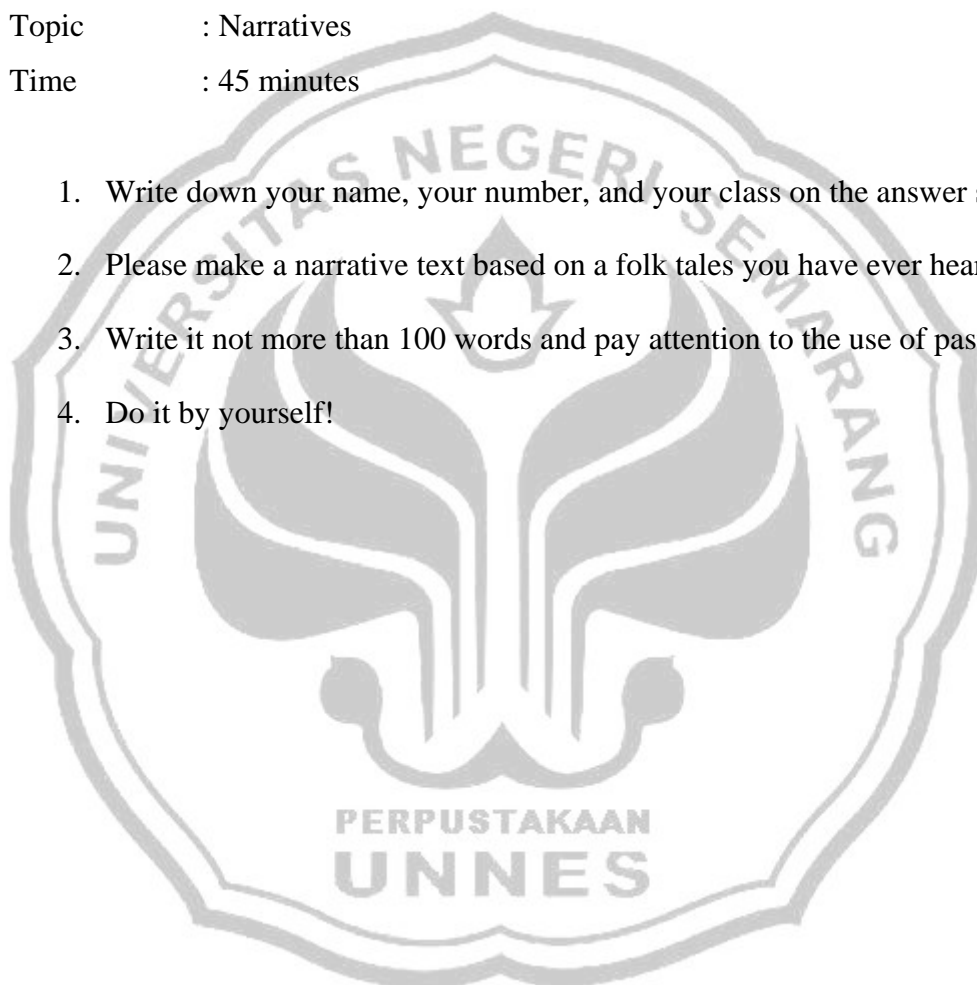
Setiap elemen yang benar dan tepat akan mendapatkan skor 5, dan skor maksimal untuk semua elemen yang benar dan tepat adalah 25.

## Appendix 6

### Test Cycle 1

Subject : English  
Grade : XI  
Skill : Writing  
Topic : Narratives  
Time : 45 minutes

1. Write down your name, your number, and your class on the answer sheet.
2. Please make a narrative text based on a folk tales you have ever heard.
3. Write it not more than 100 words and pay attention to the use of past tense.
4. Do it by yourself!



## Appendix 7

### Score Analysis of the First Cycle

No	Students' Code	Elements' Score					Total Score
		F	G	V	C	S	
1	A-01	5	4	3	4	3	19
2	A-02	4	3	3	4	2	16
3	A-03	4	3	2	3	3	15
4	A-04	2	3	5	4	3	17
5	A-05	2	3	3	3	3	14
6	A-06	3	4	3	4	5	19
7	A-07	3	3	4	3	2	15
8	A-08	4	2	4	4	5	19
9	A-09	3	3	4	3	4	17
10	A-10	3	2	4	5	4	18
11	A-11	5	4	3	4	5	21
12	A-12	3	3	2	4	3	15
13	A-13	4	4	5	5	4	22
14	A-14	3	2	4	3	3	15
15	A-15	4	3	3	4	3	17
16	A-16	5	3	4	4	4	20
17	A-17	4	3	4	2	3	16
18	A-18	5	4	5	4	3	21
19	A-19	4	3	5	3	4	19
20	A-20	4	5	5	3	4	21
21	A-21	3	3	4	4	4	18
22	A-22	4	3	3	4	2	16
23	A-23	4	3	5	4	3	19
24	A-24	5	4	4	5	3	21
25	A-25	4	4	5	4	5	22
26	A-26	5	2	4	4	4	19
27	A-27	4	3	4	4	4	19
28	A-28	4	4	5	5	3	21
29	A-29	3	2	4	3	3	15
30	A-30	5	5	4	4	4	22
31	A-31	4	3	5	4	5	21
32	A-32	4	2	4	4	3	17
33	A-33	5	3	4	5	3	20
34	A-34	3	4	4	4	4	19
35	A-35	3	3	3	3	3	15
36	A-36	4	4	4	4	3	19
37	A-37	4	4	4	5	4	21
38	A-38	3	3	4	3	2	15
39	A-39	4	3	5	3	3	18
40	A-40	3	2	4	2	4	15
41	A-41	4	3	4	3	4	18
42	A-42	4	4	4	4	4	20
	$\Sigma$	160	135	166	158	147	766
	<b>Mean</b>	3.81	3.21	3.95	3.76	3.5	18.24
	<b>Percentage</b>	15.24 %	12.84 %	15.8 %	15.04 %	14 %	72.95 %

## Appendix 8

### Rencana Pelaksanaan Pembelajaran

(Cycle 2)

SMA/MA : SMA Negeri 11 Semarang

Subjek : Bahasa Inggris

Kelas/Semester : XI/2

Alokasi Waktu : 4x45 Minutes

#### A. Standar Kompetensi

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

#### B. Kompetensi Dasar

1.3. Mengungkapkan makna dalam teks fungsional pendek (misalnya *banner*, *poster*, *pamphlet*, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

1.4. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *hortatory exposition*

#### C. Indikator

- Siswa dapat menuliskan tentang isi cerita (karakter, plot, setting, dsb.).
- Siswa dapat menuliskan penilaian atau pendapat tentang isi cerita, sikap dan perilaku para tokoh dalam cerita.
- Siswa dapat menghasilkan cerita pendek tidak lebih dari 100 kata

D. Tema : Film animasi dalam teks naratif

E. Keterampilan : Menulis (Writing)

F. Materi :

- Simple past tense.

Change into past tense!

1. Once upon a time, there (is) ..... a young girl (name) ..... Cinderella.
2. Cinderella (live) ..... with her stepmother and stepsisters.
3. Cinderella stepmother and stepsisters (are) ..... conceited and bad tempered.
4. Her stepmother (make) ..... Cinderella do the hardest work in the house.
5. One day, the two stepsisters (receive) ..... an invitation to a ball.
6. At last the day the ball (come) ..... and away (go) ..... the sisters to it.
7. Cinderella (can ) ..... not help crying after they (have) ..... (leave) .....
8. She (look up) ..... and (see) ..... her fairy godmother standing beside her.
9. The fairy godmother (change) ..... a pumpkin into a fine coach and mice into a coachman and two footmen.
10. Her godmother (tap) ..... Cinderella's ragged dress with her wand and it (become) ..... a beautiful ball gown.
11. She (give) ..... her a pretty glass slippers.
12. She (drive away) ..... in her beautiful coach.
13. Cinderella (is) ..... (have) ..... a wonderfully good time.
14. She (dance) ..... again and again with the king's son.
15. The clock (begin) ..... to strike twelve.
16. She (run) ..... towards the door as quickly she (can).....
17. Her stepsister (try) ..... on the slipper but it (is) ..... too small.
18. She (stuck out) ..... her foot and the page (slip) ..... the slipper on.
19. She (is) ..... (drive) ..... to the palace.
20. They (are) ..... (marry) ..... and (live) ..... happily ever after.

- Film animasi yang paling banyak ditonton oleh siswa.

G. Metode Pembelajaran

1. Pertemuan 1 (Meeting 1)

a. Pembukaan (Opening)

- Guru masuk kelas dan memberikan salam kepada siswa dalam bahasa Inggris.
- Guru bertanya tentang keadaan siswa dan lalu mengecek kehadiran siswa.

b. Pemberian Materi (Main activity)

1) Building Knowledge of The Field

- Guru menyampaikan tujuan pembelajaran.

- Memberikan penjelasan tentang Simple Past Tense serta rumus struktur Simple Past tense.

## 2) Modelling of Text

- Memberikan contoh Simple Past Tense yang merupakan salah satu contoh dalam ciri-ciri leksikogramatikal teks naratif.
- Memberikan tugas kepada siswa untuk mengerjakan soal-soal Simple Past Tense.
- Guru membahas soal-soal yang telah diberikan.

### c. Penutup (Closing)

Guru meminta siswa untuk mengecek kembali pekerjaan mereka yang telah dibuat pada pertemuan sebelumnya dan kemudian menyimpulkan materi yang telah disampaikan.

## 2. Pertemuan 2 (Meeting 2)

### a. Pembukaan (Opening)

- Guru masuk kelas dan memberikan salam kepada siswa dalam bahasa Inggris.
- Guru bertanya tentang keadaan siswa dan lalu mengecek kehadiran siswa.

### b. Pemberian Materi (Main Activity)

## 3) Joint Construction of Text

- Guru memberikan contoh teks naratif yang terdapat pada film animasi (perilaku tokoh dan setting dari film animasi tersebut).
- Guru membagi siswa menjadi beberapa kelompok.
- Kelompok belajar tersebut diberi tugas untuk membuat teks naratif dari film animasi yang paling mereka sukai serta analisis leksikogramatikal dari teks yang telah dibuat.
- Guru mendiskusikan bersama siswa tentang teks yang telah dibuat.



#### 4) Independent Construction of Text

- Guru membuat generalisasi dari film animasi yang telah pernah siswa tonton.
- Guru memberikan tugas kepada siswa untuk membuat film animasi tersebut kedalam bentuk teks naratif seperti yang telah dilakukan dalam kelompok belajarnya.

#### c. Penutup (Closing)

Guru mengumpulkan tugas yang telah selesai dibuat oleh siswa dan menyimpulkan materi yang telah disampaikan.

#### H. Alat dan Sumber ajar

- Berbagai cerita yang diminati oleh siswa; milik siswa sendiri atau dipinjam dari teman, guru, atau perpustakaan.
- Tayangan atau rekaman cerita elektronik di TV, kaset, video, dsb.
- Buku Grammar

#### I. Penilaian:

- Teknik : Scoring Guidance by Heaton Grid and Categories
- Bentuk : Tes tertulis
- Intruksi : Make narrative text based on animated film most of you you ever watched  
(Film yang paling banyak di tonton oleh siswa adalah film animasi *Madagaskar 1*)

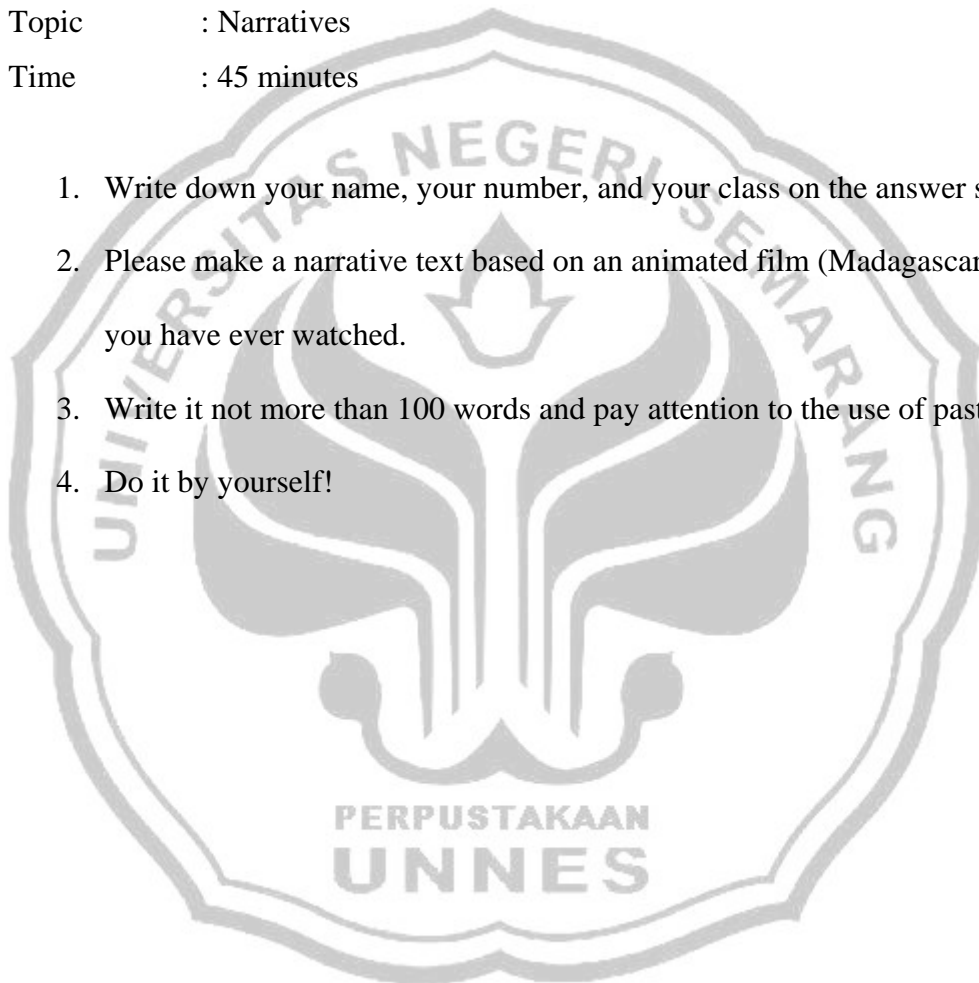
Setiap elemen yang benar dan tepat akan mendapatkan skor 5, dan skor maksimal untuk semua elemen yang benar dan tepat adalah 25.

## Appendix 9

### Test Cycle 2

Subject : English  
Grade : XI  
Skill : Writing  
Topic : Narratives  
Time : 45 minutes

1. Write down your name, your number, and your class on the answer sheet.
2. Please make a narrative text based on an animated film (Madagascar 1) you have ever watched.
3. Write it not more than 100 words and pay attention to the use of past tense.
4. Do it by yourself!



## Appendix 10

### Score Analysis of the Second Cycle

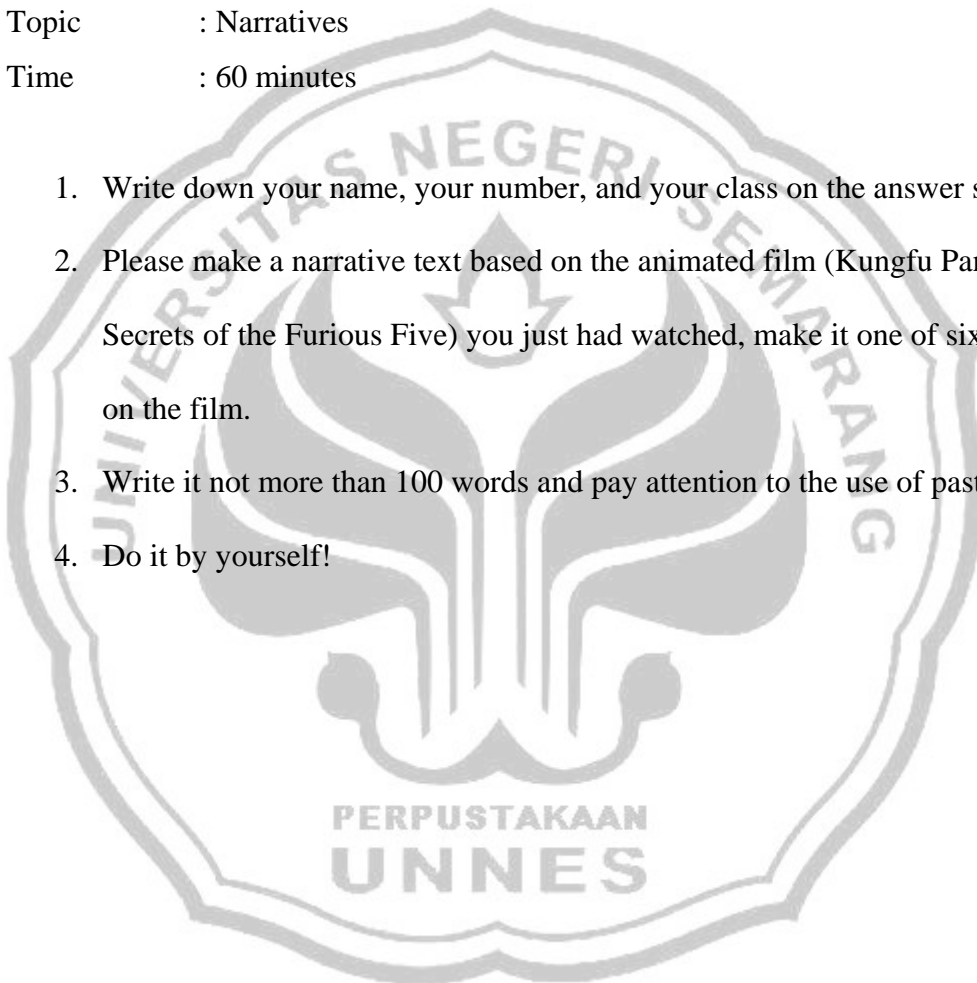
No	Students' Code	Elements' Score					Total Score
		F	G	V	C	S	
1	A-01	5	5	4	5	5	24
2	A-02	4	4	5	4	4	21
3	A-03	4	3	5	5	4	21
4	A-04	5	4	4	4	5	22
5	A-05	5	4	5	5	5	24
6	A-06	5	4	3	4	5	21
7	A-07	4	4	3	5	5	21
8	A-08	4	3	5	4	4	20
9	A-09	5	4	3	4	4	20
10	A-10	5	4	4	5	5	23
11	A-11	5	4	4	4	4	21
12	A-12	4	5	3	5	4	21
13	A-13	4	4	5	5	4	22
14	A-14	5	4	5	5	5	24
15	A-15	4	3	5	4	5	22
16	A-16	4	3	4	4	5	20
17	A-17	5	4	5	5	3	22
18	A-18	4	3	4	4	5	20
19	A-19	5	5	4	5	5	24
20	A-20	4	4	5	5	4	22
21	A-21	5	4	5	4	4	22
22	A-22	4	3	5	3	5	20
23	A-23	5	3	4	4	5	21
24	A-24	4	3	4	5	4	20
25	A-25	4	3	4	4	5	20
26	A-26	5	4	3	4	5	21
27	A-27	4	3	4	5	4	20
28	A-28	5	4	5	5	5	24
29	A-29	4	5	5	4	5	23
30	A-30	4	3	5	4	3	19
31	A-31	5	3	3	4	4	19
32	A-32	4	3	5	5	4	21
33	A-33	4	4	4	5	4	21
34	A-34	5	3	4	5	4	21
35	A-35	5	4	4	3	4	20
36	A-36	5	3	5	5	4	22
37	A-37	4	3	3	4	5	19
38	A-38	5	4	3	3	4	19
39	A-39	5	4	4	5	4	22
40	A-40	4	3	4	5	4	20
41	A-41	5	4	3	5	4	21
42	A-42	5	4	5	5	5	24
	$\Sigma$	190	155	176	187	185	893
	Mean	4.52	3.69	4.19	4.45	4.40	21.26
	Percentage	18.08 %	14.76 %	16.76 %	17.8 %	17.6 %	85.04 %

## Appendix 11

### Post-Test

Subject : English  
Grade : XI  
Skill : Writing  
Topic : Narratives  
Time : 60 minutes

1. Write down your name, your number, and your class on the answer sheet.
2. Please make a narrative text based on the animated film (Kungfu Panda 2: Secrets of the Furious Five) you just had watched, make it one of six scene on the film.
3. Write it not more than 100 words and pay attention to the use of past tense.
4. Do it by yourself!



## Appendix 12

### Score Analysis of the Post-test

No	Students' Code	Elements' Score					Total Score
		F	G	V	C	S	
1	A-01	5	5	4	5	5	24
2	A-02	4	5	5	4	5	23
3	A-03	4	4	5	5	4	22
4	A-04	5	4	5	5	5	24
5	A-05	5	4	5	5	5	24
6	A-06	5	5	4	4	5	23
7	A-07	4	4	4	5	5	22
8	A-08	4	4	5	4	4	21
9	A-09	5	4	4	4	5	22
10	A-10	5	4	4	5	5	23
11	A-11	5	4	4	4	4	21
12	A-12	5	5	4	5	5	24
13	A-13	4	4	5	5	4	22
14	A-14	5	4	5	5	5	24
15	A-15	4	3	5	4	5	21
16	A-16	4	4	4	4	5	21
17	A-17	5	4	5	5	4	23
18	A-18	4	3	4	5	5	21
19	A-19	5	5	4	5	5	24
20	A-20	5	4	5	5	4	23
21	A-21	5	4	5	4	5	23
22	A-22	4	3	5	3	5	20
23	A-23	5	4	5	5	5	24
24	A-24	4	3	4	5	4	20
25	A-25	4	4	4	4	5	21
26	A-26	5	4	4	5	5	23
27	A-27	4	3	4	5	4	20
28	A-28	5	4	5	5	5	24
29	A-29	5	5	5	4	5	24
30	A-30	4	4	5	4	4	21
31	A-31	5	4	4	4	5	22
32	A-32	4	3	5	5	4	21
33	A-33	5	4	5	5	4	23
34	A-34	5	3	4	5	4	21
35	A-35	5	4	5	3	4	21
36	A-36	5	3	5	5	5	23
37	A-37	4	4	4	4	5	21
38	A-38	5	5	3	3	4	20
39	A-39	5	5	4	5	5	24
40	A-40	4	4	4	5	4	21
41	A-41	5	4	4	5	4	22
42	A-42	5	4	5	5	5	24
	$\Sigma$	194	168	188	191	194	935
	Mean	4.62	4	4.48	4.55	4.62	22.26
	Percentage	18.48 %	16 %	17.92 %	18.2 %	18.48 %	89.04 %

## Appendix 13

### Results of the Test during the Research

Students' Code	Pre-Test	Cycle 1	Cycle 2	Post-Test
A-01	20	19	24	24
A-02	19	16	21	23
A-03	13	15	21	22
A-04	15	17	22	24
A-05	19	14	24	24
A-06	20	19	21	23
A-07	16	15	21	22
A-08	13	19	20	21
A-09	15	17	20	22
A-10	16	18	23	23
A-11	17	21	21	21
A-12	15	15	21	24
A-13	14	22	22	22
A-14	15	15	24	24
A-15	14	17	22	21
A-16	16	20	20	21
A-17	14	16	22	23
A-18	19	21	20	21
A-19	18	19	24	24
A-20	13	21	22	23
A-21	14	18	22	23
A-22	15	16	20	20
A-23	17	19	21	24
A-24	13	21	20	20
A-25	13	22	20	21
A-26	14	19	21	23
A-27	16	19	20	20
A-28	17	21	24	24
A-29	13	15	23	24
A-30	14	22	19	21
A-31	13	21	19	22
A-32	15	17	21	21
A-33	14	20	21	23
A-34	15	19	21	21
A-35	14	15	20	21
A-36	20	19	22	23
A-37	16	21	19	21
A-38	13	15	19	20
A-39	15	18	22	24
A-40	16	15	20	21
A-41	19	18	21	22
A-42	20	20	24	24
$\Sigma$	653	766	893	935
<b>Percentage</b>	62.19 %	72.95 %	85.04 %	89.04 %

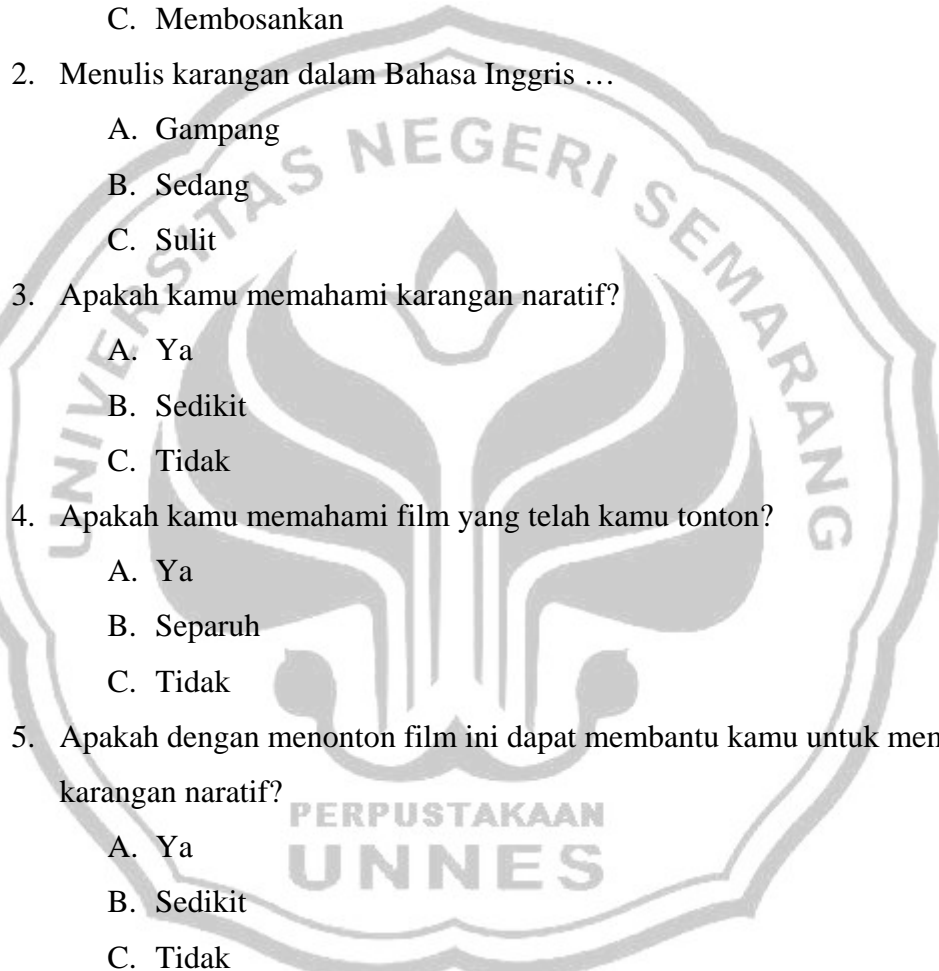
**Appendix 14****Comparison of Pre-Test and Post-Test**

	<b>Pre-test</b>	<b>Post-test</b>
<b>The mean of the students score</b>	15.54	22.26
<b>Percentages</b>	62.19 %	89.04 %
<b>Students' Progress</b>	26.85 %	



## Appendix 15

### Questionnaires

1. Menurut kamu pelajaran Bahasa Inggris itu...
    - A. Menyenangkan
    - B. Biasa saja
    - C. Membosankan
  2. Menulis karangan dalam Bahasa Inggris ...
    - A. Gampang
    - B. Sedang
    - C. Sulit
  3. Apakah kamu memahami karangan naratif?
    - A. Ya
    - B. Sedikit
    - C. Tidak
  4. Apakah kamu memahami film yang telah kamu tonton?
    - A. Ya
    - B. Separuh
    - C. Tidak
  5. Apakah dengan menonton film ini dapat membantu kamu untuk membuat karangan naratif?
    - A. Ya
    - B. Sedikit
    - C. Tidak
- 



## Appendix 16

## Questionnaire Analysis

NO	Students' Code	Score per Item					Total Score
		1	2	3	4	5	
1	A-01	3	2	3	3	2	13
2	A-02	2	1	3	3	3	12
3	A-03	1	1	2	3	3	10
4	A-04	2	2	3	3	3	13
5	A-05	2	2	2	3	2	11
6	A-06	3	2	2	3	3	13
7	A-07	1	1	2	3	2	9
8	A-08	2	2	1	3	2	10
9	A-09	2	2	2	3	3	12
10	A-10	2	2	2	3	3	12
11	A-11	2	1	2	3	3	11
12	A-12	2	2	2	3	3	12
13	A-13	2	1	3	3	2	11
14	A-14	2	2	3	3	3	13
15	A-15	2	2	2	3	2	11
16	A-16	2	1	2	3	2	10
17	A-17	1	2	2	3	3	11
18	A-18	2	2	2	3	3	12
19	A-19	3	2	3	3	3	14
20	A-20	2	2	3	3	2	12
21	A-21	2	2	3	3	2	12
22	A-22	1	1	2	3	2	9
23	A-23	2	2	3	3	3	13
24	A-24	2	2	2	3	2	11
25	A-25	2	2	3	3	2	12
26	A-26	2	2	2	3	3	12
27	A-27	1	2	2	3	2	10
28	A-28	3	2	3	3	3	14
29	A-29	2	2	2	3	2	11
30	A-30	2	2	2	3	2	11
31	A-31	1	2	2	2	3	10
32	A-32	2	2	2	3	2	11
33	A-33	1	2	2	3	3	11
34	A-34	2	1	3	3	2	11
35	A-35	1	1	2	3	2	9
36	A-36	2	2	2	3	2	11
37	A-37	1	2	3	3	2	11
38	A-38	2	1	2	3	2	10
39	A-39	2	2	2	3	3	12
40	A-40	1	2	3	3	2	11
41	A-41	2	2	3	3	2	12
42	A-42	3	2	3	3	3	14
	$\Sigma$	79	74	99	125	103	480
	<b>Mean</b>	1.89	1.76	2.36	2.98	2.45	11.43