IMPROVING STUDENTS’ WRITING SKILL IN NARRATIVE TEXT THROUGH MOVIES
(A Classroom Action Research in the Eighth Grade Students of MTs Negeri 3 Jakarta)

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IMPROVING STUDENTS' WRITING SKILL IN NARRATIVE TEXT THROUGH MOVIES

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The examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “Skripsi” (scientific paper) entitled Improving Students’ Writing Skill in Narrative Text through Movies written by Siti Fahda Fadila, students registration number 1110014000094, was examined by the committee on May 12th, 2015 and was declared to have passed and have fulfilled one of the requirements for the degree of “S.Pd” (S-1) in English Language Education.

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Jakarta, 30 April 2015

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ABSTRACT

Siti Fahda Fadila. 2015. Improving Students’ Writing Skill in Narrative Text through Movies (A Classroom Action Research in the Eighth Grade Students of MTs Negeri 3 Jakarta), Skripsi, English Education Department, The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

Keywords: Writing Skill, Narrative Text, Movie.

This study is to see the process of improving students’ writing skill in narrative text for eighth grade students of MTs Negeri 3 Jakarta through movies. In addition, this study is also focused on carrying out to improve the students’ writing skill in narrative text through movie for eighth grade of MTs Negeri 3 Jakarta. The subject of this research is 8-3 class of MTs Negeri 3 Jakarta that consisted of 36 students.

The method used in this study is Classroom Action Research (CAR) which the writer works collaboratively with the English teacher. This study was conducted following Kemmis with the following procedures of action research: planning, acting, observing, and reflecting. The study carried out in two cycles. Each cycle consisted of two meetings. The observation, interview, teacher’s journal, and test were the data gathered in this study.

The results in this study indicate that there is improvement of the students’ skill in writing narrative paragraph. Most of the students gradually gained good scores at the end of the cycle. The score of Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) of English lesson was 74.00 (Seventy Four). In the pre-test, there were 14 or 38.88% students who passed the KKM and the mean score of pre-test was 64.72. Then, the writer gave the movie and the students have to rewrite the movie story. It called “Gift”. The result of post-test 1 in cycle one, there were 20 students or 55.55% who passed the KKM considering their mean score of the test gained 72.4 and the improvement was 11.6%. Next, to do the post-test 2, the writer gave the different movie from the cycle one. It called “The Princess and the Three Bears”. The result of post-test 2 in the second cycle shows that there were 31 students or 86.11% who passed the KKM in which their mean score derived 83.1 and gained 28.39% of improvement. The class condition during teaching learning process was quite good. In addition, there was a positive response from the English teacher and the students about the implementing the action. In conclusion, movie can improve students’ writing skill in narrative text.
ABSTRAK

Siti Fahda Fadila. 2015. *Improving Students’ Writing Skill in Narrative Text through Movies (A Classroom Action Research in the Eighth Grade Students of MTs Negeri 3 Jakarta)*, Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta

*Kata Kunci:* Kemampuan Menulis, Teks Naratif, Film.

Penelitian ini bertujuan untuk melihat proses peningkatan menulis siswa kelas delapan MTs Negeri 3 Jakarta dalam teks naratif dengan menggunakan film. Disamping itu, penelitian ini juga ditujukan untuk mengetahui peningkatan kemampuan menulis siswa dalam naratif teks dikelas delapan MTs Negeri 3 Jakarta.


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Finally, the writer expects this “Skripsi” will give valuable information for development of education and become the inspiration for people who read it.

Jakarta, April 2015

The writer
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CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the study.

A. Background of Study

Writing is one of important skills for foreign language learners in learning English. It is important because writing is a crucial skill for academic or occupational success. Next, writing can be an effective tool for the development of academic language proficiency as learners have to explore advanced lexical or syntactic expression in their written work. The last is writing across the curriculum that can be invaluable for mastering diverse subject matter.\(^1\) Therefore, it can be said that writing is the primary basis upon which our work and study will be judged in school or college, in the workplace, and in the community.

For the students at the eighth grade of MTs Negeri 3 Jakarta, learning English writing is important because it helps developing students’ critical thinking skills and helps them to understand and to communicate complicated ideas.\(^2\) Therefore, they are supposed to focus on the mastery of the content of the text and to express the meaning in functional written texts and short essay from simple to complex sentences in the form of recount and narrative to interact with the surrounding environment.\(^3\) Besides that, the objective of teaching writing in narrative text for the eighth grade is to help students be able to write short essay in narrative with the right steps. Furthermore, in the standard writing for the eighth

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grade students, it has to develop students’ grammar, vocabulary, punctuation, and spelling.\(^4\) However, the eighth grade students of MTs Negeri 3 Jakarta have difficulties in writing so that their writing score is low although their school has complete facilitations.

Based on pre-interview before implementing the action, most of students of 8-3 were ‘active’. They were noisy and they had difficulties such as lack of vocabulary. In the teacher’s problem, the teacher had never given the students many opportunities to practice writing skill. He frequently took the grammar materials from the textbook and never used media anything in the classroom. Thus, it becomes a common problem for the students at the eighth grade.

In addition, Westwood stated writing is one of the most difficult skills that the learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and socio cultural competencies.\(^5\) Also, Richards and Renandya claimed that writing is the most complicated skill for L2 learners to master.\(^6\) It seems that writing is difficult to learn because it has to do with heart and soul and the mind behind the words.

The students appeared to have many problems when writing in English. They experience difficulties in writing for a variety of reasons. Schools identified that students have difficulties in planning, writing and revising text. Also, some students may have difficulty knowing how to organize their ideas, events, experiences because of limited spoken and written English and a new experience for them. Others may have difficulties in the ‘mechanical’ aspects of writing, such as handwriting, punctuation and spelling.\(^7\) For students to succeed in a foreign language, writing skill, they need to surround themselves in a language learning

\(^{4}\)Ibid., p. 173.

\(^{5}\)Peter Westwood, What Teachers Need to Know about Reading and Writing Difficulties, (Camberwell: Acer Press, 2008), p. 56.


\(^{7}\)NSW Public Schools, Writing and Spelling Strategies: Assisting students who have additional learning support needs, (Sydney: NSW Department of Education and Training, 2007), p. 7.
environment. In the case of Indonesia, Indonesian learners have little opportunities to use the foreign language in their society. As a result, many problems occur when they study in the school where the medium of instruction is a foreign language like English.

Moreover, the problems can arise for some students in writing because it is a complex skill involving multiple processes and abilities. Tan stated that writing is a complicated activity in cognitive analysis and linguistic synthesis in a language. Based on Bachani, in his book “Teaching Writing”, stated learning to write in English is more challenging than learning to speak fluently because the context is created through the words alone and without the direct interaction between the writer and the reader. In addition, Saddler et al. wisely remarked in Westwood’s book that, good writing is not only hard work, but also it is an extremely complex and challenging mental task. Therefore, many reasons suppose that the number of students with writing difficulties is even greater than the number experiencing difficulties in other skills.

Meanwhile, not only students often found difficulties in writing but teachers also found it. The teachers are also difficult to teach writing because it is a complicated skill to teach, which, more or less, affects the students’ learning outcomes and has a long process. Communicating in process of writing activities starting from pre-writing, drafting, revising, and editing in order to discover and produce ideas and views. Furthermore, the teachers still use conventional teaching to teach English.

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11 Westwood, op. cit., p. 57.
In order to solve the students’ problems, the teacher is hoped to be able to find the solution to improve students’ writing skill. To solve the problems easier, the teachers can use media in teaching and learning process. According to Musburger, he stated that media is the manipulation of audio, movie, and digital signals in order to create images and sound that develop the representation of events that is used to deliver the information. Media can also be used to overcome the students’ boredom and to deliver information from sender to receiver which can attract their mind, feeling, attention and interest of the students, so that the teaching and learning process happened. It means that media can develop the relation between teacher and students in the teaching and learning process effectively.

At this point, to minimize the students’ difficulties in writing activity, to improve students’ writing skill and to make the students become motivated and enjoy learning can use movie or video. Movie is one of the media that can be used by the teachers in the teaching and learning process. Movie becomes popular nowadays in the teaching and learning process because it is available for almost all types of topics and for all types of learners across the domains teachings of cognitive, affective, motor skills and interpersonal. They can bring the learners virtually anywhere; expand student interest beyond the classroom walls. Most of audiovisual media make students easily understand and enjoy the lesson in writing class.

Then, movie allows the students to entry into a whole range of other communication world. It is how people live thing and behavioral in the culture. It is said that the students will get enthusiastic and motivated to learn something,

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15 Merita Ismaili, The Effectiveness of Using Movie in the EFL Classroom – A Study Conducted at South East European University, Academic Journal of Interdisciplinary Studies 2, 2013, pp. 121-234.
if the material learned are suitable to their development. Also, Harmer asserted that students have a chance to see the language in operation when movies are given in a task.\textsuperscript{18} Their interest in learning increases, they feel relax, and can build their creativity and ideas through movie. It provides feedback when students watch and evaluate what they have in mind to be applied in their real life.

Here, based on the statements above, it is believed that watching movie is significant for teachers and students in order to improve their writing skill in narrative text which can be seen from their achievement. Considering the positive contribution of the movie in teaching writing, therefore, the writer formulates a research with the title: \textit{“Improving Students’ Writing Skill in Narrative Text through Movies (A Classroom Action Research in the Eighth Grade Students of MTs Negeri 3 Jakarta).”}

\textbf{B. Identification of the Problem}

From the background of the study written above, the researcher identifies problems as below:

1. The students have difficulty in knowing how to organize their ideas, events, and experiences.
2. The students have difficulties in planning, writing and revising text.
3. The students have difficulties with the ‘mechanical’ aspects of writing, such as handwriting, punctuation and spelling.
4. The teachers have difficult to teach writing because writing is a process of communicating and still use conventional teaching to teach English.

\textbf{C. Scope and Limitation of the Study}

The study that the researcher will conduct focused on teaching writing of narrative text at the eighth grade students of MTs Negeri 3 Jakarta at 2014/2015 academic year. To make it deeper, the problem will be limited to: The students’ writing skill improvement in knowing how to organize their ideas, planning, and

\textsuperscript{18}Ibid.
writing, revising text, and solving mechanical aspects of writing in narrative text through movies.

**D. Formulation of the Problem**

Based on the background of the study presented above, the writer plans to solve the problem through the movie in improving students’ writing skill of narrative text in the eighth grade students of MTs Negeri 3 Jakarta. The general question of this research is “How does movie improve students’ writing skill in narrative text for the eighth grade students of MTs Negeri 3 Jakarta?”

**E. Objective of Study**

The objective of study is to see the process of improving students’ writing skill in narrative text for the eighth grade of MTs Negeri 3 Jakarta.

**F. Significance of the Study**

The results of this study are expected to provide purposed benefits, some of them are:

1. The process of the action research will be very useful for the researcher to improve her teaching performance in class. The researcher will be involved in the students’ problems. Therefore, the researcher will do some efforts to find some ways to solve them.
2. The process of the research will be useful for the students, as the objective of the research is to improve their ability in writing narrative text. The students will be treated better in the learning process. This study may motivate the students who have problems in writing, especially in writing narrative texts.
3. The result of the study will be useful for other teachers of English subject. Other teachers who would like to learn from the research result are hoped to learn something from it. This study also can be a new way to develop the teaching medium which applies in the school.
CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents and discusses the concept of writing, the concept of narrative text, teaching writing, media in language teaching learning, and previous study.

A. Writing

1. Definition of Writing

Generally, writing is needed as a medium through which people share what they have in mind. According to McDonald and McDonald, writing is usefully described as a process; something which shows continuous change in time that should be developed and trained continuously.\(^{19}\) It is also supported by Flynn and Stainthrop that writing is medium of human communication that represents language through the inscription or recording of signs and symbols in action and highly complicated task.\(^{20}\) It can be said that writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.

Meanwhile, Langan said that writing is a process of discovery that involves a series of steps, without practice, people can think that writing is difficult.\(^{21}\) Like Langan, Tangpermpoon defined that writing is known as the most complicated skill to master for language learners because they need to have several background knowledge of L2 about the rhetorical organizations, proper language use or specific lexicon with which they want to deliver to their readers.\(^{22}\)

Based on the explanation above, it shows that learning writing is assumed to be difficult and the students should develop a full understanding of the writing


\(^{20}\)Naomi Flynn and Rhona Stainthrop, *The Learning and Teaching of Reading and Writing*, (Chichester: Whurr Publisher Limited, 2006), p. 54.


process so they are able to express themselves more confidently, effectively, and efficiently in order to create a piece of writing.

2. Process of Writing

Writing as one of productive skill needs a process. Harmer stated that writing process involves a series of steps to follow in producing a finished piece of writing.\(^{23}\) There are four main elements.\(^{24}\)

1) Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the ideas of the process of writing. This may involve making detailed notes.

2) Drafting

Drafting is the process of putting all ideas and thoughts in a piece of paper which will be in the very rough form. This stage needs an editing for checking the text. It is assumed as the first version of a piece of writing as a draft.

3) Editing

The way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. The many drafts prepared that have been written to be edited or revised. Once a writer has produced a draft, she or he then usually reads through what she or he has written, whether it is ambiguous or confusing. Richards and Willy stated that in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.\(^{25}\)

4) Final draft

Final draft is the end product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce

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\(^{24}\)Ibid.

the final draft. This may look considerably different from both of the original plan and the first draft, because many things perhaps have been changed in the editing process.

3. Narrative Text

a. Definition of Narrative Text

Narrative text is one of genre which is taught at the eighth grade students. Anderson and Anderson stated that narratives are usually told by a story teller. Another definition, Clouse defined the narrative text is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction. It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

From the definition above, it said that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

b. Purpose of Narrative Text

The purpose of narrative text is to present a view of the world that entertains or informs the reader or listener. Then, the other purposes of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader. It can be said that the reader as if involved within story to get the pleasure.

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29Clouse, loc. cit.
c. Generic Structures of Narrative Text

The generic structures of narrative text are orientation, complication, sequence of events, resolution and coda. A more detailed generic structure of a narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes:30

1. Orientation: the setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.
2. Complication: telling the beginning of the problem which leads to the crisis of the main participants.
3. Sequence of events: telling how the characters react to the complication. It includes their feelings and what they do.
4. Resolution: the problem (the crisis) resolved, either in a happy or sad ending.
5. Coda: a closing remark to the story and it is optional. It is consisted of a moral lesson, advice or teaching from the writers.

It shows that there are some structures in narration that must be a serious attention. They are the structures of constructing a narration. A typical narration has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story, and also having a final conclusion that signals at the end of the story.

d. Language Features of Narrative Text

According to Anderson, the language features of narrative text are:31

1. Nouns that identify the specific characters and places in the story
2. Adjectives that provide accurate descriptions of the characters and settings
3. Verbs that show the actions that occur in the story
4. Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense.

It seems that narrative text has many language features. We have to identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

30Anderson and Anderson, op. cit., p. 8.
B. Teaching Writing

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught. In other words, writing is a good way for students who learn English. They can put their idea on a piece of paper by paying attention on grammar rule and vocabulary.

Teaching writing is not simple as teaching other language skills since it has conventional rules. By knowing the stages of writing process, the students are demanded to get the knowledge of how to write well. When writing, Indonesian students who learned English as a foreign language need more time to think. Teacher asks students to focus on accurate language used and what ideas they will write. Moreover the students only have limited words or vocabulary. It can provoke their language development.

Teaching writing for the students in junior high school is not an easy job, there is another factor that makes writing is the most difficult subject. The other reason is that there are many kinds of texts in English, such as narrative, descriptive, recount, and many more. Each text has different characteristics. There are social functions, generic structures, and language features. Usually the student can differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

In teaching writing, the teachers are faced on difficulties related to make their students be able to transfer their ideas. And one of the difficulties in teaching writing is about the low of exciting students in learning writing. For this reason, it is very important for the teacher to know how to teach writing English enjoyable, exciting, and interesting in learn writing, especially in writing narrative text. And then, the alternative ways to teach writing narrative text, in this study the writer offers one of media used in writing class. It is teaching writing using movies.

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32 Harmer, op. cit., p. 31-32.
C. Media in Language Teaching Learning

1. Movie

a. Definitions of Movie

Due to the increasing importance of visual and media images, Kress defined movie in Chan and Herrero’s book that “Films or movies have a great potential in the language classroom, as they bring ‘together a large variety of modes’.”\textsuperscript{33} It means films are rich multimodal texts containing linguistic meaning in teaching and learning process. According to Susilana and Riyana stated movie, also called a motion pictures, is a series of still images which, when shown on a screen, creates the illusion of moving images due to the phi phenomenon.\textsuperscript{34} It shows that motion makes videos and movies unique and life-like and movie is a medium that presents audio-visual message and movement. Therefore, movie gives the impression and impressive for viewers. Further, based on book of “Teaching with Movies”, The F.I.L.M Project stated movies are the way of telling the story by using modern instrument for people to communicate information and ideas, and they show us places and ways of life we might not otherwise know in this era.\textsuperscript{35}

Meanwhile, Azhar defined movie as picture in a frame where frame by frame is projected through the projector lens mechanically so that the pictures in the screen looks alive.\textsuperscript{36} It means that movie as a series of connected cinematographic images projected on a screen. Sadiman, et. al., said that movie also is an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing) by seeing the pictures and listening to the audio.\textsuperscript{37}

\textsuperscript{33}Deborah Chan and Dr. Carmen Herrero, \textit{Using Film to Teach Languages}, (Manchester: Cornere House and Routes into Languages North West, 2010), p. 11.
\textsuperscript{34}Rudi Susilana and Cepi Riyana, \textit{Media Pembelajaran}, (Bandung: Jurusan Kurtekpend FIP UPI, 2008), p. 19.
\textsuperscript{35}The F.I.L.M. Project, \textit{Teaching with Movies: A guide for Parents and Educators}, (National Collaboration for Youth, No Year), p. 4.
\textsuperscript{36}Azhar Arsyad, \textit{Media Pembelajaran}, (Jakarta: Rajawali Pers, 2010), p. 49.
From the definitions above, it can be said that movie is a series of images that are projected into a screen to create the illusion of motion and one of the media that can be useful for students in teaching and learning process.

b. **Movie Genres**

Listed below are some of the most common and identifiable movie genre categories, with descriptions of each type or category:\(^\text{38}\)

1. **Action Movie**

Action movie usually includes a very straightforward storyline like good guys versus bad guys, where most disagreements in the movie are resolved by physical force.

2. **Adventure Movie**

Adventure movie is usually exciting stories, with new experiences or exotic locales, very similar to or often paired with the action film genre. They searches or expeditions for lost continents, "jungle" and "desert" epics, treasure hunts, disaster films, or searches for the unknown.

3. **Comedy Movie**

Comedy movie is a genre of film in which the main emphasis is on humors and deliberately designed to amuse and provoke laughter by exaggerating the situation, the language, action, relationships and characters.

4. **Crime and Gangster Movie**

Crime (gangster) movie is genre of film that focused on the lives of criminals.

5. **Drama Movie**

Drama movie is serious, plot-driven presentations, portraying realistic characters, settings, life situations, and stories involving intense character development and interaction. Usually, drama movie is lack of action and the screenplay moves at a very slow-paced.

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\(^{38}\)Tim Dirks, Main Film Genre, 2014, (http://www.filmsite.org/genres.html).
6. Epics or Historical Movie

Epics include costume dramas, historical dramas, war films, medieval romps, or 'period pictures' that often cover a large expanse of time set against a vast, panoramic backdrop. Epics take an historical or imagined event, mythic, legendary or heroic figure, and add an extravagant setting and lavish costumes, accompanied by grandeur and spectacle, dramatic scope, high production values, and a sweeping musical score.

7. Horror Movie

Horror movie can also be related to suspense movies. They are dominated by elements of horror, shock, suspense, disgust, and terror.

8. Musical or Dances Movie

Musical or dance movie is the type of film where features songs that are sung by actors and dancing which are interwoven into the narrative. Major subgenres include the musical comedy or the concert film.

9. Science Fiction Movie

Sci-fi films movie often quasi-scientific, visionary and imaginative - complete with heroes, aliens, distant planets, impossible quests, improbable settings, fantastic places, great dark and shadowy villains, futuristic technology, unknown and unknowable forces, and extraordinary monsters.

10. War Movie

War (and anti-war) movie acknowledge the horror and heartbreak of war, letting the actual combat fighting (against nations or human kind) on land, sea, or in the air provide the primary plot or background for the action of the film.

11. Western Movie

Western movie is one of the classic movie kind and American literary. It is art works of not only movies, but in literature, sculpture, TV, shows and painting. It also tells about the romanticized tales of the American West.
c. Movie as Audio Visual Aids in Teaching Writing

Writing is one of productive skills that must be learnt in a language classroom. Learners engaged in a productive task become very frustrated when they do not have the word or the grammar they need to express themselves.

In teaching learning process, teachers are expected to make it more interesting through the medium used. Movie is one of the media that can be used in teaching writing, especially in writing narrative text. According to Arsyad, movie or film has some features. One thing is movies can arouse students' interest.39 By using movie, the teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material that the teacher gives to them.

d. Using Movie in Language Learning

Teachers play a key role in the success or failure of any movies used in the language classroom. The teachers select the movie that will be used, relates the movie to students’ needs, promotes active viewing and integrates the movie with other area of curriculum.

In using movie in the classroom language teaching, there are three stages of activity that the teachers should do:40

1) Previewing activities.

This stage prepares students to watch the movie by connecting their background knowledge to the theme used, stimulating students' interest in the topic, and lessening their fear of unfamiliar vocabulary by preparing the vocabulary that is being used in the movie. For the example, students are told by their teacher that they will see a scene showing a man buying a plane ticket at an airport and are asked to write down five items under each of two headings: Sights (things they expect to see) and Words (words they expect to hear).

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39 Arsyad, op. cit., p. 15.
40 Richards and Renandya, op. cit., p. 366.
2) Viewing activities.

This is the primarily stage because it involves playing and replaying the entire sequences or relevant parts and requiring students to focus on the important aspect such as a factual information, plot development, and the language used in the situation. For the example, the students are asked to focus on watching the drama for the subject of the day and the teacher might ask students to watch and look for the answer to questions such as “where are these people?, why are they there?, what is their relationship?, what is going on?” After this more global viewing activity, the teacher would then have students do a series of tasks that require them to concentrate on specific details, such as the sequence of events or the particular utterances used.

3) Post-viewing activities.

This is the last stage in watching movie in the classroom. It requires students to react to the movie they have watched and practice some particular language point. The post-viewing activities include discussion, role-play, debate, writing activities, and related reading. For the example, students asked to do some activities that might include discussion, role-play, debate, writing activities and related reading to discuss and to learn further about the subject given by the teacher that day.

e. The Advantages of Using Movie

The use of film in the classroom or as an outside school activity can uphold the motivation of the learners, because of its playful component. Using films through specific task activities provides an ideal vehicle for active learning, as well as encouraging interaction and participation. The application of using movie in English teaching has the following advantages:\(^4^1\)

1. It facilitates comprehension activities that are perceived as ‘real’;
2. It creates a curiosity gap that facilitates the exchange of opinions and ideas about the film;
3. It helps to explore non-verbal elements;
4. It improves oral and aural skills;

\(^4^1\)Chan and Herrero. loc. cit.
5. It provides meaningful contexts and vocabulary, exposing viewers to natural expressions and natural flow of speech;
6. Films can be used just for enjoyment, creating a positive atmosphere in the classroom, which can enhance motivation;
7. Films can provide a stimulus for other activities, such as listening comprehension, debates on social issues, raising intercultural awareness, being used as a moving picture book or as a model of the spoken language.

In addition, according to Hanley in Ismaili’s journal, film may help develop writing skills through providing interesting and motivating clues to accompany audio or written inputs, in that way it assists comprehension and production of foreign language input or output.\(^{42}\) It is also supported by Eken in Keene’s Journal, he concluded that feature films can help promote critical thinking skills, enhance speaking, listening, writing, and reading skills.\(^{43}\)

**D. Previous Study**

There are some researchers did the research about English writing. One of them is a study by Theresia Andriani, English Department Faculty of Language and Art at State University of Jakarta. The researcher concerned on improving students’ abilities to write description through watching movie as a pre-writing activity in SMPN 47. This research was aimed to improve students’ abilities in writing descriptive paragraph at SMPN 47. In this study, the writer used movie to get ideas for the writings and to raise students’ motivation in writing descriptive paragraph so that their writing abilities could improve through an enjoyable way. This result of the study revealed that indeed there was significant improvement in students’ abilities in writing descriptive paragraph through watching movie as a prewriting activity, hence almost all of the students could write descriptive paragraphs correctly.

Second are Hutahaean and Ernidawati concerned on improving students’ writing achievement in the report text through film. The objective was to find out

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\(^{42}\) Merita Ismaili, The Effectiveness of Using Movie in the EFL Classroom – A Study Conducted at South East European University, *Academic Journal of Interdisciplinary Studies* 2, 2013, pp. 121-132.

\(^{43}\) Malcolm David Keene, Viewing Video and DVD in the EFL Classroom, 文京学院大学人間学部研究紀要 8, 2006, pp. 217-234.
the improvement of students’ writing achievement in writing the report text through film. This research was conducted by using action research method. The subject of the research was XI IPA grade students of SMA SWASTA JOSUA Medan. They were taught writing the report text through film. The instruments used were writing report text test, diary notes, interview sheets, questionnaire sheets and observation sheets. In analyzing data, the mean of students’ score for the first competency test was 43.1, for the second competency test was 64.8 and for the third competency test was 76.3 and the total percentage of improvement from the first competency test to the third competency test was 84.1%. The conclusion is that through watching film can improve the students’ writing achievement in the report text. It is suggested that teachers should apply watching film as one of media to improve students’ writing achievement in the report text.

The other researcher is Pardede, among literary genres, short movies seem to be the most suitable choice for this due to its potential to help students enhance the four skills—listening, speaking, reading and writing—more effectively because of the motivational benefit embedded in the stories. The purpose of this article is to familiarize EFL instructors with the effectiveness of using short movies in EFL instruction. After presenting criteria for selecting a short story, discussion is focused on how to exploit a short story for enhancing students’ language skills.

The last study is Alex Baratta and Steven Jones. This paper discusses the ways in which film can be used as a pedagogic means to introduce academic writing skills, based on the premise that, since viewing film is already a common literacy practice for many students, its use can help to facilitate learning inside the writing classroom. The approach is seen as unique and interesting. This result of the study revealed that feedback suggests that using film as a teaching method can capture students’ interest and help them to learn more effectively. Second, the metaphorical aspects of the approach help students to learn by visualizing the subject. Filmic visuals can inspire schema or mental images which, as discussed earlier, can render complex information into simpler language.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents and discusses place and time of the study, the method of research, the research design, subject of study, the writer’s role on the study, the classroom action research (CAR) procedure, the research instrument, the technique of collecting data, the technique of data analyzing, and the criteria of the action success.

A. Place and Time of the Study

The writer took her research at the eighth grade of MTs Negeri 3 Jakarta. This research started from January 14th 2015 until February 4th 2015. The action in cycle 1 was conducted in two meetings starting on January 15th 2015 and January 21st 2015. Meanwhile, the action cycle in cycle 2 was conducted on January 28th 2015 and February 3rd 2015.

B. Method of Research

The method of this study is a qualitative research. This study conducts a Classroom Action Research (CAR). Shani and Parmore defined an action research based on Sarosa’s book is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community practice to improve the way they address issues and solve problems. In addition, Classroom Action Research is a method of finding out what works best in our own classroom so that we can improve student learning. According to Harmer, action research is the name which is given to a series of procedures teachers can engage in, either

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because they wish to improve aspects of their teaching or because they wish to evaluate the success of certain activities and procedures.\textsuperscript{46}

From all definition above, the researcher could say that classroom action research is an action in a research, which can be done by the teacher, researcher, and the teacher with his/her colleague, etc in the classroom.

C. Research Design

The Classroom Action Research (CAR) procedure used in this research is Kemmis’ design. It consists of two cycles in which each cycle contains four action research components: planning, acting, observing, and reflecting.\textsuperscript{47} After finishing the first cycle, it would probably be found some new problems or the previous unfinished problems yet. Therefore, it was necessary to continue to the second cycle which had the same concept as the first cycle.

Based on Kemmis’ action research design above, the writer adapted from the research design from cycle 1 to cycle 2 designed by Kemmis, as follows:


Figure 3.2

The Writer’s Classroom Action Research Procedure Adapted from Kemmis

CYCLE 1

**Planning**
- After interviewing, observing and conducting test before CAR. The researcher and the real teacher make instruments, such as: lesson plan, teacher’s journal, and test during CAR.

**Acting**
- In this CAR, the writer acts as the teacher and the real teacher is monitoring and observing the class condition. The teacher conducts the lesson plan, teaches narrative text, explains the schematic structures with short movie, and applies the movie.

**Observing**
- The researcher and the real teacher observes teaching learning activity in the classroom, such as teaching-learning activities, students’ behavior or response, and students’ ability in writing.
- Identifies the students’ achievement in learning narrative text writing by giving the exercise before CAR in cycle 1. The writer calculate students’ improvement scores from the exercise during CAR in cycle 1 whether improving or not.

**Reflecting**
- After observation process is done, the researcher and the teacher make a reflection to evaluate teaching learning process and the improvement of students’ writing skill in narrative text.
- The teacher and the writer prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know improvement of students’ score and to solve the problem unfinished yet.

**Revised Plan**
- This revised cycle phases is repeatedly conducted until the problem is appropriately solved in cycle 2.
Figure 3.3
The Writer’s Classroom Action Research Procedure Adapted from Kemmis

**CYCLE 2**
D. Subject of the Study

MTs Negeri 3 Jakarta, academic year 2014/2015, located at Jl. Pupan No.3B was purposively chosen as a research setting, especially for 8-3 class. The number of the students is 36 students. This class is chosen based on interview with the English teacher. The second reasons is the English teacher in this class still teaches his students with text book style without using any media. This grade is the first basic of learning English in writing narrative text in junior high school. If teaching English writing was effective and enjoyable, they will understand the lesson that they have learned.

E. Writer’s Role on the Study

The classroom action research design in this study is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of MTs Negeri 3 Jakarta as a collaborator. The writer played a role as the teacher who teaches writing a narrative text through movies to the students whereas the English teacher was as the observer. The researcher was not only as a teacher but she also made lesson plan, prepared teaching tools, observed, and collected and analyzed data to know the result of students’ writing.

F. Classroom Action Research (CAR) Procedure

This study is classroom action research; it means that there must be cycles in this study. There will be 2 cycles and each cycle is ended by final test. There are 4 steps in action research. They are planning (plan to use movie), acting (implement the movie in teaching writing narrative text), observing (the researcher observes the teaching learning process and student's activity in the classroom), and reflecting (teacher and researcher).

Before entering the cycle, the reseacher found an institution as an object of research to conduct preliminary interview to the English teacher. First, the researcher met the English teacher and talked about his method when he teaches his students. In this activity the teacher taught students using conventional
method. He used *Lembar Kerja Siswa (LKS)* and English handbook to teach his students. The teacher also said that he felt difficult to teach writing in the class and the students have the problems in writing. After the researcher got the data from interview and the test, the researcher decided to analyze the problems faced by the students. After analyzing the problems faced by students, the next step which is done by the researcher is designing a plan to continue into the next cycle to overcome the problem in the previous cycle. After conducting pre cycle research, the researcher moves to the next phase, involving: planning, acting, observing and reflecting.

1. **Planning**

   In planning phase, the writer and the teacher shared the information. The writer identifies and diagnoses students’ writing problem occurred in the classroom proven by interviewing the teacher. It covers determining the technique, designing lesson plans, and setting the criteria of success.

   In determining the technique, it refers to the students’ problem. In this case, the main problem of the students is they were difficult to generate their ideas when they get started to write. Therefore, the researcher thought that by giving them a media such as movie can overcome this problem in writing.

   In designing the lesson plans, the writer discussed to make lesson plan by applying the determined technique. Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The writer made lesson plan based on the recent used syllabus. The writer described the project or activity that she designed for her students by preparing lesson plan and applying lesson plan in eighth grade class at MTs Negeri 3 Jakarta. The lesson plan included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment. In setting the criteria of success, the researcher determined the criteria of the action success. It is useful for measuring whether the action of this study is successful or not.
2. Acting

In this phase, the researcher carried out the planned action. In this phase the lesson plan that has been discussed, would be implemented by the researcher. In implementing the action, the writer acts as the English teacher who taught writing narrative text through movie and observes the students’ writing activities after watching movie in the class. Meanwhile, the real English teacher acts as the collaborator who monitoring and observing that happened in the teaching and learning process. This phase is hoped could solve the students’ problem.

3. Observing

In this phase, the researcher observes CAR process of learning narrative text writing skill by using movie. The important aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection. When observing, the observer makes teacher’s journal in the classroom. Then, the collaborator observes the class situation, students’ response, and writer’s performance during implementing the action.

4. Reflecting

The writer and the English teacher who play a role as observer and collaborator analyze and evaluate learning process in cycle 1. Reflecting phase is the last phase in one cycle. The aims of this phase are to reflect the data from the implementation of the action and to know whether the action is successful or not by appropriating the result of the observing phase with the criteria of success. If the result of the first cycle is satisfy pointed by reaching the criteria of success, so there will not be the next cycle. Meanwhile, if the result of the action does not reach the criteria of success, so the next cycle needs to be done. It should move to the next cycle regarding re-planning, re-acting, and re-observing.
G. Research Instrument

The research instrument of this research consisted of four instruments. They are observation, interview, teacher’s journal, and test.

1. Observation Sheet

The observation sheet is conducted during the teaching and learning activities in the class. The real English teacher observes the writer’s performance during classroom action research, class situation while writing activity, and the students’ participants toward the learning process. The information that obtained from this observation sheet is used as a basis to determine the planning for the following cycle.

2. Interview Guideline

The interview guideline is distributed at the end of the study to 8th-3 students of MTs Negeri 3 Jakarta to find out their perception about improving their writing activities through movies. It is also distributed to the English teacher to know general description about process of learning writing skill, to know students activity in learning writing process, and the method or strategies usually the teacher implemented in the classroom especially when teaching writing.

3. Teacher’s Journal

The teacher’s journal is a teacher’s written response to teaching events by the researcher. Journals contain more subjective and personal reflections and interpretations than the relatively formalized recordings of notes in every meeting. The writer focused on what happened in the classroom (observation and analysis), emotional response for the researcher when the students do the tasks, and the future action.

4. Test

The test is used to know the students’ writing in narrative text and as the result of students’ performance in the class after the action of each cycle. The test is applied in the end of every cycle. Then, the students are tested by asking them to write a narrative paragraph after they watched the movie that was given by the
researcher. Before the students watch the movie, the researcher gave the questions about the movie to make the students easier to summarize the movie.

**H. Technique of Data Collecting**

The technique of collecting data is done by using observation, interview, and testing. The observation conducted during teaching and learning process through observation checklist and making teacher’s journal. The result of observation is discussed by the researcher and the collaborator. Then, the researcher could plan the preparation for the next cycle. Besides that, interview conducted to the students after implementing the action and the teacher before and after implementing the action. The last is test. Before carrying out the action by using the movie, pretest conducted to determine students’ prior knowledge. After applying the action, posttest conducted to determine the increased students’ skill in writing.

**I. Technique of Data Analyzing**

The analysis qualitative data is used to measure data from observation, interview, and teacher’s journal, while the analysis of quantitative data is used to measure data from test. In analyzing the data related to the students’ writing skill, the researcher used analytical scoring rubric adapted from Jacobs et al. in Weigle’s book (See Appendix 1).48

In analyzing numerical data, the writer finds out the average of students’ writing score per action within one cycle. It uses the formula:49

\[
\bar{X} = \frac{\sum x_i}{n}
\]

**\( \bar{X} \) : mean**

**\( x_i \) : individual score**

**\( N \) : number of students**

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Next, to know the class percentage which passes the minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 74, the writer uses the formula:

\[ P = \frac{F}{N} \times 100\% \]

*P* : the class percentage  
*F* : total students who passed the KKM  
*N* : number of students

The last, after mean of students’ scores per action is gained, the writer analyzes whether there is or there are no improvement scores in writing from pre-test up to post-test score in cycle 1 and cycle 2. The writer uses the formula:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

*P* : percentage of students’ improvement  
*y* : Pre-test result  
*y_1* : Post-test 1

\[ P = \frac{y_2 - y}{y} \times 100\% \]

*P* : percentage of students’ improvement  
*y* : Pre-test result  
*y_2* : Post-test 2

**J. Criteria of the Action Success**

Criteria of success were set up to determine whether the action in the research was successfully completed or not. In line with this study, the criteria of success were decided as follows:

- The students’ writing score could achieve the target of the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* of English (74.0) or above. It is considered successful if 75% of the students with individual score in writing narrative text achieve at least the same as or above 74.0

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\[50\text{Ibid., p. 43} \]
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses data description and data analysis and discussion.

A. Data Description and Data Analysis

1. Finding of the Preliminary Study

a. The Result of Pre-Test

The pre-test had been done before implementing the CAR. It was conducted on Wednesday, January 14\textsuperscript{th} 2015. It started from 07.40 am until 08.10 am. The pre-test was used to measure the students’ writing skill in narrative text. The students were asked to make a narrative text without movie (See Appendix 10).

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Below KKM (Score &lt; 74)</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>Passed KKM (Score 74-89)</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Passed KKM (Score &gt; 89)</td>
<td>6</td>
</tr>
</tbody>
</table>

Note *) For the detail, see Appendix 7.

Firstly, the writer calculated the mean score seen below:

\[ \bar{X} = \frac{\sum x_i}{n} \]

\[ \bar{X} = \frac{2330}{36} \]

\[ \bar{X} = 64.72 \]
Next, to know the class percentage that’s passed the Criterion of Minimum Completeness (KKM) using the following formula:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{14}{36} \times 100\% \]

\[ P = 38.88\% \]

Based on the result of the pre-test, the data showed that the mean of pre-test was 64.72. There were only 14 students or 38.88% who derived the score above the criterion of minimum completeness (KKM). Meanwhile, the 22 others were under from the criterion. The lowest achievement gained score was 30.00.

After analyzing the result of preliminary study in the pretest, it can be said that most of students at the eighth year of MTs Negeri 3 Jakarta had difficulty in writing skill. It showed that the result of the pretest that there were 22 students did not pass the KKM. Thus, it needed to find out the solutions to solve this problem. The writer used movies in teaching writing. The action was needed to improve students’ writing skill. The action research was conducted in two cycles. Every cycle was followed the procedures of action research such as planning, acting, observing and reflecting.

2. Finding of the First Cycle
   a. Planning

   Planning is the first stage in the class action research. Planning is made based on the diagnosed problem faced by students toward writing skill of narrative text taken from interview with English teacher. When the researcher and the collaborator planned the procedure in the class action research, the researcher prepared the teaching material in the classroom, and also developed teaching procedure through the activity of students in the classroom. The writer prepared the instruments of the research. The instruments of the research are observation sheet, teacher’s journal and test; the researcher would do this journal in every
meeting, and test in the end of the cycle. The writer also prepared learning resources such as slides and movies for the students’ activity in writing.

b. Acting

The action of the cycle 1 was done on Thursday, January 15th 2015 at 07.00 am – 08.10 am and on Wednesday, January 21st 2015 at 07.00 am – 08.30 am. This was the first acting in the implementation of Classroom Action Research. In this cycle, there were two meetings. The writer implemented the teaching learning process based on the lesson plan which was made by the writer. In this phase, the researcher was teaching in the classroom as an English teacher. And the real English teacher was monitoring and observing the researchers’ teaching.

In the first meeting, the researcher taught the narrative text using short movie. She explained the definition and social function first; she then explained the generic structure and language structure of narrative text. The teacher used screen to attract the students’ attention. Then, she gave the short movie called “Little Red Hood” because she just had a limited time and wanted to explain the material for the students to make a narrative text by using movie. In this cycle, the researcher taught narrative text using animation movie because the theme was fable. She connected the material by using short movie. After that, she gave the first movie in the first meeting called “Epic”. She skipped the unimportant scene because she did not have much time. After watching the movie, she gave the exercise by spreading the worksheets to the students. Finally, the students made the movie review and rewrite the movie story.

In the second meeting, the teacher reviewed the material. Next activity was the same as in the first meeting. She gave the second movie called “The Croods”. The students had to rewrite or retell the movie story on the worksheet. During watching the movie, the students had to make the movie review that the researcher gave before, so that the students were easier to remember the story when they started to write the narrative text.
c. Observing

This is the third stage in the class action research. In this stage, the researcher observed students’ performance in the teaching and learning, especially when the students were writing the assignment. In this cycle, the students asked the researcher about the translation from Bahasa to English, how to write the sentences and the movie review, what verb that have to be used in writing narrative text.

Also, the collaborator helped the writer to observe the teaching and learning activity. In this cycle, the enthusiasm of students in learning process was good because the researcher provided the good class and students’ condition by using games before the students started the material (See Appendix 11 and 12). The students also were active role in the class. They gave their idea about the film and discussed it with their friend. However, they were still shy to ask about the material.

In this phase, the observer also observed the teaching learning process through post-test 1. The result of post-test 1 showed that the mean score of the class derived 72.4 in which there were 20 students who passed the Minimum Mastery Criterion (KKM) 74 (seventy four). The following were the detail results of test used in the first cycle:

- The Result of Students’ Writing

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Below KKM (Score &lt; 74)</td>
<td>16</td>
</tr>
<tr>
<td>2.</td>
<td>Passed KKM (Score 74-89)</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>Passed KKM (Score &gt;89)</td>
<td>12</td>
</tr>
</tbody>
</table>

Note *) For the detail, see Appendix 8.
After calculating the pre-test result, the writer calculated students’ first post-test score. To know the result of students’ writing, the writer needs to calculate the mean first. The data by using this formula:

\[ \bar{X} = \frac{\sum x_i}{n} \]

\[ \bar{X} = \frac{2605}{36} \]

\[ \bar{X} = 72.4 \]

After calculating the post-test 1 score, it showed that the mean score of post-test 1 was 72.4 and gained any improvement 11.86 %. To know that improvement to the percentage, the writer calculated using this formula:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ P = \frac{72.4 - 64.72}{64.72} \times 100\% \]

\[ P = 11.86\% \]

Then, in the first cycle of post-test 1, there were 20 students who passed the KKM. If it was calculated into class percentage, it was gained 55.55% through this formula:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{20}{36} \times 100\% \]

\[ P = 55.55\% \]

From the data above, it showed that there was students’ improvement between pre-test and post-test 1 with percentage was 11.86%. The improvement was low enough. There were many students who still not finished yet their test on time and there were some students who still confused and have difficulties in writing narrative text with movie. There were several students who did not know about the way to write narrative paragraph and still made a mistake when students produced the sentence using movie. Besides that, the classroom condition was noisy. It showed that there were some students who were not ready to learn
narrative text using movie because they were still walking around the class while the teacher conveyed the material in front of the class. When the students did the writing assignment, they were also noisy in the class. Thus, the writer continued the action to the next cycle.

d. Reflecting

Based on the result in teaching and learning narrative text using movie in the cycle 1, the researcher and the collaborator discussed the conclusion that was taken from the cycle 1. The conclusions are:

- There were some students who had not finished yet their assignment, it was caused the time was not enough.
- There were some students who still got difficulty to make a narrative text using movie. It may be because the movie had a long story.

3. Findings of the Second Cycle

a. Planning

In this phase, the writer made a plan for the action based on the problems faced by the students in the previous cycle. The writer solved the problem above by adding the time to write. Fortunately, the next subject teacher gave the writer an additional teaching time. To solved the problem of the students’ difficulty to make a narrative text, the writer monitoring the students and help them to make them easy to do the task and also skipped the unimportant scene movie to save time. In addition, she also prepared the instrument of research for students like movie. The writer also prepared the post-test 2 for the students, observation, and teacher’s journal. Besides that, the writer prepared the narrative text material by using movie in two meetings. The researcher and the collaborator planned this action because the result of the students’ writing in the first cycle was still low. It could be seen in the result of students’ writing only 20 students or 55.55% who passed the KKM from 36 students in the class.
b. Acting

The action of the second cycle was done on Wednesday, January 28th 2015 at 07.00 am – 08.10 am then continued on Tuesday, February 3rd 2015 at 07.00 am – 08.10 am. In the first meeting, the researcher was teaching narrative text by using a short movie. The teacher also prepared two movies for students’ task. They were “Goldilocks and the Three Bears” and “Ripple”.

As usual, the teacher made the students’ condition in order to do not make a noise in the class, ready to learn the material and also focused on the material and teachers’ explanation. The teacher explained about how to make narrative text using movie to the students that still confused and felt difficult when they got bad score in writing test. The teacher also trained students to make narrative paragraph by using movie through collaborative working.

Collaborative working was chosen by the teacher because to make students collaborated in the team work when they wrote a narrative text but all of them had to write on their own paper. Thus, the students, who still did not understand the material, could understand the material because they could ask the explanation from their friends. The teacher gave students “Goldilocks and the Three Bears” movie and had to find out the idea and rewrite the story. When they were trained by the teacher, the students made a good narrative text by using movie. After the first meeting in the cycle two, the teacher gave the second movie called “Ripple” in the second meeting.

c. Observing

In this phrase, when the teacher taught in the class, she observed the students’ activities (See Appendix 11 and 12). In the cycle two, it was almost still the same as in the cycle one. The students were noisy when they wrote the task. They still asked the researcher about English translation because they were too lazy to bring the dictionary. Besides that, they were still active to give their idea about the movie and enthusiastic to follow the learning process. They also were walking around in the class to ask their friend about the task. Nevertheless, they felt bored by doing the assignment in every meeting, so they did not have question
to the teacher. In this phase, the observer also observed the teaching learning process through post-test 1 and post-test 2 (See Appendix 8 and 9).

- The Result of Students’ Writing

Table 4.3

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Below KKM (Score &lt; 74)</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Passed KKM (Score 74-89)</td>
<td>19</td>
</tr>
<tr>
<td>3.</td>
<td>Passed KKM (Score &gt;89)</td>
<td>12</td>
</tr>
</tbody>
</table>

Note *) For the detail, see Appendix 9.

The calculation of the mean of students’ score in writing post-test 2 gained 83.1. It was derived from:

\[ \bar{X} = \frac{\sum x_i}{n} \]

\[ \bar{X} = \frac{2990}{36} \]

\[ \bar{X} = 83.1 \]

In the post-test 2, the writer got the mean score. Thus the writer made a percentage in calculation:

\[ P = \frac{y_2 - y}{y} \times 100\% \]

\[ P = \frac{83.1 - 64.72}{64.72} \times 100\% \]

\[ P = 28.39\% \]

The result of data from post-test 2 showed that the post-test 2 had 28.39% improvement from the pre-test. In the second cycle of post-test 2, there were 31
students who passed the KKM. If it was calculated into percentage, it was 86.11% through this formula:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{31}{36} \times 100\% \]

\[ P = 86.11\% \]

Based on the data test above, the average students’ writing achievement on this cycle is 83.1 and there were 31 students passed the KKM or 86.11% students. On the other hand, there were 13.89% students who did not pass the KKM or 5 students. The improvement in this cycle was high and met the criteria of the action research of CAR in which minimum 75% students passed the KKM could be achieved. From the result of this cycle, the writer stopped this research and would not continue to the next cycle.

d. Reflecting

The reflection was carried out after gaining the score result of writing test. The researcher and the English teacher felt satisfied in as much their made efforts to improve the students’ writing skill in narrative text had been realized. The students could understand how to make narrative text and could explore their idea easily through movies. It was proven by their improving scores from the pre-test to post-test 2.

After achieving the target research that minimal 75% who passed the KKM, the writer and the teacher decided to stop the CAR because it had already succeed. Therefore, the researcher and the real teacher did not have to revise the plan.

According to the result of evaluating between the writer and the collaborator, it could be assumed that the implementation of CAR by using movies to improve students’ writing skill in narrative text was appropriate with the planning that had been discussed by the researcher and the real teacher or
collaborator previously. In this case, each section was planned as good as possible in order to the writing activities could be accomplished well.

From all the calculations above, the diagram of Students’ Mean Score, The Passed Students in the Percentage, and Improvement of Students’ Score in the Percentage could be seen from the diagram below:

Figure 4.1. The Mean Score of Students’ Pre Test – Post Test

Figure 4.2. The Passed Students in the Pre Test – Post Test (In the Percentage)
4. Findings after Implementing the Action

a. The Result of Teacher’s Journal

The journal’s aspects consist of observation and analysis, emotional response, and future action (See Appendix 11). There were 4 meetings total in this research. Both cycles were 2 meetings.

In the observation and analysis, the students made a noise in every cycle. Many of them always asked the researcher about English translation. In the first meeting, they did not bring the dictionary. However, the next meetings, they brought the dictionary. They also asked the material.

The other aspect was emotional response. The researcher felt that they were getting unhandy because they walked around the class when they did the task and some of them just sitting without doing anything. It was like they did not have much motivation to study because the time was so early morning. They did not ready to start studying.

The last was future action. The researcher and the teacher had collaboration in observing the whole activities in the class. In the cycle one, the researcher and the teacher discussed about the next planning so that the research could success in the next cycle.
b. The Result of Post-Interview for the Teacher

After implementing movie, the writer carried out the structured interview with the teacher. The writer asked 10 questions to the teacher. The questions were divided into two categories; the general condition in the classroom during teaching writing narrative text using movie and the teachers’ response in implementing movie in the class (See Appendix 14).

The first category was the general condition in the classroom during teaching writing narrative text using movie. The teacher said at the class condition was better than before. The students’ motivation to study increased when they watched the movie and they looked enthusiastic.

The second category was the teachers’ response in implementing movie in the class. The teacher said that movie media helped his students in increasing their writing. Before that, the teacher thought that it was almost impossible to improve students’ writing skill. Therefore he did not have a strategy for it. However, after seeing the result, he surprised that his students’ writing skill could be improved this fast. He assumed that it was because the students were focused in making the composition and they were not confused to find the ideas to write anymore.

c. The Result of Students’ Interview

The interview was held on Tuesday, February 3rd 2015. It started from 10 am until 10.20 am. In this interview, the writer asked five questions about the students’ perception during teaching learning by using movie (See Appendix 15).

Based on the interview, the researcher concluded that they felt enjoy and enthusiast in learning narrative through movie. They were motivated because movie could help them to understand the material easily. They also could write the narrative easily because they had the idea from the movie. They thought that they did not have to think hard to put their idea on the paper and also could increase their writing score by using movie (See Appendix 16).
B. Discussion

The research revealed that movie succeeded in improving the students’ writing skill in narrative text. It was shown by finding of the study in the cycle one that students’ writing skill was still bad. In this cycle, it could be seen from the mean score of students only improved 11.86% from pre-test until post-test 1. The students’ post-test one that there were just 20 students or 55.55% who passed the KKM. In this cycle, students need to improve their score in writing through movie. The researcher and collaborator also discussed that there was improvement of students’ writing score of narrative text.

In the cycle two, the students’ mean score in the post test is 83.1. It meant that students’ mean score improved 28.39% from pre-test until post-test 2 in the cycle 2. There were 31 students or 86.11% who passed the KKM.

Besides that, the result of students’ interview showed that the students increased their writing skill in narrative text because they were happy to study while they were watching the movie.

From this explanation, the researcher and the collaborator decided to stop the research because the implementation of using movie was running well that can be seen in the explanation above.
CHAPTER V
CONCLUSION & SUGGESTION

After accomplishing the entire steps of the classroom action research, the writer made the conclusion and suggestion based on the result of this research.

A. Conclusion

Based on analysis and interpretation in the previous chapter, it can be concluded that the process of students’ writing skill in narrative text through movie for eight grades of MTs Negeri 3 Jakarta improved. It could be seen from the process of improving students’ writing in every cycle and could be seen from the increase students’ mean score among preliminary study, first cycle, and second cycle in chapter four. The students’ writing score achieve the target of the Minimum Mastery Criterion – Kriteria Ketuntasan Minimum (KKM) which is categorized as high level in cycle two.

B. Suggestion

Based on the research result, the writer gives some suggestions as follow:

1. In teaching writing skill, the teacher is hoped more creative in teaching his students in order to maximize teaching learning process and does not make the students to be bored.

2. The teacher should be active to involve his students in teaching learning process.

3. Movie media can be applied in English teaching learning process, particularly the attempt of improving students’ writing in narrative text.
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Chan, Deborah., and Herrero, Dr. Carmen. Using Film to Teach Languages. Manchester: Courner House and Routes into Languages North West, 2010.


Ismaili, Merita. The Effectiveness of Using Movie in the EFL Classroom – A Study Conducted at South East European University.” Academic Journal of Interdisciplinary Studies. 2, 2013.

Keene, Malcolm David. Viewing Video and DVD in the EFL Classroom. 文京学院大学人間学部研究紀要. 8, 2006.


APPENDICES
## Appendix 1

**Scoring Writing Rubric**

Scoring writing rubric adapted from Jacobs *et. al.*

<table>
<thead>
<tr>
<th>Components of Writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Relevant to the topic and easy to understand</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Rather relevant to the topic and easy to understand</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic but not quite easy to understand</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite relevant to the topic but is not quite easy to understand</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>4</td>
<td>Most of the sentences are related to main idea</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some sentences are related to the main idea</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few sentences related to the main idea</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to each other</td>
</tr>
<tr>
<td><strong>Mechanic</strong></td>
<td>4</td>
<td>A few errors of spelling, capitalization and punctuation</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Occasional errors of spelling, capitalization and punctuation</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Frequent errors of spelling, capitalization and punctuation</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Dominated by errors of spelling, capitalization and punctuation</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>4</td>
<td>There is almost no error in the use of sentence.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>There are a few errors in the use of sentence.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>There are many errors in the use of sentence.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Almost all sentences contain errors.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Many vocabulary variations</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Few vocabulary variations</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Almost no vocabulary variations</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Lack of vocabulary variations</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE 1

Nama sekolah : MTs NEGERI 3 JAKARTA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Pertemuan : 1 dan 2
Standar Kompetensi : 12. Menulis
   Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative
Aspek/Skill : Menulis
Alokasi Waktu : 4 x 40 menit

1. Indikator:
   - Mengetahui fungsi kalimat narrative
   - Mengetahui ciri kebahasaan teks narrative
   - Menulis teks pendek sederhana sederhana dalam bentuk narrative dengan langkah retorika yang benar

2. Tujuan Pembelajaran:
   Pada akhir pembelajaran siswa dapat:
   - Mengetahui fungsi kalimat narrative
   - Mengetahui ciri kebahasaan teks narrative
   - Menulis teks pendek sederhana sederhana dalam bentuk narrative dengan langkah retorika yang benar.

3. Pengembangan Karakter:
   Macam-macam karakter yang dikembangkan yaitu:
   - Tanggung Jawab
   - Religious
4. **Materi Pelajaran**

- **Narrative** adalah teks yang menceritakan sesuatu yang imajinatif atau sesuatu yang hanya khayalan belaka dan tujuannya hanya untuk menghibur pembaca.
- Fungsi narrative text adalah untuk menghibur pendengar atau pembaca tentang suatu kisah atau cerita masa lampau yang bertalian dengan pengalaman nyata, khayal atau peristiwa-peristiwa pelik yang mengarah ke suatu krisis, yang pada akhirnya menemukan suatu penyelesaian.
- **Generic structure/ciri-ciri narrative text:**
  6. **Orientation:** the setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.
  7. **Complication:** telling the beginning of the problem which leads to the crisis of the main participants.
  8. **Resolution:** the problem (the crisis) resolved, either in a happy or sad ending.
- **Language features:**
  2. Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya: the king, the queen, dsb.
  3. Menggunakan Adjectives yang membentuk noun phrase. Misalnya: long black hair, two red apples, dsb.
- **Example:**

**The Fairy Tulip**

Once upon a time, there was a good old woman who lived in a little house. She had a bed in her beautiful striped tulip garden. One night, she was awakened by the sound of sweet singing and babies laughing. The sounds seemed to come from the tulip bed, but she could see nothing.

On the following night she was again awakened by the sweet singing and the babies' laughing. She arose and walked quietly to the garden. To her surprise, she saw a little fairy mother crooning and rocking at the flower like a cradle. In each cup of the flower lay a little fairy baby playing and laughing.

The old woman walked back to her house, and from that time on she never picked the flowers, nor did she allow her neighbors to touch them.
5. Metode Pembelajaran:
PPP (Presentation, Practice and Production)

6. Kegiatan Pembelajaran:
1) Pertemuan Pertama (Rabu, 15 Januari 2015)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td></td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Greeting</td>
<td>❖ Memberi salam dan tegur sapa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Cek kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Menanyakan materi apa saja yang sudah dipelajari</td>
<td></td>
</tr>
<tr>
<td>2. Warming up</td>
<td>❖ Siswa bermain games yang telah disediakan oleh guru tentang past tense.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td></td>
<td>60 menit</td>
</tr>
<tr>
<td>1. Eksplorasi</td>
<td>❖ Guru memperlihatkan cerita fairy tale kepada siswa sebelum masuk ke materi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Guru menjelaskan ciri-ciri kebahasaan teks narative dengan menggunakan short movie.</td>
<td></td>
</tr>
<tr>
<td>2. Elaborasi</td>
<td>❖ Siswa diberikan soal movie review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Siswa menonton film yang diberikan oleh guru</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Siswa menjawab pertanyaan yang sudah diberikan oleh guru</td>
<td></td>
</tr>
<tr>
<td>3. Konfirmasi</td>
<td>❖ Siswa menulis teks narative secara individual tentang cerita movie yang telah ditonton di dalam kelas.</td>
<td></td>
</tr>
<tr>
<td>Penutup</td>
<td>❖ Guru menanyakan kesulitan siswa saat KBM berlangsung</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>❖ Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang telah mereka pelajari tadi. apakah siswa sudah mengerti tentang teks narative.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Guru mengakhiri pelajaran dengan</td>
<td></td>
</tr>
</tbody>
</table>
2) Pertemuan Kedua (Rabu, 21 Januari 2015)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | 1. **Greeting**  
- Memberi salam dan tegur sapa  
- Cek kehadiran siswa | 10 menit |
| Inti | 1. **Eksporasi dan Elaborasi**  
- Siswa diberikan soal movie review.  
- Siswa menonton film yang diberikan oleh guru.  
- Siswa menjawab pertanyaan yang sudah diberikan oleh guru.  
2. **Konfirmasi**  
- Siswa menulis teks narrative secara individual tentang cerita movie yang telah ditonton di dalam kelas. | 60 menit |
| Penutup |  
- Guru menanyakan kesulitan siswa saat KBM berlangsung  
- Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang telah mereka pelajari tadi. apakah siswa sudah mengerti tentang teks narrative.  
- Guru mengakhiri pelajaran dengan mengucapkan salam. | 10 menit |

7. **Sumber Belajar**
3. Alat: White board, board marker, LCD, kertas.

8. **Penilaian**
   a. Teknik : Teks tertulis.
   b. Bentuk : Free writing
   c. Instrument : Write a narrative text about the movie story that the teacher has given to you in the class. Your writing should consist of at least 3 (three) paragraphs.
9. **Prosedur Penilaian**

a. Rubrik penilaian writing (performance assessment):

<table>
<thead>
<tr>
<th>Components of Writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Relevant to the topic and easy to understand</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Rather relevant to the topic and easy to understand</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Relevant to the topic but not quite easy to understand</td>
<td></td>
</tr>
<tr>
<td>1</td>
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</tr>
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<tr>
<td>4</td>
<td>Most of the sentences are related to main idea</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Some sentences are related to the main idea</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Few sentences related to the main idea</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The sentences are unrelated to each other</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A few errors of spelling, capitalization and punctuation</td>
<td></td>
</tr>
<tr>
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<td>Occasional errors of spelling, capitalization and punctuation</td>
<td></td>
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<tr>
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<td>Frequent errors of spelling, capitalization and punctuation</td>
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<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>There is almost no error in the use of sentence.</td>
<td></td>
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<tr>
<td>3</td>
<td>There are a few errors in the use of sentence.</td>
<td></td>
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<td>There are many errors in the use of</td>
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### Vocabulary

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<td>Almost all sentences contain errors.</td>
</tr>
<tr>
<td>2</td>
<td>Almost no vocabulary variations</td>
</tr>
<tr>
<td>3</td>
<td>Few vocabulary variations</td>
</tr>
<tr>
<td>4</td>
<td>Many vocabulary variations</td>
</tr>
</tbody>
</table>

Total Score = Jumlah total semua criteria x 5

Jakarta, 14 Januari 2015

Mengetahui;
Guru Mata Pelajaran Bahasa Inggris    Peneliti

(Joko Retno Purnomo, S.Pd)    (Siti Fahda Fadila)
NIP: 196111282007011004        NIM: 1110014000094
Nama sekolah : MTs NEGERI 3 JAKARTA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Pertemuan : 1 dan 2
Standar Kompetensi : 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative

Aspek/Skill : Menulis
Alokasi Waktu : 4 x 40 menit

1. **Indikator:**
   - Menulis teks pendek sederhana sederhana dalam bentuk narrative dengan langkah retorika yang benar

2. **Tujuan Pembelajaran:**
   Pada akhir pembelajaran siswa dapat:
   - Menulis teks pendek sederhana sederhana dalam bentuk narrative dengan langkah retorika yang benar.

3. **Pengembangan Karakter:**
   Macam-macam karakter yang dikembangkan yaitu:
   - Tanggung Jawab
   - Religious
   - Kreatif
   - Percaya diri

4. **Materi Pelajaran**
   - Narrative adalah teks yang menceritakan sesuatu yang imajinatif atau sesuatu yang hanya khayalan belaka dan tujuannya hanya untuk menghibur pembaca.
• Fungsi narrative text adalah untuk menghibur pendengar atau pembaca tentang suatu kisah atau cerita masa lampau yang bertalian dengan pengalaman nyata, khayal atau peristiwa-peristiwa pelik yang mengarah ke suatu krisis, yang pada akhirnya menemukan suatu penyelesaian.

• Generic structure/ciri-ciri narrative text:
  1. Orientation: the setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.
  2. Complication: telling the beginning of the problem which leads to the crisis of the main participants.
  3. Resolution: the problem (the crisis) resolved, either in a happy or sad ending.

• Language features:
  2. Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya: the king, the queen, dsb.
  3. Menggunakan Adjectives yang membentuk noun phrase. Misalnya: long black hair, two red apples, dsb.

• Example:

  The Fairy Tulip

  Once upon a time, there was a good old woman who lived in a little house. She had a bed in her beautiful striped tulip garden. One night, she was awakened by the sound of sweet singing and babies laughing. The sounds seemed to come from the tulip bed, but she could see nothing.

  On the following night she was again awakened by the sweet singing and the babies' laughing. She arose and walked quietly to the garden. To her surprise, she saw a little fairy mother crooning and rocking at the flower like a cradle. In each cup of the flower lay a little fairy baby playing and laughing.

  The old woman walked back to her house, and from that time on she never picked the flowers, nor did she allow her neighbors to touch them.

6. Metode Pembelajaran:
PPP (Presentation, Practice and Production)

7. Kegiatan Pembelajaran:
3) Pertemuan Pertama (Rabu, 28 Januari 2015)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | 3. Greeting  
  ✤ Memberi salam dan tegur sapa  
  ✤ Cek kehadiran siswa | 10 menit |
Menanyakan materi apa saja yang sudah dipelajari

4. **Warming up**
   - Siswa bermain games yang telah disediakan oleh guru tentang past tense dengan mengisi fill in the blank lirik lagu.

<table>
<thead>
<tr>
<th>Inti</th>
<th>4. Eksplorasi</th>
<th>Guru menjelaskan kembali materi tentang narrative text yang siswa belum mengerti.</th>
<th>60 menit</th>
</tr>
</thead>
</table>
|      | 5. Elaborasi   | - Siswa diberikan soal movie review.  
   |                  | - Siswa menonton film yang diberikan oleh guru.  
   |                  | - Siswa menjawab pertanyaan yang sudah diberikan oleh guru. |          |
|      | 6. Konfirmasi  | - Siswa menulis teks narrative secara individual tentang cerita movie yang telah ditonton di dalam kelas. |          |

| Penutup | Guru menanyakan kesulitan siswa saat KBM berlangsung  
   | - Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang telah mereka pelajari tadi. apakah siswa sudah mengerti tentang teks narrative.  
   | - Guru mengakhiri pelajaran dengan mengucapkan salam. | 10 menit |

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4) **Pertemuan Kedua (Selasa, 3 Februari 2015)**

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<th>Alokasi Waktu</th>
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</thead>
</table>
| Pendahuluan | 2. Greeting  
   | - Memberi salam dan tegur sapa  
   | - Cek kehadiran siswa | 10 menit |

| Inti | 3. Eksplorasi dan Elaborasi | Siswa diberikan soal movie review.  
   | - Siswa menonton film yang diberikan oleh guru.  
   | - Siswa menjawab pertanyaan yang sudah diberikan oleh guru. | 60 menit |

| Penutup | Guru menanyakan kesulitan siswa saat KBM berlangsung  
   | - Guru dan siswa melakukan reflection yaitu menanyakan kembali apa yang telah mereka | 10 menit |
pelajari tadi. apakah siswa sudah mengerti tentang teks narrative.

Guru mengakhiri pelajaran dengan mengucapkan salam.

8. Sumber Belajar
6. Alat: *White board, board marker, LCD,* kertas.

9. Penilaian
   d. Teknik: *Teks tertulis.*
   e. Bentuk: *Freewriting*
   f. Instrument: *Write a narrative text about the movie story that the teacher has given to you in the class. Your writing should consist of at least 3 (three) paragraphs.*

10. Prosedur Penilaian
   b. Rubrik penilaian writing (performance assessment): 

<table>
<thead>
<tr>
<th>Components of Writing</th>
<th>Scores</th>
<th>Indicators</th>
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<tr>
<td><strong>Content</strong></td>
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<td>Rather relevant to the topic and easy to understand</td>
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<td>Most of the sentences are related to main idea</td>
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<td>Some sentences are related to the main idea</td>
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<td>-------</td>
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<tr>
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</table>

Total Score = Jumlah total semua criteria x 5

Jakarta, 25 Januari 2015

Mengetahui;
Guru Mata Pelajaran Bahasa Inggris Peneliti

(Joko Retno Purnomo, S.Pd) (Siti Fahda Fadila)
NIP: 196111282007011004 NIM: 111001400094
Appendix 4

Pre-Test

Name : 
Class : 
Day/Date : 

Instructions!
1. Write your full name, your class, and day/date above.
2. Make a narrative text about Cinderella story or The Snow White or The Smart Parrot in 40 minutes.
3. Your writing should consist of at least 3 (three) paragraphs.
## Post-Test 1

<p>| | | |</p>
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<thead>
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<tr>
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<td>Where the action is occurring</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>When the narrative is set</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What happens to cause a problem for the main character?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>What events will happen in the story</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>How is the problem that is created in the complication finally solved?</td>
<td></td>
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<tr>
<td>8</td>
<td>Moral value from the movie</td>
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</tbody>
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### Instructions!

4. Write your full name, your class, and day/date above.
5. Answer the questions above according to the movie that you will watch.
6. Make a narrative text **about the movie story that you have watched** in **40 minutes**.
7. Your writing should consist of at least 3 (three) paragraphs.
Appendix 6

Post-Test 2

Name : 
Class : 
Day/Date : 

Movie Review

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<td>Where the action is occurring</td>
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<td>What happens to cause a problem for the main character?</td>
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<td>7</td>
<td>How is the problem that is created in the complication finally solved?</td>
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</tr>
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</table>

Instructions!
8. Write your full name, your class, and day/date above.
9. Answer the questions above according to the movie that you will watch.
10. Make a narrative text about the movie story that you have watched in 40 minutes.
11. Your writing should consist of at least 3 (three) paragraphs.

__________________________________________
__________________________________________
__________________________________________
__________________________________________

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## Appendix 7

### THE RESULT OF STUDENTS’ WRITING IN PRETEST

C=Content, O=Organization, M=Mechanics, G=Grammar, V=Vocabulary

<table>
<thead>
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<th>No</th>
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<th>M</th>
<th>G</th>
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Appendix 9

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Appendix 10

The Samples of Students’ Writing

Pre-Test

Name: DINATA ANANGA @ODIARA
Class: 2-B
Day/Date: 14-1-2014

Instructions:
1. Write your full name, your class, and day/date above.
2. Answer the question above according to the rules that you've learned so far.
3. Make a narrative text about Cinderella story or The Snow White or The Smart Parrot in 40 minutes.
4. Your writing should consist of at least 3 (three) paragraphs.

Cinderella

Once upon a time, there was a girl lived in the palace. Her name was Cinderella. She lived with her stepmother because her father dead. Step mother treated Cinderella like a housekeeper. Her step mother and step sister.

In the palace, there was a prince came into palace. A step mother taught that a prince wanted to meet them, but a prince wanted to meet Cinderella and brought an invitation to came to his palace because there was a party. Cinderella, persuaded by her stepmother and stepfather to come to the party. Finally they went to the party. And Cinderella stayed at palace alone. Suddenly, there was a fairy that helped Cinderella. Cinderella was very beautiful because of fairy. And Cinderella came to the party.

After that, at 9:00 Cinderella must come to her palace because fairy wanted her in the palace, but she lost her glass shoe and the prince found it. After that they lived very happy in the prince's palace.
Pre-Test

Name: [Handwritten]
Class: [Handwritten]
Day/Date: [Handwritten]

Instructions:
1. Write your full name, your class, and day/date above.
2. Make a narrative text about Cinderella story or The Snow White or The Smart Parrot in 40 minutes.
3. Your writing should consist of at least 3 (three) paragraphs.

Cinderella

Once upon a time there was a girl named Cinderella. She lived with her stepmother and step sister. One day, the prince gave the invitation of the party in his castle to the people beside her. However, Cinderella's stepmother forbid them to attend the party. Cinderella cried, she was so sad but suddenly the fairy came to her house and said, "Oh little girl, don't be so sad. What happened to you?". "I can't go to the party," she said. "Don't worry, I will make you go to the party," answered the fairy. The fairy gave her a beautiful dress with a horse carriage, a shoes made from a glass, and she gave a train to go to the party. When Cinderella arrived, everybody loses their mind because Cinderella
was very beautiful, and absolutely the prince asked her for dance but at home the fairy said “you must come back home by 12:00 pm and then 12:00 had arrived and she must hurry to come back home. She was running so fast and the prince follow her and said “Please don’t go when she walked through the stair her shoeless and her shoe back and hurry went home.

The next day the prince was looking for her. He came called all the girl to fill the shoe but no one fitted with the shoes except Cinderella, the prince took her to the castle and marry her.
Pre-Test

Name: Agatha Ciacon 
Class: 8B
Day/Date: Wednesday, 11-01-2017

Instructions:
1. Write your full name, your class, and day/date above.
2. Answer the questions above according to the movie that you will watch.
3. Make a narrative text about Cinderella story or The Snow White or The Smart Parrot in 40 minutes.
4. Your writing should consist of at least 3 (three) paragraphs.

Cinderella

Once upon a time there was a young girl named Cinderella. She lived with her step mother and two step sisters; her step mother and her step sisters were very cruel. One day, her step mother was invited to a ball. She told Cinderella that she couldn’t go along with her. Her mother was dead; her father had remarried another woman with two daughters, and her stepmother didn’t like her one little bit. All the nice things, like town and car, but also dresses, shoes, and so on. All this was paid for her daughters.

One day, her two step sisters went to馒头.
## Post-Test

**Name:** Ajinda Anil Salmond Town  
**Class:** 6C  
**Day/Date:** 27 - 1 - 2023

### Movie Review

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Title</td>
<td>Gift</td>
</tr>
<tr>
<td><strong>2.</strong> The main characters</td>
<td>Ms. Lim and her father</td>
</tr>
<tr>
<td><strong>3.</strong> Where the action is occurring</td>
<td>Ms. Lim's house and the school place</td>
</tr>
<tr>
<td><strong>4.</strong> When the narrative is set</td>
<td>In the past</td>
</tr>
<tr>
<td><strong>5.</strong> What happens to cause a problem for the main character?</td>
<td>Ms. Lim was regret because she had a negative thinking in her father. That thought her father was poor and unsuccessful man.</td>
</tr>
<tr>
<td><strong>6.</strong> What events will happen in the story</td>
<td>Ms. Lim had a scholarship, her father gave a donate to orphanage</td>
</tr>
<tr>
<td><strong>7.</strong> How is the problem that is created in the complication finally solved?</td>
<td>Don’t judge people by they're over.</td>
</tr>
<tr>
<td><strong>8.</strong> Moral value from the movie</td>
<td></td>
</tr>
</tbody>
</table>

### Instructions

1. Write your full name, your class, and day/date above.
2. Answer the questions above according to the movie that you will watch.
3. Make a narrative text about the movie story that you have watched in 40 minutes.
4. Your writing should consist of at least 3 (three) paragraphs.

---

Once upon a time, there was a girl named Ms. Lim. She didn't like her father because he was very unsuccessful man.

One day, her father gave her a present money but she thought pay the bar. And then, she went to school and walk with her father. Because of that, she became a new student in school. And finally, she got a scholarship.

Long time ago, Ms. Lim became a very person who didn’t care about her father. When she went to her old house, she found a letter from orphanage. And then, she went to the orphanage and met a guy who had a提案 for her. Mr. Lim’s father. Also, she got a letter from orphanage and met a guy about his father. But he made other people happy. After that, he was regret because he didn’t care about his father. To celebrate his father's birthday, Ms. Lim went to the orphanage and made orphanage happy like his father.
Post-Test

Name: Alwaid Syauqi Feodillah
Class: 8-3
Day/Date: Tuesday, 27 - Jan - 2015

<table>
<thead>
<tr>
<th></th>
<th>Movie Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Title</td>
</tr>
<tr>
<td>2</td>
<td>The main characters</td>
</tr>
<tr>
<td>3</td>
<td>Where the action is occurring</td>
</tr>
<tr>
<td>4</td>
<td>When the narrative is set</td>
</tr>
<tr>
<td>5</td>
<td>What happens to cause a problem for the main character?</td>
</tr>
<tr>
<td>6</td>
<td>What events will happen in the story</td>
</tr>
<tr>
<td>7</td>
<td>How is the problem that is created in the complication finally solved?</td>
</tr>
<tr>
<td>8</td>
<td>Moral value from the movie</td>
</tr>
</tbody>
</table>

Instructions:
1. Write your full name, your class, and day/date above.
2. Answer the questions above according to the movie that you will watch.
3. Make a narrative text about the movie story that you have watched in 40 minutes.
4. Your writing should consist of at least 3 (three) paragraphs.

Gift.
Once upon a time, in Singapore, there was a child and his father. The child was a child, and his father was a rich man. Lim, they were poor, but his father was very rich. (lim's father)

His father’s name was Lim, and his father didn’t like his name. (lim's father)

One day, Lim’s father was very poor, and he didn’t know what to do. (lim's father)

After his father died, he forgot his father when his father died. He came back to his home, and he received a bill. He donated an orphan. He was rich, but he never donate, and he knew his father donated but used his name.
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<tbody>
<tr>
<td><strong>Name</strong></td>
<td>Piriz; Arhars</td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td>VII B</td>
</tr>
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<td><strong>Day/Date</strong></td>
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</table>

**Post-Test**

**Movie Review**

<p>| | |</p>
<table>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Gift</td>
</tr>
<tr>
<td><strong>The main characters</strong></td>
<td>Mr. Lin and his brother</td>
</tr>
<tr>
<td><strong>Where the action is occurring</strong></td>
<td>Home, orphan, school, past</td>
</tr>
<tr>
<td><strong>What happens to cause a problem for the main character?</strong></td>
<td>He didn't like his father</td>
</tr>
<tr>
<td><strong>What events will happen in the story</strong></td>
<td>He found out that he didn't respect his brother but respected his father</td>
</tr>
<tr>
<td><strong>How is the problem that is created in the complication finally solved?</strong></td>
<td>He knew that his position didn't mean anything after he knew he had respect of others</td>
</tr>
<tr>
<td><strong>Moral value from the movie</strong></td>
<td>Being rich is not how much you have but how much you give</td>
</tr>
</tbody>
</table>

**Instructions**

1. Write your full name, your class, and day/date above.
2. Answer the questions above according to the movie that you will watch.
3. Make a narrative text about the movie story that you have watched in 40 minutes.
4. Your writing should consist of at least 3 (three) paragraphs.

**Once upon a day there was a man who had the habit of giving gifts to everyone.**

...
Post-Test 2

Name: Aiyu Adzriya
Class: 8A
Day/Date: 3

Movie Review

<table>
<thead>
<tr>
<th>1. Title</th>
<th>The princess and the dragon</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The main characters</td>
<td>The princess, dragon, king, and queen, ugly ogre.</td>
</tr>
<tr>
<td>3. Where the action is occurring</td>
<td>castle, ogre's tower.</td>
</tr>
<tr>
<td>4. When the narrative is set</td>
<td>When ugly ogre captured the beautiful princess.</td>
</tr>
<tr>
<td>5. What happens to cause a problem for the main character?</td>
<td>The ugly ogre locked princess in his tall, dark tower. The king and queen promised to give a bag of gold to the knight that rescued the princess.</td>
</tr>
<tr>
<td>6. What events will happen in the story</td>
<td>As the knight in the land wanted to save her, they rode to the tower as fast as they could. The ugly ogre saw them and wanted to capture them. He was so angry that they rode as fast as they could.</td>
</tr>
<tr>
<td>7. How is the problem that is created in the complication finally solved?</td>
<td>A friendly dragon was flying over the ogre’s tower when he heard the princess crying for help. Dragon flew down to the tower, blew a big fiery breath, and blew the ogre far away over the mountains and into the ocean. And then flew back to the castle. King and queen gave the dragon the bag of gold.</td>
</tr>
<tr>
<td>8. Moral value from the movie</td>
<td>If anyone has trouble, we should help each other.</td>
</tr>
</tbody>
</table>

Instructions:
1. Write your full name, your class, and day/date above.
2. Answer the questions above according to the movie that you will watch.
3. Make a narrative text about the movie story that you have watched in 40 minutes.
4. Your writing should consist of at least 3 (three) paragraphs.

Once upon a time, there was a king and queen who lived in a golden castle with their beautiful daughter. One night, an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower. The king and queen were very sad. They promised to give a bag of gold to the knight that rescued the princess. The princess always said, “Help me!”

All the knights in the land wanted to rescue the princess. They rode to the tower as fast as they could. The ugly ogre saw them and wanted to capture them. His roar was so scary that they rode away as fast as they could.

One day, a friendly dragon was flying over the ogre’s tower when he heard the princess crying for help. The dragon flew down to the tower, blew a big fiery breath, and blew the ogre far away over the mountains and into the ocean. The dragon rescued the princess from the tower. The princess said, “Thank you for saving me.” And the dragon said, “My pleasure, princess.” The dragon gently put her on his strong back. They flew high in the sky.

The dragon and princess flew to castle. The king and queen were so happy to see the princess. They gave the dragon the bag of gold. They all lived happily ever after.
Post-Test 2

Name:    Naeem Khaliq
Class:   VIII-C
Day/Date:  4 February 2017

Movie Review

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Title</td>
</tr>
<tr>
<td>2</td>
<td>The main characters</td>
</tr>
<tr>
<td>3</td>
<td>Where the action is occurring</td>
</tr>
<tr>
<td>4</td>
<td>When the narrative is set</td>
</tr>
<tr>
<td>5</td>
<td>What happens to cause a problem for the main character?</td>
</tr>
<tr>
<td>6</td>
<td>What events will happen in the story</td>
</tr>
<tr>
<td>7</td>
<td>How is the problem that is created in the complication finally solved?</td>
</tr>
</tbody>
</table>

Instructions:
1. Write your full name, your class, and day/date above.
2. Answer the questions above according to the movie that you will watch.
3. Make a narrative text about the movie story that you have watched in 40 minutes.
4. Your writing should consist of at least 3 (three) paragraphs.

The Princess and Dragon

Once upon a time, there were a king and queen who lived in a golden castle with their beautiful daughter. One night, an ugly ogre came and took the princess and locked her up in his castle. The king and queen were very sad, they promised to give a big reward to anyone who could rescue the princess. They rode to the castle as fast as they could. The ugly ogre was sitting in his throne, when he saw a knight. His eyes were so scared that they could not see, and the ogre could not see the sky, the mountains, or into the ocean. The dragon released the princess from the beast and flew with her on his back. They flew high in the sky.
They flew over the tower and the castle, over the mountains and coves, and out towards the deep blue ocean.

The dragon and the princess flew to the castle. The king and queen were so happy to see the princess. They gave the dragon the box of gold, and they lived happily ever after.
# Post-Test 2

**Name:** Zakia Anshari Hasibuan

**Class:** VIII. 3

**Day/Date:** Rabu, 4 Februari 2015

## Movie Review

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<tr>
<td>7</td>
<td>How is the problem created in the complication finally solved?</td>
</tr>
<tr>
<td>8</td>
<td>Moral value from the movie</td>
</tr>
</tbody>
</table>

## Instructions

1. Write your full name, your class, and day/date above.
2. Answer the questions above according to the movie that you will watch.
3. Make a narrative text about the movie story that you have watched in 40 minutes.
4. Your writing should consist of at least 3 (three) paragraphs.

**Princess and the dragon**

Once upon a time there was a king who was lived in the castle, one night a ugly ogre captured the prince and fell for in the dark forest, the king and queen very sad. They promised to go to the dragon for the bright trim needed the prince. All the knights prepared to rescue the prince, but they were scared to go to the dragon and all the kenjoy too. So as part of the contract they could, only friendly dragon help the prince and took the prince to the king in the ring of a bag of gold to her.
Appendix 11

TEACHER’S JOURNAL

Cycle/Meeting : One/ 1st meeting
Day/Date : Thursday, January 15th, 2015
Time : 11.00-12.10
Topic : Narrative text

<table>
<thead>
<tr>
<th>Observation and analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do I present a teaching activity?</td>
</tr>
<tr>
<td>• How do the students feel after watching movie?</td>
</tr>
<tr>
<td>• How do the students feel when they write the assignment?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How do I feel (emotionally) in this situation?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do I need to do to learn from this situation?</td>
</tr>
</tbody>
</table>

Today, the researcher gave class writing activity which focused on watching movie. Starting to enhance students’ motivation, the researcher gave them a game. It was called “Run as fast as you can!” The students made some groups and they had to guess the verb, from verb 1 to verb 2. It was because the researcher tried to give them past tense material. Next activity, the researcher gave them a short movie called “Little Red Riding Hood” and explained about the narrative text’s material through that movie so that the students could be easy to understand the material.

After explaining the material, the researcher asked them to watch a movie called “Epic” and write the important things about that movie to identify the questions that the researcher gave. After a few minutes, they showed their enthusiasms by watching the movie. However, it had a less time. Because of that, the researcher decided to skip some scenes of the movie.
After watching the movie, the student wrote the narrative text. The researcher felt that they were getting unhandy because they made some noises. During this activity, there were many students asked the researcher to translate what they meant. None of them brought the dictionary. In this session, the others asked their friend and a few of them just sat and did nothing, some of the students were yawning meant that they were sleepy and one student draw doodle in her book. Because of the limited time, the bell rang when some of them had not finished their writing.

Afterthoughts:

- Timing was a problem. The researcher originally planned to skip some scenes but it did not effective.

- The researcher should have made a note about the duration time of the movie when the time has should been cut, so that it made me easier to use the right time that I have.
TEACHER’S JOURNAL

Cycle/Meeting : One/ 2nd meeting

Day/Date : Wednesday, January 21st, 2015

Time : 07.00-08.10

Topic : Narrative text

| Observation and analysis | ◦ What do I present a teaching activity?
|◦ How do the students feel after watching movie?
|◦ How do the students feel when they write the assignment? |
| Emotional response | ◦ How do I feel (emotionally) in this situation? |
| Future action | ◦ What do I need to do to learn from this situation? |

Last week, the students watched Epic movie and received the assignment, but the researcher still had more than 20 students with missing assignment. Starting the second meeting, the researcher asked the students about the last material like general structures of narrative text. They could not answer because they were embarrassed. Until one student answered the right question and the others tried to answer too.

Next, the researcher showed the students’ mistakes on the previous writing task. After that, the researcher gave the second movie called “The Croods”. Surprisingly, they were excited to watch this movie because the story was better than the previous movie. Before that, the researcher had watched the movie and had chosen the scenes until it got a perfect duration.

After the movie ended, the students started to write a narrative text. In the process of writing, finally a few of them brought dictionary. Consequently, many
of them still called the researcher to ask the English translation, the others were trying to discuss it to their friends and borrowed their friends’ dictionary or they borrowed in the library. It indicated that they had motivation in completing the writing task. The class was still noisy. Finally, they collected their writing. However, they said it was too long story if they should write the story of the movie.

Afterthoughts:

- Timing again was a problem.
- The researcher should give a short movie so that the students could write a narrative text on time.
The activity in the first meeting in cycle two were identifying the generic structure, reviewing the past tense, watching short movie by the title Goldilocks and the Three Bears and making new draft writing from that movie.

The students firstly read and identified the generic structure of narrative text so that the students could remember the previous material. Reviewing the past tense, the researcher made a game with the song. After the song ended, the students should raise their hand at the same time to answer the question. Furthermore, every time they tried to answer the question, they always had correct answers. To motivate them, the researcher gave the rewards to the students that could give the right answer.

Continuing the activity, the researcher played the movie. In the end of the story, the students answered the questions that the researcher gave, it was a movie review. From the movie review, the students said that it made them easier to write because they could see the story from the movie review if they forgot the story.
This activity was still the same in the cycle one. They were still lazy to bring the dictionary. Many of them still called the researcher to ask the English translation. They were noisy and walked around the class. Some of them wrote the task individually because they did not want their task the same as the others. However, there were some of them just wanted to see their friend’s task or cheated. So, the students who cheated the others’ task, they chatted all the learning activity. Some of them were boys. For the girl students, they were so diligent to do the task. They could collect the task on time. The students also complained about the activity. When the researcher always gave the task to write the narrative text, they said “Again?? Yang kemarin aja belum kelar miss. I’m bored. Nulis lagi nulis lagi. Capek tau miss.” Although they complained, but they still did the tasks.

Afterthoughts:

- The researcher should find the things that enhance the students’ motivation before they started to write.
TEACHER’S JOURNAL

Cycle/Meeting : Two/ 2nd meeting  
Day/Date : Tuesday, February 3rd, 2015  
Time : 07.00-08.10  
Topic : Narrative text

| Observation and analysis | • What do I present a teaching activity?  
|                          | • How do the students feel after watching movie?  
|                          | • How do the students feel when they write the assignment? |
| Emotional response       | • How do I feel (emotionally) in this situation? |
| Future action            | • What do I need to do to learn from this situation? |

In the last meeting of the last cycle, the students’ activity was only wrote a narrative text from the movie story. In this time, the researcher gave a motivation short movie called “Ripple”. After watching the movie, the class was so silent. The students were touching with the movie. There was a student who cried after watching that movie. They said “Miss, the story is so sad. I remember my parents. I don’t want to be upset them. I have to hard study.”

After a few minute from the quiet, the students started to make a noise. They walked around the class. They asked permission to go to the toilet. They did the task. They chatted with their friend. They complained. They also asked the researcher about the English translation. Even thought, they were still happy to do the task.

Based on the previous experience, the students worked faster than the first meeting and collected punctually and there was just a little mistake from their tasks. However, there was a complaint that that were so many things that they had to do.
Observation Sheet of Teacher Activities in Teaching Learning Process

Tempat : MTs Negeri 3 Jakarta
Kelas : 83
Cycle/Pertemuan : 1/pertama
Hari/tanggal : Thursday, January 15th, 2015

Berilah tanda check list (√) pada kolom sesuai dengan pengamatan anda. SB= Sangat Baik/Very Good; B= Baik/Good; C= Cukup/adequate; K= Kurang/insufficient

<table>
<thead>
<tr>
<th>No</th>
<th>The Item of Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran.</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>Siswa berpartisipasi aktif di dalam kelas.</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru.</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>Siswa memberikan pertanyaan atau komentar tentang film yang sedang diputar.</td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>Siswa secara aktif berdiskusi dengan guru dan teman mengenai film.</td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>Guru menggunakan media /alat pembelajaran yang sesuai dengan indikator bahan ajar.</td>
<td>√</td>
</tr>
<tr>
<td>8.</td>
<td>Guru memberikan kesempatan siswa untuk</td>
<td>√</td>
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<tr>
<td>10.</td>
<td>Guru memberikan evaluasi di akhir pembelajaran</td>
<td>√</td>
</tr>
</tbody>
</table>

Jakarta, 15 Januari 2015

Guru Mata Pelajaran Bahasa Inggris,

Joko Retno P., S.Pd
## Observation Sheet of Teacher Activities in Teaching Learning Process

**Tempat**: MTs Negeri 3 Jakarta  
**Kelas**: 83  
**Cycle/Pertemuan**: 1/kedua  
**Hari/tanggal**: Wednesday, January 21st, 2015

Berilah tanda check list (√) pada kolom sesuai dengan pengamatan anda. SB= Sangat Baik/Very Good; B= Baik/Good; C= Cukup/adequate; K= Kurang/insufficient

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<td>2.</td>
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<td>4.</td>
<td>Siswa memberikan pertanyaan atau komentar tentang film yang sedang diputar.</td>
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<td>5.</td>
<td>Siswa secara aktif berdiskusi dengan guru dan teman mengenai film.</td>
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<td>7.</td>
<td>Guru menggunakan media/alat pembelajaran yang sesuai dengan indikator bahan ajar.</td>
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<td>8.</td>
<td>Guru memberikan kesempatan siswa untuk bertanya.</td>
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<td>10.</td>
<td>✔</td>
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Jakarta, 21 Januari 2015

Guru Mata Pelajaran Bahasa Inggris,

Joko Retno P., S.Pd
Observation Sheet of Teacher Activities in Teaching Learning Process

Tempat : MTs Negeri 3 Jakarta
Kelas : 83
Cycle/Pertemuan : 2/pertama
Hari/tanggal : Wednesday, January 28th, 2015

Berilah tanda check list (√) pada kolom sesuai dengan pengamatan anda. SB= Sangat Baik/Very Good; B= Baik/Good; C= Cukup/adequate; K= Kurang/insufficient

<table>
<thead>
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<td>1.</td>
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Jakarta, 28 Januari 2015

Guru Mata Pelajaran Bahasa Inggris,

Joko Retno P., S.Pd
Observation Sheet of Teacher Activities in Teaching Learning Process

Tempat : MTs Negeri 3 Jakarta
Kelas : 83
Cycle/Pertemuan : 2/kedua
Hari/tanggal : Tuesday, February 3rd, 2015

Berilah tanda check list (√) pada kolom sesuai dengan pengamatan anda. SB= Sangat Baik/Very Good; B= Baik/Good; C= Cukup/adequate; K= Kurang/insufficient

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<td>5.</td>
<td>Siswa secara aktif berdiskusi dengan guru dan teman mengenai film.</td>
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<tr>
<td>7.</td>
<td>Guru menggunakan media /alat pembelajaran yang sesuai dengan indikator bahan ajar.</td>
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<td>Guru mengamati kesulitan/kemajuan siswa.</td>
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Jakarta, 3 Februari 2015

Guru Mata Pelajaran Bahasa Inggris,

Joko Retno P., S.Pd
Interview Guideline and Result for the English Teacher in Preliminary Study
Before Classroom Action Research (Pre-Interview)

A. Interview Guideline

1. Menurut bapak, bagaimana kondisi siswa selama proses pembelajaran bahasa Inggris di kelas?
2. Berapa standar nilai KKM yang bapak tentukan untuk siswa bapak?
3. Skill apa yang di anggap siswa paling sulit dalam pembelajaran bahasa Inggris?
4. Bagaimana kemampuan siswa bapak dalam pelajaran bahasa Inggris terutama menulis (writing)?
5. Kelas manakah yang kemampuan menulisnya paling rendah?
6. Jenis teks apa saja yang harus mereka kuasai untuk semester ini?
7. Dari mana bapak mendapatkan sumber teks tulisan tersebut?
8. Ketika menulis teks bahasa Inggris, kesulitan apa yang sering dialami siswa?
9. Untuk saat ini, apakah bapak mempunyai rencana lain untuk mengatasi kesulitan siswa dalam menulis?
10. Menurut bapak, jenis tulisan apa yang bapak sarankan untuk digunakan dalam penelitian ini?
B. Interview Result

Interviewer : Siti Fahda Fadila
Interviewee : Joko Retno Purnomo, S.Pd
Profession : English Teacher
Day, Date : Monday, November 24th 2014
Time : 10.00 – 10.10
Place : Teacher’s Room

R : Researcher
T : Teacher

1. R : Menurut bapak, bagaimana kondisi siswa selama proses pembelajaran bahasa Inggris di kelas?
   T : Kondisi siswa saya pada umumnya kurang memuaskan ketika proses pembelajaran dimulai karena ada sebagian dari mereka yang tidak memperhatikan penjelasan saya ketika saya sedang menerangkan materi. Terkadang siswa sibuk sendiri, padahal kemampuan bahasa Inggris mereka masih rendah. Itu terlihat dari hasil ulangan mereka yang kurang memuaskan.

2. R : Berapa standar nilai KKM yang bapak tentukan untuk siswa bapak?
   T : Standar nilai KKM di sekolah ini 74. Namun ada beberapa siswa yang merasa sulit memenuhi standar nilai tersebut.

3. R : Skill apa yang dianggap siswa paling sulit dalam pembelajaran bahasa Inggris?
   T : Sejauh pandangan saya selama ini, mereka paling sulit dalam kegiatan menulis. Karena itu merupakan skill yang bersifat produktif. Sehingga ketika mereka diminta untuk menulis banyak dari mereka yang bingung mengungkapkan ide mereka dalam bentuk tulisan.
4. R : Bagaimana kemampuan siswa bapak dalam pelajaran bahasa Inggris terutama menulis (writing)?
   T : Kemampuan mereka dalam menulis cukup rendah. Karena kurangnya motivasi mereka dalam belajar. Ini juga terlihat dari hasil ujian menulis mereka yang belum mencapai standar KKM.

5. R : Kelas manakah yang kemampuan menulisnya paling rendah?
   T : Saya mengajar kelas 8 sejumlah 6 kelas, dari 8.3 sampai 8.8. Namun, yang saya perhatikan, hamper semua kelas yang saya ajarkan masih mempunyai kemampuan menulis yang rendah.

6. R : Jenis teks apa saja yang harus mereka kuasai untuk semester ini?
   T : Menurut silabus, semester ini mereka harus mempelajari dan menguasai recount dan narrative text.

7. R : Dari mana bapak mendapatkan sumber teks tulisan tersebut?
   T : Saya mendapatkan teks tersebut dari berbagai sumber, seperti dari LKS, buku paket dan internet.

8. R : Ketika menulis teks bahasa Inggris, kesulitan apa yang sering dialami siswa?

9. R : Untuk saat ini, apakah bapak mempunyai rencana lain untuk mengatasi kesulitan siswa dalam menulis?
T : Sebenarnya saya sedang mencoba mencari-cari strategi lain agar siswa lebih mudah menuangkan ide dalam bentuk tulisan. Namun belum ada yang cocok karena siswa cenderung bosan dan kurang antusias.

10. R : Menurut bapak, jenis tulisan apa yang bapak sarankan untuk digunakan dalam penelitian ini?

T : Pada dasarnya setiap teks mempunyai tujuan yang berbeda-beda, namun kalau boleh saya sarankan narrative text saja. Karena mereka baru mendapatkan materi ini. Mungkin kalau kamu yang mengajar mereka, mereka lebih memahami materi.
Appendix 14

Interview Guideline and Result for the English Teacher in Preliminary Study

After Classroom Action Research (Post-Interview)

A. Interview Guidelines

1. Menurut bapak, bagaimana kondisi siswa setelah menggunakan media movie dalam pembelajaran writing?
2. Bagaimana kemampuan pemahaman menulis siswa bapak setelah menerapkan media movie?
3. Bagaimana partisipasi siswa ketika pembelajaran writing dengan menggunakan media movie?
4. Kendala apa yang terlihat ketika menerapkan media movie di kelas?
5. Menurut bapak, bagaimana cara mengatasi kendala tersebut?
6. Apa pendapat bapak setelah melihat pembelajaran writing dengan menggunakan media movie?
7. Apakah bapak merasa termotivasi setelah melihat penggunaan movie sebagai media pembelajaran di dalam kelas?
8. Menurut pendapat bapak, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran writing dengan menggunakan movie?
9. Menurut bapak, apakah strategi pengajaran dengan media pembelajaran, yaitu movie, efektif diterapkan pada pengajaran writing skill?
10. Menurut bapak, apakah media pembelajaran dengan menggunakan movie dapat meningkatkan kemampuan menulis siswa dalam bahasa Inggris?
B. Interview Result

Interviewer  : Siti Fahda Fadila
Interviewee  : Joko Retno Purnomo, S.Pd
Profession   : English Teacher
Day, Date    : Wednesday, February 4th 2015
Time        : 08.30-08.40
Place        : In the Corridor School

R  : Researcher
T  : Teacher

1. **R** : Menurut bapak, bagaimana kondisi siswa setelah menggunakan media movie dalam pembelajaran writing?
   **T** : Kondisi siswa lebih baik daripada biasanya, mereka termotivasi dan berantusias mengikuti pelajaran writing dengan menggunakan media movie.

2. **R** : Bagaimana kemampuan pemahaman menulis siswa bapak setelah menerapkan media movie?
   **T** : Adanya wadah yaitu movie sebagai media pembelajaran ini membuat kemampuan mereka dalam memahami writing semakin meningkat.

3. **R** : Bagaimana partisipasi siswa ketika pembelajaran writing dengan menggunakan media movie?
   **T** : Mereka cukup berpartisipasi dan antusias sekali dalam pembelajaran writing menggunakan media movie ini, karena dengan menonton film dapat memunculkan ke tertarikan mereka dalam melaksanakan tugas yang diberikan guru. Walau diakhir-akhir pertemuan, mereka sudah capek untuk menulis ya.
4. R : Kendala apa yang terlihat ketika menerapkan media movie di kelas?
   T : Kendala kecil yang terlihat yaitu partisipasi siswa yang terlalu aktif dan bersemangat sehingga terkesan gaduh dan ramai. Juga masalah pengaturan waktu yang terasa kurang.

5. R : Menurut bapak, bagaimana cara mengatasi kendala tersebut?
   T : Mungkin dengan adanya kontrol dari guru kepada masing-masing siswa sehingga siswa dapat dibimbing lebih intensif.

6. R : Apa pendapat bapak setelah melihat pembelajaran writing dengan menggunakan media movie?
   T : Media movie memang cocok untuk diaplikasikan dalam pembelajaran narrative text untuk menulis, karena siswa dapat mengembangkan ide mereka dari cerita tersebut dan juga siswa tidak bingung untuk awal menulis ide.

7. R : Apakah bapak merasa termotivasi setelah melihat penggunaan movie sebagai media pembelajaran di dalam kelas?
   T : Ya, saya merasa termotivasi untuk menggunakan media ini.

8. R : Menurut pendapat bapak, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran writing dengan menggunakan movie?
   T : Aktivitas yang dilaksanakan sudah bagus karena yang terpenting adalah melibatkan kemampuan siswa dalam belajar.

9. R : Menurut bapak, apakah strategi pengajaran dengan media pembelajaran, yaitu movie, efektif diterapkan pada pengajaran writing skill?
   T : Ya, media ini cukup efektif untuk mewadahi aktivitas belajar siswa.

10. R : Menurut bapak, apakah media pembelajaran dengan menggunakan movie dapat meningkatkan kemampuan menulis siswa dalam bahasa Inggris?
T : Ya saya kira media ini lumayan dapat membantu meningkatkan kemampuan menulis siswa karena dengan suasana yang santai dan tidak tegang membuat siswa lebih termotivasi dalam belajar.
## STUDENTS’ INTERVIEW GUIDELINE

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<td>1.</td>
<td>Mengetahui persepsi siswa tentang pentingnya penggunaan media Film dalam pengajaran <em>Narrative Text</em>.</td>
<td>1. Menurut kamu, apakah dalam pengajaran bahasa Inggris perlu menggunakan media? Kenapa?</td>
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<td>2. Setelah mempelajari <em>Narrative Text</em> dengan menggunakan Film, apakah ada pengaruh penggunaan film terhadap nilai kamu?</td>
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<td>2. Apakah film yang digunakan ketika mempelajari <em>Narrative Text</em> mempermudah atau mempersulit kamu dalam memahami pelajaran? Kenapa?</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>3. Apakah film bermanfaat dalam mengembangkan pemikiran kritis, kemandirian dalam belajar, berinteraksi dengan murid-</td>
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<td>murid lain, dan meningkatkan kemampuan menulis kamu?</td>
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Appendix 16

Students’ Interview Script after Implementing CAR

STUDENT 1

1. Q: Menurut kamu, apakah dalam pengajaran bahasa Inggris perlu menggunakan media? Kenapa?
   A: Perlu miss, karena media bisa menjadi hiburan di dalam kelas dan ga membuat anak-anak jadi bosen.

2. Q: Setelah mempelajari Narrative Text dengan menggunakan Film, apakah ada pengaruh penggunaan film terhadap nilai kamu?

3. Q: Bagaimana pendapat kamu ketika belajar Narrative Text dengan menggunakan film?
   A: Menarik miss. Saya jadi tau gimana cara nulis narrative text yang benar.

4. Q: Apakah film yang digunakan ketika mempelajari Narrative Text mempermudah atau mempersulit kamu dalam memahami pelajaran? Kenapa?
   A: Kalau menurut saya lebih mempermudah miss. Daripada cuma dijelasin doang tapi ga dikasih tau secara detail tentang narrative text. Kalau pake film kan kita bisa liat gambar-gambarnya miss, jadi lebih mudah untuk mengingatnya.

5. Q: Apakah film bermanfaat dalam mengembangkan pemikiran kritis, berinteraksi dengan murid-murid lain, meningkatkan kemampuan menulis kamu?
STUDENT 2

1. Q: Menurut kamu, apakah dalam pengajaran bahasa Inggris perlu menggunakan media? Kenapa?

2. Q: Setelah mempelajari Narrative Text dengan menggunakan Film, apakah ada pengaruh penggunaan film terhadap nilai kamu?

3. Q: Bagaimana pendapat kamu ketika belajar Narrative Text dengan menggunakan film?
   A: Seru miss, jadi ga perlu lama-lama dengerin penjelasan materinya, haha.

4. Q: Apakah film yang digunakan ketika mempelajari Narrative Text mempermudah atau mempersulit kamu dalam memahami pelajaran? Kenapa?
   A: Mempermudah miss. Saya jadi ga bingung mau nulis apa. Ide yang harus saya tulis udah ada gitu miss.

5. Q: Apakah film bermanfaat dalam mengembangkan pemikiran kritis, berinteraksi dengan murid-murid lain, meningkatkan kemampuan menulis kamu?

STUDENT 3

1. Q: Menurut kamu, apakah dalam pengajaran bahasa Inggris perlu menggunakan media? Kenapa?

2. Q: Setelah mempelajari Narrative Text dengan menggunakan Film, apakah ada pengaruh penggunaan film terhadap nilai kamu?
   A: Bagi saya sih ga ngaruh miss. Tapi lumayan jadi ga bete di dalam kelas.

3. Q: Bagaimana pendapat kamu ketika belajar Narrative Text dengan menggunakan film?
   A: Bagus miss, lebih cepat ngerti pas dijelasin materinya.
4. Q: Apakah film yang digunakan ketika mempelajari *Narrative Text* mempermudah atau mempersulit kamu dalam memahami pelajaran? Kenapa?

5. Q: Apakah film bermanfaat dalam mengembangkan pemikiran kritis, berinteraksi dengan murid-murid lain, meningkatkan kemampuan menulis kamu?
Appendix 17

Photographs of Students’ Activities in CAR

![Photographs of Students’ Activities in CAR](image-url)
PENGESAHAN PROPOSAL SKRIPSI

Nama : Siti Fahda Fadila
NIM : 111001400904
Jurusan/Prodi : Pendidikan Bahasa Inggris

Proposal skripsi dengan judul tersebut di atas telah disahkan pada tanggal 24 Februari 2014 telah direvisi sesuai dengan saran penguji, dan telah dinyatakan LULUS.

Jakarta, 7 Mei 2014

Mengetahui,
Penguji I,
Dr. Farihno, M.Pd
NIP. 9700611 199101 2 001

Dosen penilai:
1. Dr. Farihno, M.Pd
2. Mayo Octarian, M.Pd
KEPALA

No. Dokumen: FITK-FF.AKD-081
Tgl. Terbit: 1 Maret 2010
No. Revisi: 01
Hal: 1/1

SURAT BIMBINGAN SKRIPSI

Nomor: Un.01/F.I/KM.01.3/2015
Lamp.: -
Hsl.: Bimbingan Skripsi

Jakarta, 6 Februari 2015

Kepada Yth.

Dr. Fahriany, M.Pd.
Drs. A.M. Zainal, M.Pd.

Pembimbing Skripsi
Fakultas Ilmu Tunas answers dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing Skripsi (materi/teknis) penulisan skripsi mahasiswa:

Nama: Siti Fadila Fatalla
NIM: 1110014000094
Jurusan: Pendidikan Bahasa Inggris
Semester: 8 (delapan)
Judul Skripsi: Improving Students’ Writing Skill in Narrative Text through the movie at 8th grades of MTs Negeri 3 Jakarta.


Bimbingan skripsi ini diharapkan seluruh dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

n.a. Dekan

Dekan

Tambahan:

1. Dekan FITK
2. Mahasiswa Yth.
KEMENTERIAN AGAMA
UIN JAKARTA
FITK

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/ 2015
Lamp. :
Hal : Bimbingan Skripsi

Jakarta, 6 Februari 2015

Kepada Yth.

1. Dr. Fahriz, M.Pd.
2. Drs. A.M. Zainuddin, M.Pd

Pembimbing Skripsi
Departemen Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diberikan kesedian Saudara untuk menjadi pembimbing Ir. (materi/teknis) penulisan skripsi mahasiswa:

Nama : Siti Fadila Fadilah
NIM : 111001400094
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (delspsi)

Judul Skripsi : Improving Students' Writing Skill in Narrative Text through Movie at 8th grades of MTs Negeri 3 Jakarta.


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diserahkan selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja saman Saudara, kami ucapkan terima kasih.

Waalamu'alaikum wr.wb.

a.n. Dekan
Kepala Pascasarjana Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa Ir.
KEMENTERIAN AGAMA 
MADRASAH TSANAWIYAH NEGERI 3 
KOTA JAKARTA SELATAN 
JL. PUPAN NO 3B PONDOK PINANG KEBAYORAN LAMA 12310 
TELP : (021) 7585327 FAX : (021) 75817020, Website : http://www.mtsn3jaksel.id

SURAT KETERANGAN 
Nomor : MTs.09.01.3/TL.004/M2 /2015

Berkenaan dengan surat Kementerian Agama UIN Jakarta Nomor : Un.01/F.1/KM.01.3/2860/2014 tanggal 20 Oktober 2014 Perihal " Permohonan Izin Penelitian " maka dengan ini kepala Madrasah Tsanawiyah Negeri 3 Pondok Pinang Jakarta menerangkan bahwa :

Nama : Siti Faitha Fadilah 
NIM : 1110014000094 
Jurusan : Pendidikan Bahasa Inggris 
Semester : IX ( Sembilan ) 
Tahun Akademik : 2010/2011
Judul Skripsi : " Improving Students' Writing Skill in Narratove Text Through Movie ( A Classroom Action Research in Eight Grade Students of MTs Negeri 3 Jakarta "

Telah melaksanakan penelitian untuk kelengkapan skripsi dengan Judul " Improving Students' Writing Skill in Narratove Text Through Movie ( A Classroom Action Research in Eight Grade Students of MTs Negeri 3 Jakarta "

Demikian, agar dapat dipergunakan sebagaimana mestinya.

Jakarta, 6 Februari 2015

[Signature]

[Stamp]

Am/Ref/6-3-2015