

**IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE
TEXTS USING SHORT ANIMATED STORIES AT CLASS VIII C
OF SMPN 2 SANDEN, BANTUL IN THE ACADEMIC YEAR OF
2013/2014**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of a Sarjana
Pendidikan Degree of English Education



By

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2015**

APPROVAL SHEET

**IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE
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OF SMPN 2 SANDEN, BANTUL IN THE ACADEMIC YEAR OF
2013/2014**



Yogyakarta, July 2015

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Improving Students' Ability in Writing Narrative Texts Using Short Animated Stories at Class VIII C of SMPN 2 Sanden, Bantul in The Academic Year of 2013/2014

A Thesis

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juli 2015

Penulis

Devigantari Agusta

DEDICATIONS

I faithfully dedicate this thesis to
my beloved mom and dad
for always loving me without any condition
and under any circumstances.

MOTTOS

Life is like riding a bicycle. To keep your balance, you must keep moving.

(Albert Einstein)

I am indebted to my father for living, but to my teachers for living well.

(Alexander of Macedon)

When life seems too dark, there's always that small light guiding you through all the obstacles. That is God, whose light never dies.

(An Arabic Proverb)

ACKNOWLEDGEMENTS

Alhamdulillahirobbil ‘alamin, all praise be to the Almighty Allah SWT, the Most Gracious and Most Merciful who always guides and protects me in every step I take in my life. Because of His guidance, blessing and love, finally I could finish this thesis and my study at State University of Yogyakarta.

It would not have been possible to write this thesis without the help and support of the kind people around me. In any case, I am indebted to them for making the time during my study an unforgettable experience.

I owe my deepest appreciation and gratitude to my supervisor, Jamilah, M.Pd. who kindly helped and supported me during the process of writing my thesis and has always been patient to give me his advices. I would also like to express my gratitude to my academic consultant, Tri Wahyuni Floriasti, M. Hum. who always gave precious suggestions and encouraged me when I faced difficulties and obstacles during the process of writing my thesis and also during my study in this campus.

I am deeply grateful to my beloved parents, Agus Sriyono and Asih Purnami who always support me and show great patience all the time in my life. I also thank my lovely little brother and sister, Angga and Indy, and all of my big family members for always supporting me.

Furthermore, I would like to show my gratefulness to my best friends, Anita, Olga, Fia, Upit, Zulfan for always supporting and helping me in finishing this thesis.

I would also like to address my gratitude to the school principal of SMP Negeri 2 Sanden, Windarti, M.Pd, and the English teacher, Mukiran, S,Pd, who gave me permission and assistance during the research. I consider it an honor to work with them. I also thank all class VIII C students of SMP Negeri 2 Sanden for their cooperation and participation so that I could finish my research.

I hope that this thesis is useful for the readers and beneficial to the English teaching and learning process. However, I realize that it is far from being perfect, and

therefore, any criticisms, ideas and suggestions for its improvement will be greatly appreciated.

Yogyakarta, July 2015

Devigantari Agusta

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ABSTRACT

This research was aimed at improving the writing ability of students of VIII C of SMP Negeri 2 Sanden, Bantul Yogyakarta in the academic year of 2013/2014. The problem was that they had low writing ability.

This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the 28 students of class VIII C of SMP Negeri 2 Sanden Bantul Yogyakarta in the academic year of 2013/2014 and the English teacher as the research collaborator. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of writing, interviewing the students of class VIII C and the English teacher, holding a discussion with the collaborator and taking figures and recording videos. Meanwhile, the quantitative data were acquired through the pre-test, the progress test, and the post test. The validity of the data was obtained by applying democratic validity, dialogic validity, catalytic validity and outcome validity.

The research findings showed that the use of short animated stories combined with the use of some supporting activities and classroom was proven to be effective to improve the students' writing ability. It could get students' attention and increased their learning motivation. It can help the students understand the story better as the video content visual or moving images that can help imagining the real situation in the story. The students who just gained 58.8 in the pre-test, were able to increase their score up to 76.1 in the post test. It indicated that they made a considerable improvement in some aspect of writing skills such as content, organization, vocabulary and grammar and mechanics.

CHAPTER I INTRODUCTION

A. Background of the Study

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Harmer (2007: 265) states as follows

“...we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. *Receptive skills* is a term used for reading and listening, skills where meaning is extracted from the discourse. *Productive skills* is the term for speaking and writing, skills where students actually have to produce language themselves.”

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Richards and Renandya (2002: 30) state that “There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.” In line with these idea, Brown (2004: 218) states as follows

“We also fully understand the difficulty of learning to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose.”

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps. Seow (2002: 316) states as follows:

“Process Writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. ... Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage.”

In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks.

The facts above frequently happen in many schools. Based on the observation in a school in Bantul, that is SMP N 2 Sanden at class VIII C, it seemed that the students were rarely taught to write in English. They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well.

Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example a narrative text. Therefore, some media were needed to bring out their ideas. Some media here could be picture series, comics, movies, and animated stories. Of course each medium has its advantages and disadvantages. One medium might be appropriate for teaching a certain skill and it might be inappropriate for teaching other skills.

In teaching narrative texts, short animated stories are better to be used as media. Short animated stories are more interesting than picture series or comics because they are moving pictures, so students will see the actions of characters. Meanwhile, short animated stories are almost the same as movies in their moving pictures. However, short animated stories are simpler and have less duration than movies. They do not contain too much dialog so that students can catch the content easier. In addition the language used in short animated stories is easier and more familiar for junior high school students. Furthermore, there are many short animated stories in the internet that students can download. The stories are in duration about 5-10 minutes with full stories, meanwhile a full story movie can be 1-2 hours duration. So in the teaching and learning process especially in writing narrative texts, short animated stories are more effective than other media.

B. Identification of the Problem

Based on the background of the study above and the observation in the field, it could be found that there were some problems in English teaching and learning

especially in teaching and learning writing skill at class VIII C of SMP N 2 Sanden. They came from students and teacher's factor.

One of the factors coming from the students was concerning with students' low motivation. It could be seen from the situation in the classroom. Many of them did not do the homework, some of them looked sleepy, doodling, day-dreaming, yawning, and did not pay attention to the teaching and learning process. Besides, students' ability in writing was low. It could be seen from their writing products. Some students even asked the teacher in Javanese about what they should write and what language they should use. In writing, they often lacked vocabularies, had a lot of mistakes of spelling and choice of words, and lacked ideas. Moreover, they were reluctant to bring dictionaries. In the class which contains 28 students, there are only about 5 female students who brought dictionaries. When observation was being done, there was an announcement from the loudspeaker in the class about the school activities, and the students became noisy and talked about the announcement. They ignored the teacher and this needed more time to lead the students into the lesson again. So, it could be seen that the students' attention was easily distracted.

Meanwhile, the factors coming from the teacher were that the teacher used a conventional media such as textbooks and student worksheets, and the teacher used techniques which were not quite interesting for the students. He just gave tasks and students were asked to do the tasks. So, it looked like only testing activities. Actually, the teacher is humorous, but the students often paid attention on the jokes only, not the lesson. Even the students made jokes with their friends.

Furthermore, the writing skill has small portion in the teaching learning process. The most taught skill is reading. So, the students had less practice in writing.

C. Limitation of the Problem

From the identification of the problems that occurred in class VIII C of SMP N 2 Sanden above, it can be seen that there were many problems related to the students' achievement in learning writing. So, it is impossible to solve all the problems. Therefore, this research limited the problems in the media used to improve students' ability in writing. The media used were short animated stories. The writing products were limited in the narrative texts. The limitation was based on the discussion between the researcher and the English teacher of the class, because writing was the most difficult in English lesson, especially writing narrative texts.

D. Formulation of the Problem

Based on the background and identification of the problem, the writer would like to formulate the problem in this paper as follows: "How can short animated stories improve students' ability in writing narrative texts at class VIII C of SMP N 2 Sanden in the academic year of 2013/2014?"

E. Objectives of the Study

Based on the formulation of the problem above, this study was aimed at improving students' ability in writing narrative texts using short animated stories at class VIII C of SMP N 2 Sanden Bantul in the academic year of 2013/2014.

F. Significance of the Research Findings

1. For students, this study was expected to be a motivation to improve their ability in writing narrative texts. Besides, the teacher implementation of this study can ease them in writing narrative texts, so that their ability in writing will be improved.
2. For teachers, this study is expected to be one input to improve their teaching strategies especially in teaching writing.
3. For the researcher, this study is expected to be a great experience to face the future when she becomes a real teacher.
4. For other researchers, this study is expected to be one of references for relevant researches.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Writing Skill

a. The Nature of Writing

According to Nystrand (1989: 75), writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences. Meanwhile, Randal (2004: 160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Furthermore, Sudaryanto (2001: 64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion, Tarigan (1992:

21) states that writing is a process in describing a language that can be understood by others, i.e readers. It means that writing needs a process so that the idea can be understandable and expressed smoothly

Nura (2003: 71) says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him/herself and to addapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind.

In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting laguange. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

b. Problems of Writing

Writing as a productive skill needs appropriateness in using the language. It is supported by Riddel (2003: 131) in the following quotes.

“With writing, the emphasis on accuracy is much greater than with speaking.... Written tasks, on the other hand often require accuracy (e.g. completing a application form) and formal language. Because they recognize this, many students feel under pressure when writing.”

Besides, Riddel (2003: 132) also explains that writing is an individual skill. Someone talks with others, while someone writes as if he communicates with himself. This makes writing is more difficult than speaking. From the two statements, it can be concluded that writing is a difficult skill because it needs a high ability in choosing words and sentences to be understood by the readers. It is because the readers cannot criticize or asks questions concerning with the writing directly.

Similar opinion is stated by Nursisto (2000: 5). He says that writing is a communication ability using the highest level of language. Four language abilities in a normal individu are listening, speaking, reading, and writing. The lowest or the simplest level is direct communication ability dealing with the spoken language, in the form of listening and speaking ability. Then, one level above listening and speaking is reading, and the most difficult level is writing.

According to Msanjila (2005), there are six common problems that may occur when doing writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. It appears that out of the six writing problems, three are very crucial, including: the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention on those six points to be able to make good writing assignments.

Based on the opinion above, it can be concluded that writing has the most difficulties, since writing needs more accuracy for instance in spelling, grammar, and appropriate expression. Lacking of the accuracy will lead to misunderstanding. The readers might not be able to catch the message or the communication between the writer and the readers will not run well.

c. Steps of Writing

Farmer (1993: 13) states that there are four steps in writing, those are: (1) *prewriting*, (2) *organizing*, (3) *writing*, and (4) *revising*. *Prewriting* means the preparation before writing. It includes making a plan what to write, getting ideas, and selecting the similar ideas and

supporting ideas. *Organizing* includes making a draft and arranging the ideas into hierarchical order. *Writing* is the main activity. It is done to develop the draft into a good composition of writing. The last is *revising* which is used to correct the product of writing in order to be more perfect and more understandable.

Meanwhile, Ackley (1986: 3) states that there are three steps in writing, those are: (1) *pre-writing*, (2) *writing a first draft*, and (3) *revising or post-writing*. It means that these three steps are almost the same as the above opinion. *Pre-writing* is the preparation of writing, *writing a first draft* can be the same as *organizing* and *writing*, and *revising or post-writing* is the last step. So, *revising or post-writing* is the product which will be consumed by the readers.

Ramirez (1995: 300) says that writing can be done through some phases as the following quotes:

“Writing activities can be structured along developmental, process-oriented, and proficiency-based models. A process-oriented approach would call for a prewriting phase, a drafting or writing stage, and a revising phase. Each phase would enable students to focus their attention on different aspects of written communication: content, organization, purpose, audience, and grammatical accuracy.”

From the statements above, it can be concluded that writing is a skill that needs a process in expressing an idea or opinion that is written on a paper or other media. A good writing process can be done by preparing and determining the subject, then making drafts, and revising or post-writing.

Furthermore, Ackley (1986: 3) says “Whatever your thoughts about it, may be the act of writing is a process. When you engage in the writing process, you gradually learn what ideas, what you have about people and things. You then select ideas you want to express”. From this statement, it means that the most important thing in writing is the process. Therefore, in learning writing, students are trained to write down their ideas through the right steps, so that they will produce a better and readable writing.

d. Teaching writing

Seow (2002: 319) gives some pointers for teachers in implementing teaching writing, those are: (1) teacher modelling, (2) relating process to product, (3) working within institutional constraints, (4) catering to diverse students needs, (5) exploiting the use of computers in process writing.

- 1) Teacher modelling means that the teacher should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities.
- 2) Relating process to product means that the teacher guides students in achieving specific writing goals. Although students have to make a different draft from the earlier draft because of revision, they will begin to understand the result expected in every stage.
- 3) Working within institutional constraints means that teaching the process skill can be done through stages such as planning,

drafting, responding, revising or editing within a regular two-period composition lesson. Process skill can be repeated until it reaches the improvement.

- 4) Catering to diverse students needs means that the teacher should implement a flexible programme to cater to different student needs. The teacher may also decide to have students enter into different writing groups as planners, drafters, responders, revisers or editors during a writing session. A student may be with the planners for one writing task, but move to be with the editors later for the same or another task, according to his or her need or developmental stage in writing.
- 5) Exploiting the use of computers in process writing means that teaching writing in responding or editing stage, the teacher can use computer and OHP. By using computer, students will easily delete the wrong words and replace them without writing other words in a text anymore.

In teaching writing, the teacher should be able to make the students write their ideas well. The teacher should consider writing skills that the students have to master. In this case, Brown (2004: 221) classified writing skills into six microskills and six macroskills as the following quotes:

Microskills:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.

- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macroskills:

- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Based on the above explanation, the teacher can determine the techniques to teach writing which are appropriate with students' ability. Examples of activities that can be done in the classroom based on the microskills and macroskills are: (1) re-writing a sentence or a paragraph, (2) writing a paragraph with right words, right grammar, and proper cohesive devices, and (3) writing a paragraph through processes fluently.

e. Teaching Writing in Junior High School

According to KTSP (Kurikulum Tingkat Satuan Pendidikan) SMP N 2 Sanden, English is taught as a compulsory subject for students. It covers the four language skills, they are listening, speaking, reading, and writing. In writing, there are some competencies that the students have to master. Those competencies are written in the standard of competence and basic competence. The content of the standard of competence and basic competence for junior high school students especially grade VIII semester 2 in SMP N 2 Sanden can be shown in the table below.

Table 1 Standard of Competence and Basic Competence of Writing Skill for Junior High School Students Grade VIII Semester 2

Standard of Competence	Basic Competence
12. Expressing meaning within written short functional texts and simple short essays in the forms of recount and narrative to interact with people around.	<p>12.1 Expressing meaning in the form of written short functional texts using written language accurately, fluently and acceptably to interact with people around</p> <p>12.2 Expressing meaning and rhetorical steps using written language accurately, fluently and acceptably to interact with people around in the forms of recount and narrative.</p>

From the table of standard competence and basic competence, it can be seen that there are some texts that should be learned by the students. Those are announcement, advertisement, and invitation for the short functional text, meanwhile, texts which are categorized as

essays are recount and narrative. However, in this study, the researcher will only focus on narrative text.

f. Assessing Writing

According to Brown (2004: 241-246), there are three scoring methods for responsive and extensive writing. They are, holistic scoring, primary trait scoring, and analytic scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. It means that the teacher makes a table of scores with the description.

In primary trait scoring, the type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal. For example, if the purpose of an essay is to persuade the reader to do something, the score for the writing would be on the accomplishment of that function. If the purpose is to exploit imagination by expressing personal feelings, so the response would be evaluated on that feature alone. In this scoring method, there are four point scale ranging from zero (no response or fragmented response) to 4 (the purpose is accomplished).

In analytic scoring, there are six major elements of writing that are scored, and it enables students to home in on weaknesses and to capitalize on strengths. It captures its closer association with classroom language instruction than with formal testing. However,

Brown and Bailey in Brown (2004: 243-246) offer five major categories and five different levels in each category ranging from “unacceptable” to “excellent”. In summary, the categories and levels are as follows.

Table 2
Analytic Scoring
(Language Assessment: Principles and Classroom Practices)

Categories	Maximal score
Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

In this research, the researcher will use analytic scoring to assess students’ writing skills especially in writing narrative texts. It is because this type of assessment is the easiest and the most practical.

2. Media

a. The Nature of Media

According to Li-Ling KUO (1991: 1), media are the means for transferring or delivering messages. It is called the educational medium when the medium transfers message for the purpose of teaching. Meanwhile, Sugeng (2010: 154) says that a medium (plural

form = media) is a means by which something is expressed or communicated. A medium in the teaching learning process is a tool to match the learning objective and the learning product. It means that in selecting media the teacher should consider the learning objective and the learning product.

b. Types of Media

Sugeng (2010: 165) summarizes types of media as follows.

- 1) Printed media can be books, story books, newspapers, magazines, and other printed materials such as manuals and recipes.
- 2) Still media can be charts, pictures, picture cards, posters, slot boards, and flannel boards.
- 3) Audio media can be the radio, audio tape, telephone, and natural sounds.
- 4) Visual media can be OHT/OHP, slides, photos, and film strips.
- 5) Audio-visual media can be the TV, 8 mm and 16 mm, the movies, slide/tapes, and film strips/tapes.
- 6) Real-object media can be real objects, specimen, and models.
- 7) Simulated media can be games and quizzes, role plays, and simulations.

From the summary above, it can be seen that there are many choices for the teachers to match the media with the learning objective and learning product. In this case, the researcher will use one of audio-visual media as a medium to teach writing especially narrative texts.

3. Animated Stories

Sugeng (2010: 163) states that audio-visual media are those which are audio and visual, for hearing and seeing at the same time. These are

more complete than either audio- or visual- only media. It means that the students are able to hear and see the medium at the same time.

The examples of audio-visual media are TV, 8 mm and 16 mm, the movies, slide/tapes, and film strips/tapes. From the examples, movies are the most appropriate for literary topics such as narrative texts or stories. In line with this, Sugeng (2010: 163) says that the movies can be a great medium for language instruction especially for literary topics. Some teachers ask the students to watch movie showing a film based on literature such as novels or short stories. One kind of movies that can be used as media in teaching writing especially narrative texts is animation which contains short stories.

a. Definition of Animated Stories

Gartenberg in Miller (2003: 1) defines animation as “the arts, techniques and processes involved in giving apparent movement and life to inanimate objects by means of cinematography”. In line with the definition, Gonzales in Betrancourt (2005: 287) defines animation as “a series of varying images presented dynamically according to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task”. Meanwhile, Wright in Sulaiman (2012: 1) states that the word animate comes from the Latin verb *animare*, meaning “to make alive or to fill with breath.” In animation we can completely restructure reality. It means that animation is a moving picture which seems to be alive. So,

when watching animation, viewers feel that they are seeing living creatures in reality like in a movie.

From the definitions, it can be concluded that animated stories are stories which are presented in the form of animation. It means that the stories are displayed in moving pictures to help the viewers understand the stories.

b. The Advantages of Animated Stories in Teaching and Learning

According to a module brochure of VIA University College in Denmark entitled “Animation as a Learning Tool”, children learn best and most when they enjoy what they are doing. Using animation as a tool to encourage and develop children’s learning is not only fun but effective. It means that the students will enjoy the teaching learning process when the teacher uses animation because it is more interesting. The brochure also states that by using animation, children develop skills competencies in story telling, visual communication, cognition, emotional, ethic and aesthetic aspects, observation and sensory aspects, concentration, problem-solving and innovative aspects. From the statement, it can be said that animation is a good choice to develop students’ competence. So, it can be seen that in story telling in the form of written language, animated stories are the most interested media for young students or junior high school students.

A booklet about animation entitled “Teaching With Animation” (2005) states that animation has the following advantages:

- 1) Animation is popular among children
- 2) With animation no after-editing is necessary
- 3) Animation makes it possible to be in control of the film because one works on each picture on the filmstrip – each move and cut is planned thoroughly which makes it possible to reflect and analyse.
- 4) Animation can be included in a regular teaching situation because it does not take up a lot of space.
- 5) Animation and imagination are closely connected which makes it possible to use animation even with the youngest pupils.
- 6) Animation makes “moving in time” easy.
- 7) An animation production can combine the physical and the virtual worlds.
- 8) Animation strengthens the creative mind.

Based on the explanation about the advantages of using animation, it can be concluded that animation is very helpful for teachers to motivate students in learning and to improve students’ imagination or creative mind. Meanwhile, the teacher should choose an appropriate animation and he or she should consider the duration. Short animated stories, therefore, are the most effective media to use.

4. Narrative Texts

a. Definition of Narrative Texts

Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013: 2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

According to Ayres (2008), narrative texts are a form of discourse that has been fixed by writing. Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. In addition, Keraf (1989: 136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

Kane in <http://www.englishindo.com/2013/08/narrative-text.html> gives a definition of narrative as the following quotes:

“A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology.”

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

b. Generic Structure of Narrative Texts

Derewianka (1990: 32) states that the steps for constructing a narrative are:

- 1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- 2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for

reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3) Resolution

In a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are: (1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place. (2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story. (3) Sequence of events, where the characters react to the complication. (4) Resolution, where the characters finally solve the problem in the complication. (5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

B. Relevant Research Studies

Puspitasari in her research in 2007 showed that teaching writing of a narrative text by using *Brother Bear*, a film can help students develop their writing skill. It is proved that students are more interested in producing a narrative text by listening to the dialogue of the film.

Fitriana in her research in 2012 proved that animation movies could improve the students' writing skill of narrative texts and the class situation. 1) The improvement of the students' writing skill included: (a) The students got easy in exploring ideas in their writing, (b) They could produce the sentences with the better construction and minimize their mistakes in English grammar, (c) They were able to use the appropriate word order and used the various words to express their ideas well, (d) They could state the ideas more clearly, organized

the ideas better than previous result, used logical sequencing and produced text well in good cohesion and coherence, (e) They were able to demonstrate the convention and minimize the errors and mistakes of spelling, punctuation, and capitalization. 2) The improvement of class situation included: (a) The students focused seriously on their tasks, (b) They involved and participated actively during the lesson, (c) They became more confident in doing the activities during lesson, (d) They were more enthusiastic and were motivated in joining the writing class, (e) They were not getting bored or made noise but they looked happy in the writing class.

Meanwhile, Akmal (2011) proved that Animated films can improve students' ability in writing narrative text. The students could catch the idea because they watched and knew the plot. Using animated film could be a new atmosphere for the students who had not been taught using film before. After the students were motivated by the material, they could rise their spirit to write something using their answer from the questions of film as guidance in learning writing process so that their writing ability improved

C. Conceptual Framework

Since English is very important in this era, it is taught in Indonesia as a foreign language from junior high schools to universities. The students are expected to master English so that they can communicate with foreigners, can get a lot of information from English literatures, and can compete with students from other countries to get a good achievement.

At schools, students are taught four skills, they are listening, speaking, reading, and writing. Among those skills, writing is the most difficult task for students, because it belongs to a productive skill. Based on the Standard of Competences and the Basic Competence of English for Junior High School, in writing, students are able to express meanings in the form of written texts using a written language accurately, fluently, and acceptably. To fulfill these requirements, especially in expressing a short essay of narrative texts, it is very difficult for students. It is because a narrative text needs imagination and feeling to create a story. Therefore, students need some media that can stimulate their imagination to create a good narrative text.

In order to help students in getting the idea and imagination to improve their ability in writing narrative texts, the teacher should have an appropriate teaching technique. One technique which can be used is using short animated stories. Short animated stories contain stories which have short duration and can be enjoyed by students. They will be attracted with the story, and this can lead them in creating a narrative text by retelling the story. By using short animated stories, students will know the plot of the story, and they can retell the story by writing it down. In other words, short animated stories can be used as media in teaching writing narrative texts. Besides, it can also motivate them in learning English.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Design of the Research

The research conducted here was classroom action research. According to Burns (2010: 2) action research is a part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Furthermore, Elliot in Burns (2010: 5) defines action research as the study of a social situation with the view to improving the quality of the action in it. So, this research was done to look for the weaknesses and tried to get the way to improve the quality of the activities.

Nunan in McKay (2006: 29) says that action research has three major characteristics: it is carried out by practitioners (i.e., classroom teachers), it is collaborative, and it is aimed at changing things. It means that action research can be done by a teacher in a classroom with the help of other teachers to discuss what and how to improve the classroom activities so that the students achievement will be better.

From the definitions above, it can be concluded that action research is research done by individuals on their own fields to improve their skill or job, for example, a teacher who wants to improve their teaching. The research is evaluative and reflective which means that the action can be evaluated then can be used to be reflection to make a better result. Besides, the research

needs at least one collaborator to record and discuss the action that has been done.

In action research, there are some processes. According to Kemmis and McTaggart in Burns (2010: 7), action research typically involves four broad phases in a cycle of research. The four phases in a cycle are: (1) planning, (2) action, (3) observation, and (4) reflection.

B. Research Setting

1. Place of the Research

The research was conducted in *Sekolah Menengah Pertama* (SMP) *Negeri 2 Sanden*, Bantul, Yogyakarta. It is located in Srigading, Sanden, Bantul. It was about 2 hectares in size. The school had eight classes in each grade so it had 24 regular classes for teaching learning rooms. The school also has some facilities that could support the teaching learning process. It has a teacher room, a principal room, a staff room, a library, a mosque, 2 laboratories, a hall, a wide yard, 2 basketball courts, and 2 canteens. It also has parking areas for both the students and the teachers.

2. Time of the Research

The research was done from March to May, 2014. The research was conducted in three months. The time of the the research can be seen through the table below.

Table 3. Time of the Research

No.	Step	Month														
		March 2014					April 2014					May 2014				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Observation	√														
2	Planning		√	√												
3	Action (implementation, evaluation, reflection)				√	√	√	√								
4	Planning for cycle 2								√							
5	Action (implementation, evaluation, reflection)									√	√	√	√			
6	Analyzing data and writing the report													√	√	√

3. Subject and Object of the Research

The researcher in collaboration with the English teacher, a college-mate, the students, and the principal of SMP N 2 Sanden had conducted the action research. The subjects of this research were the students of class VIII C. Meanwhile, the object of this research was students' ability in writing narrative texts.

C. Data Collection

1. Data of the Research

There were two kinds of data in this research called quantitative and qualitative. The quantitative data included the students' ability in writing. The data were taken from the result of students' works in writing (score). The qualitative data were about feelings, opinions, expectation, suggestions, and preferences from the research members and the students related to the method used in teaching and learning about writing. The sources of those data were in the form of recordings, field notes, interview transcripts, questionnaire, photographs and videos from the documentation that was done by the researcher.

2. Data Collection Technique

The data collection technique in this research was done through the following ways:

- 1) Observation in the classroom during the teaching learning process.

This observation was used to know the data about the students' participation, attention, and activities in the classroom. The observation was done by the researcher and her collaborator.

- 2) Interview with the students, the observer, the teacher, or the principal as the collaborator of the research. The interview was related to the action implementation of the research in the classroom with their opinion and suggestion. In this case, the researcher used an interview

guidance to interview the participants. However, there might be any possible questions and unpredictable questions that would occur to find out more information from the participants.

- 3) Testing (pre-test and post-test) results to know the improvement of students' ability in writing narrative texts.
- 4) Documentation in the form of photographs and videos during the teaching learning process when the research was conducted. In addition, recordings could be used to record the interview with the students to know their opinion and their impression about the use of short English animated stories in teaching learning process, especially in writing narrative texts.

3. Data Collection Instruments

In this classroom action research, the researcher was the main instrument. Besides, the researcher used other instruments to run this research. The instruments were used as the means to get the data. The table below will show the instruments and the data obtained.

Table 4. Instruments of the Research

No.	Instruments	Data
1	Observation checklist for the teacher and students	Field notes, response sheets
2	Interview guidelines	Interview transcripts, interview records
3	Scoring Rubric for the pre-test and the post-test	Test scores
4	Camera	Photographs

4. Data Collecting Procedure

In order to get data, the researcher conducted observation together with her collegemate as her collaborator in the class. The observation focused on how the writing course was conducted in the class and what method was used by the teacher in the teaching learning process. The researcher found the data of the students' writing ability before the research was conducted, which in the form of pre-test in writing. Then, the data were compared to the result of the students' achievements on writing after the research was conducted. Besides, the researcher also tried to find the data about the students' opinion and impression on the method used by the researcher in the English teaching and learning process. The data were obtained through a questionnaire and an interview. During the research, the researcher made field notes in order to control and to monitor the process of the research. It helped the researcher in capturing some problems occurring during the research. In order to make the data valid, the researcher did triangulation with other research members by comparing the data from the observation and questionnaire from the other research members.

5. Data Analysis Technique

In analyzing the qualitative data, the researcher did some steps proposed by Burns (2010: 104-105). The first step was assembling the

data. In this step, and start to look for broad patterns, ideas, or trends that seem to answer the questions. The next step was coding the data. In this step, the researcher grouped the data into more specific categories and identify which data were qualitative and which one were quantitative. The third step was comparing the data. In this step, the researcher compared the categories of different sets of data to see whether the data said the same thing or whether there were contradictions. The fourth step was building meanings and interpretations. The researcher analyzed the data several times to post questions, rethink to connections, and develop explanation of the situation. The fifth or the last step was reporting outcomes. In this step, the researcher described the context of the research, outlining findings, and considered how she would organize the whole research not only the analysis and findings.

To analyze the quantitative data, the result scores of the pre-test before the research was done were compared with data of the post-test after the research. The data were then analyzed whether their writing results were reaching the minimum standard or not, and having improvement or not. From the comparisons, the researcher made conclusions in the form of descriptions whether the students' ability of VIIC of SMPN 2 Sanden in writing narrative texts was improved by the use of short animated stories or not.

D. Validity and Reliability

In action research, validity is needed to make the research result believable and accurate. Burns (1999: 161-166) explained that there are five criteria of validity as follows.

1. Democratic Validity

This research fulfilled the democratic validity because the researcher collaborated with the principal, the teacher, and also the students. All the participants here had been accurately represented. All the participants mentioned before were involved in this research.

2. Outcome Validity

In this research, outcome validity was shown by the success of the action done by the researcher. When the use of short animated stories was successfully improve students' ability in writing narrative text in class VIII C of SMP N 2 Sanden Bantul, this led to a new question whether it would be successful done in other schools or not.

3. Process Validity

Process validity was recognized by the accuracy in the research process, where all the participants of the research ran the teaching learning during the process of the research. To avoid the bias, all events were viewed from different points of view and from different data sources. In this research, students, the teacher, and the collaborator could still do the teaching learning during the research process. Data about everthing that

happened in the classroom are taken from different sources, those were students, the teacher, the researcher, and the collaborator.

4. Catalytic Validity

It is related to the extent to which the researcher allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers' and learner' understanding of their role and the actions taken as a result of these changes, or by monitoring other participant' perceptions of problems in the research setting. In this case, there were some changes or improvement on the students' writing ability. If the participants in this study were moved to take action in improving their writing ability, this action research effort was considered valid.

5. Dialogic Validity

To ensure this dialogic validity, the researcher had a critical conversation with others about the research findings and practices. In this research, a peer review process was conducted to establish the goodness of the research itself.

To check the trustworthiness, this research used triangulation technique. It was used to gather multiple perspectives on the situation being studied. Burns (1999: 164) proposes three forms of triangulations. The first is time triangulation. It means that the data are collected over a period of time to get a sense of what factors are involved in change processes. The next form is investigator triangulation. It means that more than one observer

is used in the same research setting. To fulfill the investigator triangulation, the researcher asked the English teacher and the collaborator to help the researcher during the action in the classroom. The purpose of this triangulation was to avoid bias or subjective observations. The last form of the triangulation is theoretical triangulation. It means that the data in this research were analyzed from more than one perspective from some theoretical reviews. The researcher also reviewed theories from some books to obtain this form of triangulation.

E. Research Procedures

The research implemented the procedure of action research proposed by Kemmis and McTaggart in Burns (2010) with some modification based on the students' and the school's condition. The procedures were as follows.

1. Reconnaissance

In this research, the researcher carried out the research collaboratively with the English teacher and the researcher's colleague as collaborators in the school. In this step, the researcher firstly observed the English teaching and learning process taught by Mr Mukiran, S.Pd. The researcher did observation to have data. The researcher also interviewed the collaborators and the students to identify the problems related to the students' writing skills. Then, the researcher determined some plans related to the problems on the students' writing skills.

2. Action

a. Planning Action

In this step, the researcher made some plans to be implemented in the action research. The researcher collaborated together with the collaborator, the English teacher, and the headmaster. The action was aimed at improving the students' ability in writing narrative texts using short animated stories.

b. Implementing Action

The actions were implemented in two cycles. Each cycle was done in three meetings. The short English animated stories were taken from www.BookBox.com. The researcher, the collaborator, and the English teacher observed and recorded the students' reactions during the activities.

3. Reflection

The reflection was done every time after the actions implemented. The reflection was made by all involved members of the research. The successful actions then were continued in the teaching and learning process. However, those which were not successful were then modified into the more suitable actions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reveals the findings and discussion referring to the efforts to improve students' ability in writing narrative texts using short English animated stories. It will be presented in three headings: reconnaissance, the implementation of the actions and discussion.

A. Reconnaissance

1. Identification of the Field Problems

In the reconnaissance stage, several steps were done to identify the problems of the research in the field. The first step was to conduct a preliminary observation of the English teaching and learning process, especially in writing skills of class VIII C SMP N 2 Sanden Bantul Yogyakarta. The other step was to hold interviews with the English teacher and students of class VIII C as the research participants.

It was important to pay attention to the facts on the teaching learning process of writing in class VIII C based on the observation done on Friday, February 28th 2014 as a part of identifying the problems of the field. The field notes below became the initial data which were needed to be taken into account before implementing some actions in class VIII C SMP Negeri 2 Sanden Bantul Yogyakarta to improve students' ability in writing narrative texts.

No : FN. 01
 Day, Date : Friday, 28th March 2014
 Time : 09.30 WIB
 Place : Class VIII C
 Activity : Preliminary Observation
 Respondent : Researcher (R)
 Students (Ss)
 English Teacher (ET)
 Collaborator (C)

ET started the class by greeting Ss and checking the students' presence. R and C sat at the back of the class. After opening the class, ET introduced R and C and said that R and C would observe how the class ran at that time. Some Ss then looked at R and C.

After that, ET asked Ss to take out their LKS and pointed one page. The material at that time was Recount Texts. ET asked Ss to do task. It was to arrange jumbled paragraphs into a good recount text.

Most Ss felt difficult in translating the paragraphs to be arranged. ET asked Ss to borrow dictionaries from other schoolmates or from the library. Therefore, many Ss go out and into the class to borrow dictionaries.

ET copied the task from LKS and wrote down at the board. Ss started to do it. While they were doing their task, suddenly, one of the school staff came into the the class to announce something. Ofcourse, ss stopped their task and the gave more attention to the announcement. They even asked ET about the content of the announcement. It took about 15 minutes.

After Ss understood the announcement, they continued their work. There were some Ss who often looked at R and C. ET went around the class to monitor the students's work.

After Ss finished their work, ET asked Ss to do the task in front of the class. They were asked to arrange the jumbled paragraphs on the board. In turns, they did the task. After that, ET and Ss discussed the right answer.

Then, ET gave another task. The Ss were asked to write a recount text about their own experience in the week before. Most Ss were confused how to start writing.

When the bell rang, ET asked Ss to continue their task at home, and they had to submit it in the next meeting. Then ET ended the class by saying leve taking. On the way to the office, ET said that it needed patience to teach at the class.

After observing the situation in the classroom, the next to do was to get the data by interviewing and discussing with the English teacher to get information concerning with the teaching and learning process, especially in the students' writing ability to support the identification of the problems. The researcher also interviewed some students of Class VIII C to know their interest and weaknesses in learning English, especially in writing. It was done to get some suggestions from the English teacher related to the teaching of the writing skill.

According to the English teacher, the students of SMP Negeri 2 Sanden, especially Class VIII, had difficulty in English learning, especially in writing, because they had low motivation and they were afraid to make mistakes. They also had very little vocabulary mastery so they could not write their ideas well.

-
- ET : "Ya begitulah di sini mbak. Harus sabar dan telaten. Kadang kayak cari perhatian kalo ada orang lain. Apalagi kalo ada cewek cantik. hehehe"* (It's common here, Miss. We must be patient. Sometimes, they look like to need attention, moreover if they see pretty girls. Hehehe)
- R : "Hehehe.. Tapi kalo pelajaran selalu rame begitu Pak?." (hehehe.. but are they always noisy like that when they are learning?)*

- ET* : “Ya tergantung bagaimana kita mengkodisikan siswa. Kalo tidak bisa mengatur, ya rame sekali. Tapi kalau bisa ya bisa anteng mereka..” (It depends on the teacher. I mean it depends on how we conduct them. If we cannot lead them, they will be noisy, but if we can, they will be quiet)
- R* : “Masalah yang paling banyak dihadapi apa ya pak? Kok kayaknya tadi anak-anak bingung dalam mengerjakan tugas” (What problems do you face the most, Sir? They seemed confused in doing the task I think)
- ET* : “Iya, mereka kurang memperhatikan instruksi, mudah terpecah konsentrasinya. Kadang juga malas-malasan. Apalagi yang laki-laki. Kalau yang perempuan saja enak, nggak ada masalah.” (Yes, you’re right. They didn’t pay attention to the instruction and their concentration was easily disturbed. Sometimes they are lazy, especially the boys. There is no problem with the girls. They are easily led.)

Interview transcript 3

The fact that the students had some difficulties in learning English can be seen in the following interview transcript.

-
- R* : “Seneng nggak pelajaran bahasa Inggris?.” (Do you like the English subject?)
- S2* : “Kalo yang ngajar jenengan ya seneng” (If you were the teacher, I like it)
- R* : “Serius ini. Suka nggak sama Bahasa Inggris?” (Please be serious. Do you like English?)
- S2* : “Suka dikit. Agak suka.” (A little, a bit)
- R* : “Kenapa?” (Why?)
- S2* : “Susah mengartikan” (It’s difficult to translate)
- R* : “Kalo listening, speaking, reading, writing, yang paling sulit apa?” (Among listening, speaking, reading, and writing, what is the most difficult?)
- S2* : “Sulit semua.” (all of them are difficult)

Interview transcript 5

Besides, there was also the fact that the English teacher only used a book or LKS to be media, so that the students need other media to guide them in writing. The following interview shows the fact.

-
- R : “Biasanya pak Guru pakai media apa kalo menyuruh nulis?” (What does usually your teacher use when he asked you to write)*
- Ss : “Buku mbak.” (book, Miss)*
- R : “Sekarang kalo saya mau pakai, pilih mana, seneng mana, buku, gambar, atau film?” (So, if I ask you, which do you prefer, books, pictures, or films?)*
- Ss : “Pingin film. Kayak di tivi-tivi itu. Audio visual apa apa itu.” (I like films. Like on TV. Audio visual or something like that)*
- R : “Kenapa suka film?” (Why do you like films?)*
- S6 : “Lha tahu jalan ceritanya. Jadi mengerti.” (Because we know the story, so we will understand)*

Interview transcript 7

After the preliminary observation and interviews, a pre-test was also conducted to measure the students' writing ability. The researcher and the collaborator became the raters to score the pre-test, the progress test, and the post-test which were conducted in the beginning, in the middle, and at the end of the research. This was to check the reliability of both the pre-test and the post-test and also to fulfil the democratic validity of the research. The following table shows the result of the pre-test.

Table 5. The Pre-Test Mean Score of Writing Activity

	Content	Organization	Vocabulary	Grammar and Mechanics	Total
Mean	14.9	14.9	15.0	14.0	58.8

In the writing aspect of content, the students scored 14.9 out of 30. It showed that they were still in the poor level. Their writing results in the pre-test had inadequate development of the topic and also little substance and limited knowledge of the subject. The students were asked to write a narrative text. However, the results showed that they still did not have enough development of the ideas.

In the organization aspect, they got 14.9 out of 30. It showed that they still did not understand the generic structure of a narrative text. They still did not know how to make a story with a proper order of events. They also still lacked logical sequencing and development. They often jumped from one event to another that made the story become confusing and also disconnected. Most of them also did not provide sufficient supporting details in their writing performances of the pre-test.

In terms of vocabulary mastery, they had a limited range of words as there were still many errors of word choice in their sentences. They scored 15 out of 20. The errors made by the students were quite many, for example, they wrote “than” when they were supposed to write “then”, etc.

The language use of the students in the pre-test was also poor as they only scored 14 out of 20. From their writing performances, it can be seen that they

showed major problems in both simple and complex construction of sentence. They also made many errors of agreement, tenses, mechanics, etc. They were also still confused about the tense that is supposed to use in narrative text. Most of them did not consistent on using past tense. There were so many mistakes in the punctuation, spelling and also capitalization. They seemed careless and ignored things they thought simple like those things mentioned above.

The result of the pre-test showed that most of the students had many serious problems in writing a narrative text. They lacked many aspects of writing. In terms of content, they still did not know the generic structure of a narrative text so their stories were not in the proper order. They also showed many mistakes in terms of organization and vocabulary. They used wrong words and also had problems in spelling. They often wrote many words incorrectly. The result of some students' writing performance in the pre-test is presented below.

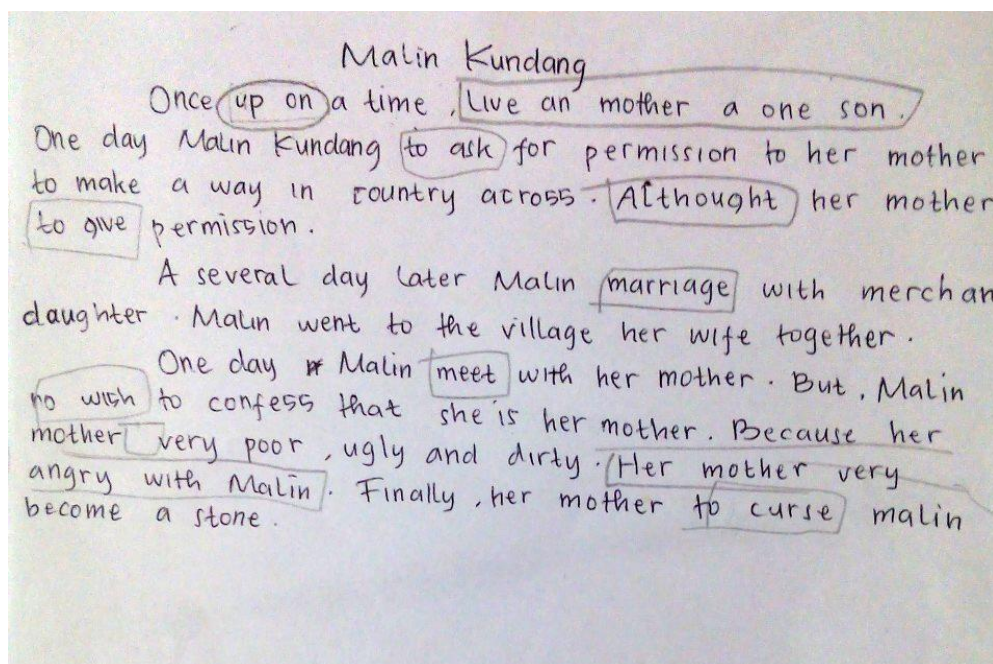


Figure 1: The result of a student's writing in the pre test

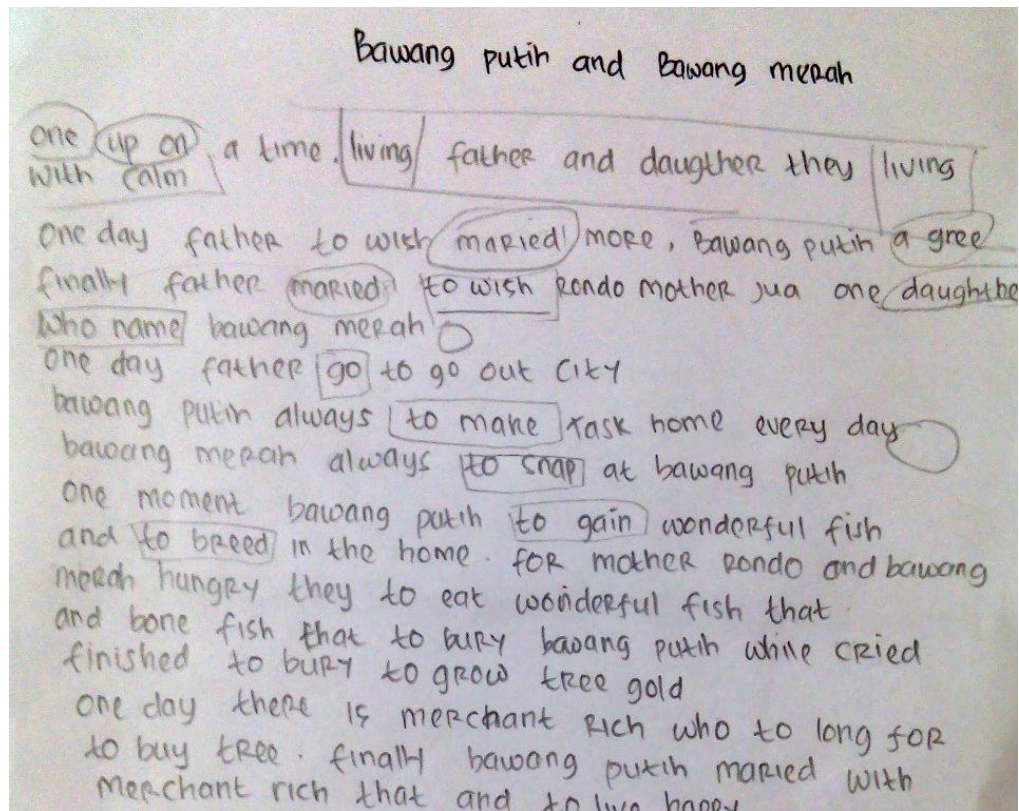


Figure 2: The result of a student's writing in the pre test

From the observation, interview and students' writing samples, some problems can be identified and presented in the following table.

Table 6: Problems Related to the Students

No	Problems Found	Explanation
1.	The students' attitude toward the teaching and learning process of writing.	<ul style="list-style-type: none"> - There were many students who played and chatted with their friends instead of doing the tasks. - Most of them had claimed that English was one of the most difficult subjects. - They thought that the lesson was monotonous and uninteresting.

(Continued)

2.	(Continued) The students' writing ability a. Content	<ul style="list-style-type: none"> - Most of the students had insufficient knowledge about the story they wrote. It proved from the fact there were some of them who had quite surprising stories, such as they wrote the story of Malin Kundang that went to Jakarta instead of to other village like the original story is like. - They did not provide adequate supporting details. - They found a great difficulty to get ideas to write the text. - It took them a very long time to write one story they know because they had no ideas. - The students were not confident enough to write a narrative text.
	b. Organization	<ul style="list-style-type: none"> - They did not write the narrative text (or the story) in the perfect order. Sometimes they jumped and made the story confusing. - They did not know about the generic structure of narrative text.
	c. Vocabulary	<ul style="list-style-type: none"> - The students made many mistakes when writing and using irregular verbs as the regular ones. For example "leaved", "taked", etc. - The students were not aware of the adjectives and verbs such as "life" when they were supposed to write "live".
	d. Grammar and Mechanics	<ul style="list-style-type: none"> - Most of the students did not use past tense in writing narrative text. - They wrote sentences with incorrect grammar. - They often forget to put to be in sentences needed it. For example, they wrote "Her mother very angry with Malin". - The students wrote "several day" instead of "several days". - Some of the students did not use capital letter for the first letter at the beginning of the sentence and for some particular words or objects. - There were so many misspelling words such as "although", "maried", etc. - The students did not put a full stop to indicate the end of the sentence / paragraph.

2. Selecting the Problems to Solve

Considering the time, energy, priority and feasibility of the problems to solve, it was quite impossible to overcome all the problems found in the field. As stated in chapter 1, the researcher only focused on improving the students' writing ability using short English animated stories. Therefore, the list of the most urgent problems to solve was made based on the observation and interviews that had been conducted before. The problems are formulated in the following table.

Table 7: The Field Problems to Solve

No	Field Problems	Code
1.	Students thought that the lesson was monotonous and uninteresting.	S
2.	The students still had limited knowledge about the story they wrote.	C
3.	The students did not know about the generic structure of a narrative text, so they did not write a story with correct order.	O
4.	The students made mistakes when writing irregular verbs as the regular ones.	V
5.	Most of students did not consistently the use past tense in writing a narrative text.	G
6.	The students were not aware of the word class between adjectives and verbs.	V
7.	The students had some spelling mistakes for some words such as <i>althought</i> , <i>maried daughther</i> , <i>etc.</i>	M
8.	The students did not put a full stop to indicate the end of the sentence / paragraph.	M
9.	The students did not write in the capital letter for the first letter at the beginning of the sentence and for some particular objects.	M

S : *Students*
O : *Organization*
G : *Grammar*

C : *Content*
V : *Vocabulary*
M : *Mechanics*

3. Determining Actions to Solve the Feasible Problems

Based on the feasible problems to solve, in collaboration with the English teacher and the collaborator, the researcher concluded that there were some major problems that needed to be overcome. The first one was the fact that the students thought that the lesson was monotonous and uninteresting. They also had limited knowledge about the story they wrote in the pre test. The results of the pre test also showed that the students did not understand about the generic structure of a narrative text, had low grammatical and vocabulary mastery. Those problems are very important to be solved as they need to improve their writing skills.

After that, the researcher designed some actions to overcome the problems. Considering the problems faced by the students and the teacher, the researcher had planned to use short English animated stories to improve students' writing ability. It would be good to grab students' attention as an input as they said the lesson was too monotonous. Watching animated videos could be the best way to make them interested in the lesson as videos contain both audio and visual that could be very attractive for the students.

The teacher said he had not used short English animated stories as media to teach writing in the class. He hoped that the students' ability could be successfully improved using short English animated stories and it could solve numerous problems students had.

P : “Apa bapak sebelumnya sudah pernah mengajar menggunakan video animasi pendek sebelumnya?”

(Had you used short English animated stories before?)

G : “Saya belum pernah melakukan itu. Sebenarnya saya sudah memikirkan bahwa mungkin media tersebut akan membuat siswa lebih antusias dalam mengikuti pelajaran, tapi saya merasa kesulitan mendapatkan video yang pas dengan materi yang diajarkan.”

(No, I had not implemented it. Actually, I have thought about it before that it will be a great way to make the students interested in the lesson. However, I found difficulty in finding the proper videos that were suitable for the materials that were taught.

Interview transcript 8

Animated stories have some elements and advantages that could help students solve their problems in writing. In writing a narrative text, students need ideas, grammar mastery, vocabulary mastery and also the order of the stories themselves. That is why animated stories would be useful for the students. Animated stories provide many things such as the order of the story, the proper example of grammar usage as the stories in the video contain sentences that make the story perfect. They also provide the vocabulary needed to write a text. The relation between the solvable problems and the action that would be implemented can be seen as follows.

Table 8: The Feasible Problems, the Solutions and the Expected Results

No	Field Problems	Solutions	Expected Results to Achieve
1.	Students thought that the lesson was monotonous and uninteresting.	Using short English animated stories as input and also as a mean to attract the students to be interested in the lesson.	a. The teaching and learning process would be more interesting for the students. b. The students would get content of the story better. (Continued)

2.	(Continued) The students still had limited knowledge about the story they wrote.	Providing the numerous narrative stories text and also short animated stories.	Students had adequate knowledge and ideas about narrative text and stories.
3.	The students did not know about the generic structure of a narrative text, so they did not write a story with correct order	Providing sufficient and clear explanation about the nature of text.	Students were able to write narrative texts with correct generic structure.
4.	The students committed mistakes when writing irregular verbs as the regular ones.	Providing grammatical exercises /drills.	Students would be aware of the grammar rules and ideas about narrative text.
5.	Most of students did not consistently use past tense in writing a narrative text.		
6.	The students were not aware of the word class between adjectives and verbs.		
7.	The students did some spelling mistakes for some words such as <i>althought, maried daughther, etc.</i>	Providing vocabulary tasks to increase their vocabulary mastery.	a. Students could improve their vocabulary mastery. b. Students are able to spell words correctly.
8.	The students did not put a full stop to indicate the end of the sentence / paragraph.	a. Students were required to give feedback to each other in pairs. b. The teacher/researcher provided feedback.	Students would be aware of the mistakes they did in the texts.
9.	The students did not write in the capital letter for the first letter at the beginning of the sentence and for some particular objects.		

B. The Implementation of the Action

1. The Report of Cycle 1

a. Planning

Considering the problems identified above, some efforts were planned to solve the problems. The efforts were focused on improving the students' writing skills through watching a video containing short animated stories. Based on the results of the discussion with the teacher in a democratic atmosphere on Friday, February 28th 2014, the action plans of the first cycle that would be implemented are presented below.

The implemented actions focused on improving the students' writing ability using short English animated stories. Based on the results of discussion with the English teacher, the researcher acted as the classroom teacher during the implementation. Meanwhile, the action plans which were performed in the first cycle were:

1) Using Short English Animated Stories

As mentioned in the identification of the problem, the students tended not to focus and paid less attention to the lesson. They stated that it was because the lesson was not really interesting. Therefore, short English animated stories in the form of videos would be used as means to improve the students' ability. Videos were employed as the input texts so that the students could get complete information and knowledge.

By watching the videos, they could understand the stories better because they contain sound and moving images that would make the students have no time to focus on the screen. Most of the videos as recorded materials were taken from internet and www.youtube.com. The selection of the videos was based on the consideration between the researcher, the English teacher and the collaborators.

2) Providing Narrative Reading Texts

As the students did not have adequate knowledge of narrative texts, the researcher would provide more narrative reading texts and give them the appropriate model of a narrative text before they were involved in the writing process. This was hoped to build the students' knowledge and ideas of the narrative texts. Furthermore, the students would increase their vocabulary mastery through reading the texts.

3) Providing Grammatical Exercises

The students still had low grammar mastery as mentioned in the field of problems. They did many mistakes in writing the past tense form and were not aware of using past tense in writing a narrative text. By providing grammatical exercises, it would make the students aware of using past tense in writing narrative texts and did not make mistake in writing the past form of some verbs.

4) Providing Vocabulary Exercises

As the students mostly made mistakes in spelling and still had low vocabulary mastery, these exercises were planned to make them able to spell words correctly.

The exercises would also be useful to understand the story/text better as they knew the meaning of every word.

5) Giving Feedbacks

The teacher would be the one to give the feedbacks to the students. She gave the feedbacks to make students aware of their mistakes. Later on, the students were required to give feedbacks to the other student in pairs. By giving feedbacks, they were expected to know and understand the materials well as they had to correct other people mistakes. That would make them work harder in order to be able to do that.

b. Actions and Observations in Cycle I

The actions in the first cycle were carried out in three days of class meeting on 11th April, 19th April and 25th April 2014. The data during Cycle I were collected through observations, interviews and documentations. In this cycle, the researcher shared duties with the collaborators in conducting the teaching and learning process of speaking. While she implemented the actions, the English teacher observed the teaching and learning process at the back of the class and the other collaborator took photographs and videos of the teaching and learning activities in the classroom. The detail description is presented below.

1) The First Meeting of Cycle I

The first meeting was done on Friday, April 11th 2014. The allocation time was 80 minutes. The lesson was started with a greeting, and a question about who was absent that day. After checking their presence, the students were asked about several questions to check their readiness, starting with “Did you study last night?”, “What did you study?”, “Have you ever heard an interesting story? Maybe about a legend of a place, or a fairy tale?” The students tried to answer them in English and explained shortly the story they had heard before. Most of them answered “Roro Jonggrang”, “Malin Kundang”, “Bawang Merah Bawang Putih”, and “Sangkuriang”

After that, the students were asked about the homework that was given in the day they took the pre test scores. Some students made noises and the researcher asked them to pay attention to her. Then, they were asked whether they brought their dictionary with them or not. Half of the students did not bring theirs. Then, the students were informed about what they would do that day. They were asked about what verb is. Some of them answered correctly but the rest kept silent. There were also some of them who gave incorrect answers. Then, the researcher gave brief explanation about it. The researcher gave some examples about verb base, to be and also modal to make them know the differences between the three of them. She explained it by highlighting the words in the text through an LCD. She also told them about how to check whether a word is a verb or not using a dictionary. After listening to the brief explanation, the students were given a task to find some words and the meanings of those words in the text. They were

allowed to open their dictionaries. Most of them were still confused about the instruction given by the researcher. Therefore, she explained again slowly and let the students ask questions if they were still confused about something. Actually, that happened because they were not really focused on the lesson. There were some of them who were having conversation and not listening to the teacher.

They were given time to do the task. However, while doing the task, they asked many questions like whether particular words are verbs or not. In this stage, they were still guided by the researcher and also the collaborator since they still needed it. The female students were the ones that finished the task faster. Some of the male students were not really enthusiastic in doing the task. Then, they were told that after they finished the first task, they would be watching an interesting movie. They were excited and try to finish the task faster. The researcher came closer to some of them and tried to help them if they faced any difficulty. After that, they were informed that the remaining time to do the task was only 15 minutes. All the female students were done doing the task. The male students were having discussion in group or with their friend beside them. There were also some of them who asked for help from the female students. The researcher let them do that as long as they understood the materials. When the time was only seven minutes left, there was a male student who asked whether “when” was a verb or not. He was told to open the dictionary to know the answer. He opened the dictionary and found the answer.

The time was over, the students were asked to pay attention to the teacher because they were going to discuss the task. The researcher read the first sentence

of the text and asked them the meaning of the sentence. They tried to tell the meaning of it. Then she reminded them that “was”, “were”, etc are verbs. She continued to ask what the meaning of the next sentences one by one. She also asked continuously the verbs they found in each sentence they read. She also discussed the meaning of the words by relating them with the contexts in the story. After done discussing all the verbs in the text, she later asked the students what type of verb was used in the text they had read. Some of them knew the answer. Then she asked again about what kind of text it was, they answered that it was a narrative text.

The researcher explained about the generic structure of narrative text. Then she led the students to discuss which parts were the orientation, complication and the resolution. She also asked several questions about the text to check their understanding about the text. After that, she played the video entitled “*The Flying Elephant*”. The students paid full attention to the video. They were later asked about the story of the video. Some of them were pointed to tell the rest of them about the story. The time was over. In the end of the lesson, they were asked if they had questions. The lesson was concluded and they were asked to study at home. (See field note 4)

Some of those activities above can be seen in the following pictures:



Figure 3. The Video was played for the students



Figure 4. The researcher explains the materials to the students

2) The Second Meeting of Cycle I

The second meeting was conducted on 19th April 2014. In this meeting, the activity was continued by showing the video as an input of the writing process. The allocation time was 80 minutes.

The class was started with greeting and checking the presence. The students were asked several questions such as “Did you study last night?”, “Do

you remember what we have discussed in the previous meeting?”. The students tried answer the questions as much as they could with insufficient grammar mastery. Then, the students were informed what they would do that day. There were many students who still remembered the material that was taught in the previous meeting. The researcher informed them that they would watch “*The Flying Elephant*” again. However, this time, they did not only watch the movie, but also they had to do something. She told them that what they needed to do was finding the verbs that were in the video. The students were allowed to do that in pairs. Some students asked her to repeat the instruction because they were still confused. She then explained it using simpler language that would be easier for them to understand.

The students were asked whether they understood the instruction or not. After they all answered that they understood it, the researcher played the video. They focused on listening to and watching the video to find the verbs. She played it three times. After that, they tried to find the meanings of the words in the dictionary. That day, only a few of them did not bring their dictionaries. The researcher walked around the class to check if they found difficulties. Then the students were informed that the time to do the task was over and they were asked to stop doing the task because they were going to discuss the answers. The researcher started by asking some students the verbs they have found one by one. Some of them answered the questions and then the rest of them were asked whether the answers were correct or not and then discussed it together. She played the video again to check the verbs in every sentence. The video was paused in

every sentence. After getting all the verbs, they were asked about the meaning of those words. They were also asked about the meaning of the words, the present tense verbs of the words they found and also about pronoun. The next thing the students did was submitting their works.



Figure 5. The students did the tasks given by the researcher

Then, they were given a task again. The task was to complete several incomplete sentences that actually were taken from the video. The researcher explained the task and said that she was going to play the video again. The students were required to complete the sentences by paying attention to the video. The task was done in pairs. They paid attention to the video in order to be able to do the task given to them. Many of them found difficulties on writing the right spelling, so after the video was finished, they were allowed to check their dictionary. After that, they discussed all the incomplete sentences one by one by checking through the video. In discussing the answers, she paused the video in the parts that needed to be completed and told them to watch and listen carefully.

Most of them still made mistakes in spelling. They also were not sure about the meaning of those words. She then told the students the right answers along with the meanings. She also asked them whether they had some questions or things they were still confused about. They were still reluctant to ask questions. However, there were some female students who asked some questions such as the meaning of particular words, the differences between some words.

She asked the students to submit the answer sheets to her because the class was almost over. They were given homework about jumbled paragraph before going home. She explained the instruction so that they would understand and were not confused about what to do. Then, they were asked whether they had questions related to the homework. Some male students asked some questions regarding the homework. The time was over. The lesson was concluded in the end of the lesson and the students were asked to do the homework given to them and to bring it in the next meeting. (See field note 5)

3) The Third Meeting of Cycle I

The third meeting of Cycle I was conducted on 25th April 2014. In this meeting, the students would be asked to write a narrative text in the end of the lesson before the progress test. The allocation time was 80 minutes. The researcher started the lesson with greetings and checking the presence. She then asked about the homework given to them in the previous meeting. They took out their homework to be discussed together. The task was to make a right paragraph from jumbled paragraph given by her. Most of them got the right answer.

After that, the students were informed about what they would be doing that day. They were going to watch again a video about The Flying Elephant before they were asked to write a narrative text. Before playing the video, she explained first about what they needed to do in the middle of watching the video. They were informed that they needed to write some important point about the story in the video that would be played for them later on in order to be able to write the narrative text smoothly.



Figure 6. The students wrote the narrative text

Then, the video was played and they paid attention to it. Sometimes, there were some of them who talked with their friends commenting the story in the video. Some of them took a note of several things they thought important. After that, they asked her to play it over and over again until they understand the whole story. Then, she asked the students to check their understanding about the story. They answered it orally. The researcher explained again that they need to write the story they had heard from the video. However, they still needed guidance. That is why she gave them some pictures series without any explanation. The

pictures were used to help them to develop and remember the order of the story. The students seemed very happy with the existence of the guidance. They were reminded again about the generic structure of narrative text. Only a few of them remembered about that. They were also asked again about what tense they should use in writing narrative text. Most of them remembered about it. There were some students who were very confused and did not understand the instruction well. The researcher then explained it to them in Bahasa Indonesia.

They started to write the narrative text. Some of them wrote the text based on the explanation of the picture series and some of them wrote it right away in the paper provided by the researcher. She also reminded them not to cheat or search in the internet. There were some students who started with writing it in Bahasa Indonesia first and translated it later. While the students wrote the text, she walked around the class to know if the students found any difficulty. Most of them asked questions because they were still confused about something. They were also allowed to have a discussion with their friends and to use their dictionaries to help them writing the text. Before the class was over, the researcher asked them who finished writing the text. There were three students finished it. Then, she asked them to submit the works to her. She made it as example to give feedback. She brought one of them and then asked the students to pay attention to her. She read aloud the text and asked whether there were mistakes or not. Some of them did not know the mistakes that their friend made, so she corrected the mistakes but still gave the student compliment. She also reminded the rest of the students not to make same mistakes. The time was almost

over, so she asked the students to submit their works. They submitted their works. Some of them wrote not too long texts. It seemed like they still had difficulty in expressing their ideas into written form. The class was concluded and the researcher asked them to study about narrative text again. (See field note 6)

c. Reflection

After conducting the action in Cycle I, the researcher and the collaborator discussed the results to make the reflection on the teaching and learning process of writing using short English animated stories. This discussion also fulfilled the democratic and dialogic validity of this research.

In the process of a discussion, the researcher analyzed the data from the result of the observation of the implemented action. She also interviewed the collaborator and the students to look into the implementation of the action.

1) Using Short Animated Stories

The use of short English animated stories was a very good idea because it could involve the students to the lesson more than other methods that had been used by the teacher. It was proven by the statement stated by the English teacher who also acted as a collaborator of this research.

-
- R : *“Bagaimana pendapat Bapak tentang penggunaan video dalam kelas writing ini?”* (What do you think about the use of short English animated stories in teaching writing, Sir?)
 ET : *“Kalau dari pengamatan saya ketika pelajaran berlangsung, penggunaan video bisa dibilang sangat tepat karena terbukti dapat membuat mereka lebih tertarik kepada pelajaran. Biasanya mereka*

seperti tegang setiap pelajaran bahasa Inggris, namun dengan penggunaan video, mereka sepertinya lebih relax. Selain itu, input yang berupa video ini tentunya lebih membuat mereka mudah memahami isi dari cerita karena jika video ada gambarnya, sehingga mereka lebih bisa membayangkan kejadiannya dari gambar bergerak tersebut.” (As I observed the process, I can tell that the use of short English animated stories is a very good thing to get their attention. They seemed to be more relaxed because they usually feel anxious whenever English subject started. Besides, I think that video is a better input for them because in video, there are images and moving pictures that can help them in understanding the story better than if it is only an audio. The image and moving pictures allow them to be able to imagine the real events.”

R : *“Lalu menurut Bapak kekurangan dari penggunaan video di Cycle I ini apa ya, Pak?”* (Then, what do you think of the implementation of the video in Cycle I? I mean the things that can be said as “Unsuccessful enough”?)

ET : *“Saya rasa yang mungkin masih kurang adalah keefektifan penggunaan video tersebut. Mungkin perlu di perhatikan lagi pemanfaatan waktunya karena sepertinya pemutaran videonya hanya berdasarkan permintaan siswa. Seharusnya tentu tidak seperti itu. Akan lebih baik jika hal tersebut dapat diperbaiki di siklus selanjutnya.”* (I think the thing that was not really maximized was the time management when using the videos. I noticed that the number of how many times you play the video was based on the students’ requests. That is not how it should be. It will be better if that can be improved in the next cycle.)

Interview Transcript 9

The students stated that the videos made them understand the story better. Besides, they said that it was fun to learn with new method because they had never learned that way in the class.

R : *“Gimana belajar pakai video? Asyik gak?”* (What do you think about the video for the teaching and learning process?)

S2 : *“Enak, Miss. Jadi lebih paham sama ceritanya. Asyik soalnya biasanya kan cuma suara aja kalo listening.”* (It was good, Ma’am. Through video, we could understand the story in the video better. It was very fun.)

Interview Transcript 10

2) Providing Narrative Reading Texts

The students had been through some drills on comprehending the narrative texts. The English teacher shared his thought saying that most of the students had gradually grasped both of the generic structure and language features in the narrative texts. However, there were some students who had not understood the generic structure of it well, meaning that they still could not tell which parts were the orientation, complication and resolution.

R : *“Menurut Bapak kemajuan apa yang telah dicapai di Cycle I ini?”*
(Do you think there have been some improvements in Cycle I?)

ET : *“Ya, sudah ada kemajuan tentu saja. Hal ini bisa dilihat dari sikap siswa dalam proses pembelajaran yang sudah menunjukkan kemajuan. Meskipun belum begitu besar, namun sudah ada kemajuan dalam hal kepercayaan diri untuk mencoba mengerjakan latihan latihan sendiri. Untuk pengetahuan tentang narrative text, kebanyakan sudah paham. Namun ada beberapa yang masih belum bisa memahami bagian mana yang termasuk bagian orientasi, komplikasi dan juga resolusi. Oleh karena itu, mungkin setelah menonton video ataupun membaca teks naratif, akan lebih baik jika diberi pertanyaan tentang manakah bagian dari orientasi, komplikasi dan resolusi dari teks tersebut sehingga semua siswa akan dapat memahami. Soalnya, banyak yang malu untuk bertanya sendiri, jadi lebih baik dijelaskan saja.”* (Yes, of course. It can be seen from their behavior and writing ability in the teaching and learning process in the class. Even though it was not really significant, they have showed some changes. They gained confidence than before as we can see that they were already confident to do the task by themselves. However, there were still some students who did not understand well about the generic structure of the narrative text as they still could not differentiate which ones were the orientation, complication and resolution. So, it would be better if you can give a model of how to differentiate them for example after done watching the videos or reading the narrative texts, you give them some questions related the generic structure and then discuss it together so that they all can understand. It is because of there are so many of them who are still shy to ask questions, so it will be better if you explain.)

Interview Transcript 9

3) Providing Grammatical Exercises

As I mentioned before, the researcher provided some grammatical exercises to give them proper basic knowledge of writing narrative texts. There were several things that needed to be underlined. It was that even though they already got the idea of using past tense in narrative, there were still many of them who did not fully memorize all the past form of the verbs.

- R : “*Gimana latihan latihannya? Bisa ngerjain gak?*”
(How was the lesson? Were the tasks difficult?)
- S1 : “*Agak susah, Miss. Sebenarnya gak begitu ding, tapi seringnya kita gak tahu apa bentuk kedua kata katanya itu.*” (It was a little bit difficult, Ma’am. Actually we could do that, but we often do not remember the past form of those words. That is why we could not finish it fast.)

Interview Transcript 10

4) Providing Vocabulary Exercises

In relation to the previous point, it is important for them to know many words and vocabularies in order to be able to express their ideas in a written language. That was why the researcher provided them with enough vocabulary exercises. The exercises could give some helps because she drilled them with some verbs along with the past forms. However, there were still many students who made mistakes in terms of verb class and spellings.

5) Giving Feedbacks

The feedbacks were given by the teacher to the students to make them aware of their mistakes, so that they would not repeat them anymore. However, the works of the students that were presented to show them which one were still

false were only from two students. It was because of the limited time, so the rest of the students did not know their mistakes. In the end, after she was done correcting, she gave their works to them.

Although there had been some progress in their writing ability, there were still many mistakes they had. However, the result of their writing in Cycle I was better than in the pre test. Most of them still got problems in the aspects of language use, mechanics, vocabulary and content. There were some of them who had the problems about the regular and irregular verbs for the past form. There were still misspelling words, such as *thieft*. They also often used the wrong choice of words such as “The farmer’s wife told them the true.” It supposed to be “**the truth**”, etc. It can be seen in the following pictures.

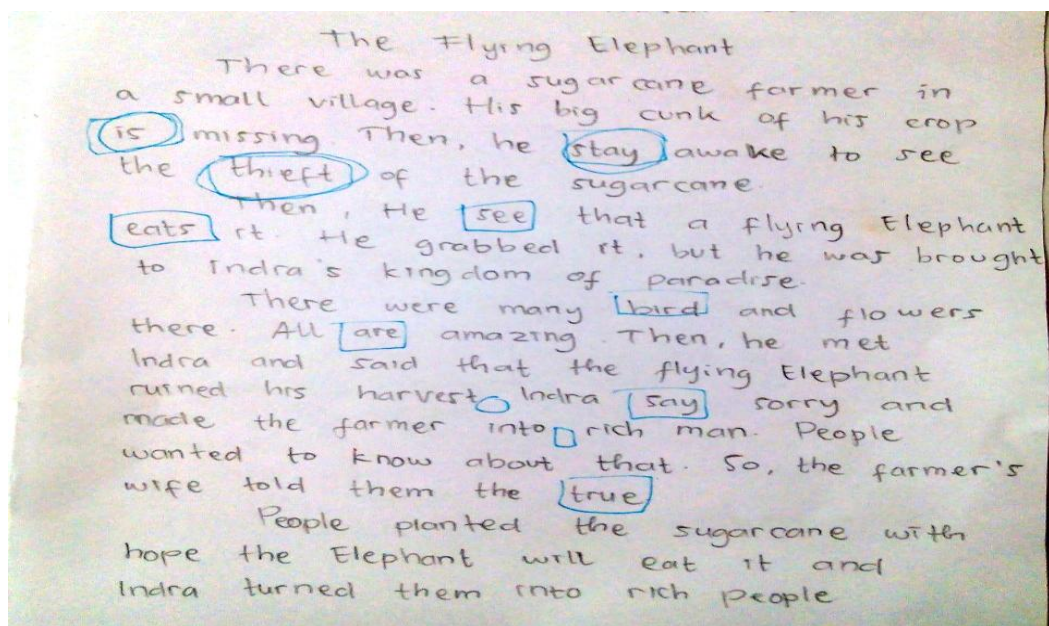


Figure 7: The result of a student's writing in the progress test (1)

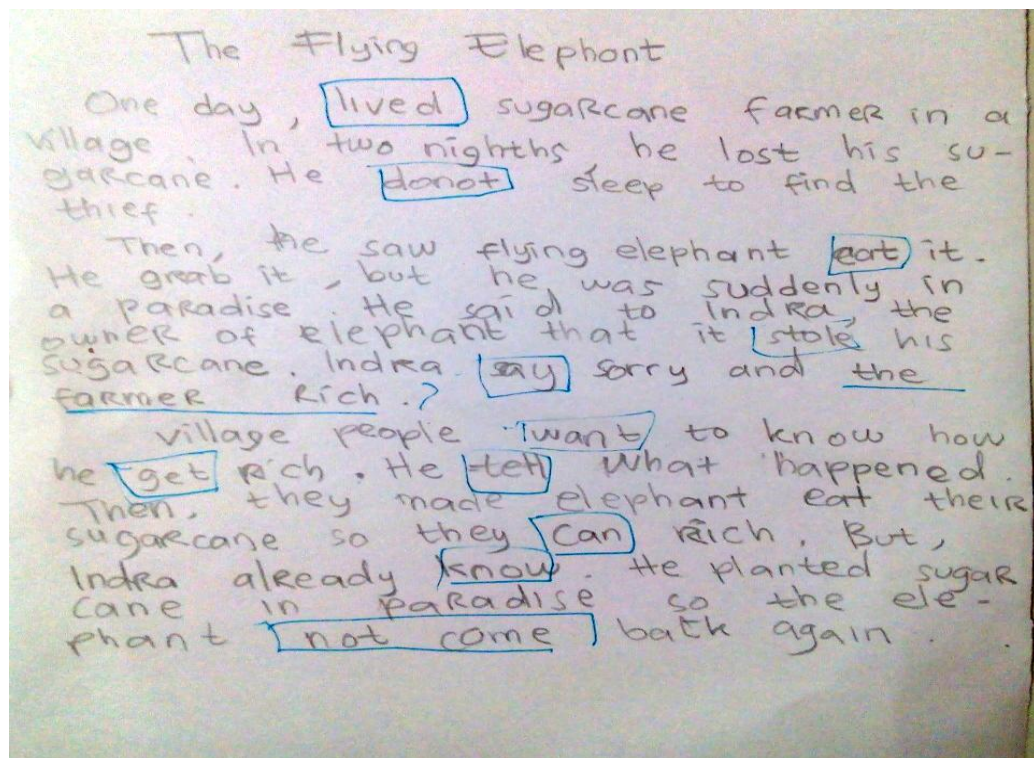


Figure 8: The result of a student's writing in the progress test (2)

To support the data validity, the writing assessment was also carried out to measure the improvement of the students' writing skills. The researcher adopted some indicators of the writing performance including content, organization, vocabulary, and grammar and mechanics. The following table presents the students' mean scores on each aspect of writing during the teaching and learning process or in the progress test.

Table 9. The Students' Mean Score of Each Aspect in Cycle I

	C	O	V	G&M
Mean	18.3	17.0	15.8	15.0

C : Content

O : Organization

V : Vocabulary

G&M : Grammar and Mechanics

The students' mean scores in the content aspect of writing reached 18.3 out of 30. It was categorized as *good to average*. They had some knowledge of subject and adequate range but limited development of thesis. The content was mostly relevant to topic but still lacked supporting details. The students in general had difficulties in generating and expressing their ideas in English as it took them quite long time.

In the organization aspect, students in average managed to accomplish 17 out of 30. This range of score was categorized as *average*. They already had stand out main ideas. However, they still had limited support and logical and incomplete sequencing.

In terms of vocabulary, the results of students' writing in general showed that they had adequate range of vocabulary as they scored 15.8 out of 20. Some of them still made errors in word choice.

The students reached 15 out of 20 in the grammar and mechanics. It was categorized as *good to average*. Students' writing products had simple construction but it was quite effective. They showed several errors in choosing the verbs, word order/function, article, and pronouns.

d. Findings of Cycle I

After reflecting on the implemented actions and scoring the students' writing, the researcher and the collaborator concluded the findings of Cycle I. There were some successful actions during the implementation in this cycle. In

summary, the result of the changes of the students' writing ability after the action in Cycle I was presented in the table below.

Table 10: The Result of the Changes of the Students' Writing Ability in Pre-Action and Cycle I

No	Problems	Pre - Action	Cycle I
1.	The Students' Attitude	<ul style="list-style-type: none"> - There were many students who were likely to play and chat with their friends instead of doing the tasks. - Most of them had claimed that English was one of the most difficult subjects. - They thought that the lesson was monotonous and uninteresting. 	<ul style="list-style-type: none"> - As the video required them to listen and watch at the same time, they were showing positive attitude by not having too much conversation with their friends except it was to comment the story in the video. - The video was successfully able to get their attention to engage them to the lesson. However, there was a problem that they always requested to play again the videos.
2.	The students' writing ability a. Content	<ul style="list-style-type: none"> - Most of the students had insufficient knowledge about the story they wrote. It proved from the fact there were some of them who had quite surprising stories, such as they wrote the story of Malin Kundang that went to Jakarta instead of to other village like the original story is like. 	<ul style="list-style-type: none"> - Because the video contained audio and also visual short stories, the students were able to understand the story better. The images helped them imagining the real situation that supported them to comprehend the story. <p>(Continued)</p>

	(Continued)	<ul style="list-style-type: none"> - They did not provide adequate supporting details. - They found a great difficulty to get ideas to write the text. - It took them a very long time to write one story they know because they had no ideas. - The students were not confident enough to write a narrative text. 	<ul style="list-style-type: none"> - Although they still had some difficulties in expressing their ideas, the results showed that it was better than in the pre action. - Some of them made quite short narrative texts.
	b. Organization	<ul style="list-style-type: none"> - They did not write the narrative text the story in the perfect order. Sometimes they jumped and made the story confusing. - They did not know about the generic structure of narrative text. 	<ul style="list-style-type: none"> - Most of them already understood about the generic structure of narrative text. However, there were some of them who still could not be able to write texts with orientation, complication, and resolution. - It was somewhat choppy, but the main ideas were clearly stood out.
	c. Vocabulary	<ul style="list-style-type: none"> - The students made many mistakes when writing and using irregular verbs as the regular ones. For example "leaved", "taked", etc. - The students were not aware of the adjectives and verbs such as "life" when they were supposed to write "live". 	<ul style="list-style-type: none"> - They still had difficulties when there were unfamiliar verbs for them, especially in finding the past form of them. However, they were allowed to open their dictionaries. - There were some students who often had mistakes in terms of word choices. <p>(Continued)</p>

	(Continued)		
	d. Grammar and Mechanics	<ul style="list-style-type: none"> - Most of them did not use past tense in writing narrative text. - They wrote sentences with incorrect grammar. - They often forget to put to be in sentences needed it. For example, they wrote “Her mother very angry with Malin”. - The students wrote “several day” instead of “several days”. - Some of the students did not use capital letter for the first letter at the beginning of the sentence and for some particular words or objects. - There were so many misspelling words such as “althoug”, “maried”, etc. - The students did not put a full stop to indicate the end of the sentence / paragraph. 	<ul style="list-style-type: none"> - Some students still forgot to change the verbs into past forms. However, the number of the students having this error was decreasing. - The students had already got feedback about their spellings and had been aware of putting full stop at the end of every sentence. - There were also some students who were not aware of writing capital letters appropriately.

2. The Report of Cycle II

a. Planning

According to the reflection conducted in the first cycle, the researcher and the collaborator found that some problems still existed and needed to be solved in Cycle II. The problems were presented in the following table.

Table 11. The Existing Problems in Cycle I

No	Problems	Descriptions
1.	Students' language use and vocabulary	<ul style="list-style-type: none"> - Some students still forgot to change the verbs into past tense forms. - There were still some students who often did mistakes in terms of word choice.
2.	Students' mechanics	<ul style="list-style-type: none"> - There were still some students who were not aware of their wrong spelling. - There were still some students who were not aware of their using capital letter appropriately.

In the planning of the implementation of Cycle II, the researcher and the collaborator planned to carry out the cycle in three meetings like they had done in Cycle I. They planned to have the students more focused on the writing process and made an effort to improve the students' writing ability through the use of short animated stories.

They planned to keep using short animated stories, providing grammatical exercises and narrative texts. The descriptions of some improved actions are presented as follows.

1) Using Short Animated Stories

As the teacher revealed during the interview, having the students who were enthusiastically on the lesson was efficient with the use of short animated stories. The students had already shown some positive changes during the teaching and learning process. So, the researcher planned on continuing to use them to teach the students.

However, the researcher was aware that the students were too comfortable because she played the video again and again when students requested it. In the next cycle, she would not do that anymore. The English teacher and the collaborator also suggested setting the number of the videos playing for the students.

2) Providing Narrative Reading Texts

The narrative texts are the most important models of writing for them. That was why the narrative texts were still needed by them. In order to be able to write proper narrative texts, they need good models. Aside from the videos with English subtitle in them, the students would also be given texts as inputs.

3) Providing Grammar and Vocabulary Exercises

This point is important because the students had one of problems related to grammar and vocabulary mastery. It was the fact that still there were quite many of them who were still forgot to use past tense verbs. There were still some students who often had mistakes in terms of word choices.

Based on the reflection of cycle I, the researcher discussed it with the English teacher and collaborator and decided to add some exercises. The exercise for improving their grammar mastery would be in the form of jumbled words. They were required to arrange the words in order for them to become correct sentences. They were also supposed to find the verbs from the sentences and the find the past form of those verbs. For the vocabulary mastery, they would be given some words and they would be asked to find the meanings and make sentences with the words. They would be learning both the grammar and vocabulary.

b. Action and Observation in Cycle II

1) First Meeting

The first meeting of Cycle II was conducted on Friday, 2nd May 2014. The allocation time was 80 minutes. The lesson was started with a greeting, and a question about who was absent and continued with the researcher asking the students' readiness. She asked as usual questions such as "Did you study last night? What did you study?" Then they were asked about their opinions on using videos in the teaching and learning process. Most of them showed positive responses about that.

After that, the researcher gave them their works in the previous meeting that were already given feedbacks. They were informed about some highly frequency mistakes that they had done. She also asked them to pay attention more and not to repeat the same mistakes. They were asked whether they had something

they needed to ask before the lesson was started. They had nothing to ask. Then, the class was started with the researcher telling them that they would still learn about narrative text and that they would be watching videos again. The students were so excited about that. They waited for watching the videos.

The researcher began with giving them a warming up activity. They were given some list of words that would help them to understand the story better. They were asked to guess the meanings of the words. There were already the meanings of the words that were provided by the researcher. The meanings were not the translations into Bahasa Indonesia. They were in English. They were given about 15 minutes to do the task and after that they discussed it together. After done discussing it, the researcher told them that they would be watching a video about Cinderella. They seemed interested about that idea because it turned out that there were quite many of them who still did not know about the story. They who claimed they knew also did not know the detail of the story, they just knew that Cinderella was kind and her stepsisters were bad.

As the English teacher and the collaborator suggested to her, this time, she told the students that the video would be played three times only so they must pay attention to the video. Before the video was played, the students were given a task to find the verbs that were in the story or in the subtitle of the video. They were required to pay attention to the story carefully because there would be some questions related to the story. They were asked whether they had some questions related to the instruction or not. They said they did not, so she played the video.

This time, they were more focused in finding the verbs and trying to understand the story because they remembered that they only had three chances to watch it.



Figure 9. The students was watching the video

There were many students who could get many verbs from the video, however there were also some of them who got only some verbs. After playing the video three times, the researcher then walked around the class to see if they did the task as instructed. Most of them did it as it was told. Then, the researcher asked them to find the present tense forms of the verbs they had found along with the meanings. They were allowed to use their dictionary. They discussed it together once they finished the task. The video was played once again in order to confirm the verbs that were in it.

When they were done with the verbs, the researcher gave them another task. They were given a paper with some questions related to the story to check their understanding about the story. There were given 15 minutes to do that. After that, they discussed the answers together. They were required to write the answers in the white board by raising their hand first. Then they would be called on to

write their answers. If it was correct, then he/she would be given applause by the rest of the students. The answers that were incorrect would be corrected so that they know the right ones.



Figure 10. The researcher guided the students

The time was almost over. The students were asked whether they had some questions related to the lesson or not. There were some of them who asked questions about the meaning of particular words and how to use it in real context. Then, the researcher concluded the lesson and asked them to study about the generic structure and the tense used in narrative text. (See field note 7)

2) Second Meeting

The second meeting of Cycle II was conducted on Friday 9th May 2014. The allocation time was 80 minutes as usual. The lesson was started by greeting and praying. Then, they were asked whether they actually learned about the generic structure of a narrative text and the tense that is used or not. Some of them claimed that they studied about those two things in the previous meeting. After

that they were asked whether they were ready or not to start the lesson. They answered that they were ready.

The researcher asked them to pay attention to the screen because she would play the video again before asking them the generic structure of narrative text. They watched it seriously. Then the researcher asked them to mention the generic structure. Most of them were able to mention the parts. After that, she asked them to mention which part of the video was the orientation, complications and resolution. They were required to write it briefly on their papers. Later on, they were asked to write the answers on the white board one by one. The researcher was the one who pointed which students should write their answers. Then, they discussed it together. She communicated with them actively to ask whether the answers were correct or not. If they were incorrect, then she asked who were able to correct them.

After giving exercises concerning with the generic structure, the researcher continued giving grammar exercises for the students. They were given some tasks to make them understand and aware of the grammar and tense they should use. There were some kinds of tasks for this grammar exercises. The researcher was aware through the reflection stage that the grammar exercises in Cycle I were somehow not good enough so she planned ones that were in a better order. Before that, they were required to read a text entitled Keong Mas and then did the first task that was a task that required them to change the verbs in some sentences provided for them from present tense form into past tense forms. She gave them 15 minutes to do that. After that, they discussed the answers together.



Figure 11. The students did the tasks

The next task was rearranging the jumbled words into good sentences. So, there were some sentences, and the words in each sentence were not in the right position. So, they were required to arrange them. She gave them 15 minutes. Once the students had done with the task, they discussed it again. After that, they were given jumbled sentences as the next task. There were some sentences that actually it was only a paragraph. They were required to make the sentences into a perfect paragraph. They were given 10 minutes. Again, they discussed the right answers. The last task was jumble paragraph. There were some paragraphs provided for them, and they were required to arrange the paragraph in order to become perfect narrative text. For this task, she gave them 15 minutes also. They did the task diligently. Some of them asked their friends or the researcher if they find something difficult. She walked around the class, to check how they did the task. After 15 minutes were over, she led the discussion to discuss the right answers.

The time was almost over, she asked the students whether they had questions regarding the lesson. They did not ask any question. Then she concluded the lesson on that day and asked them to study what they had learned.

(See field note 8)

3) Third Meeting

The third meeting of Cycle II was conducted on Saturday 10th May 2014. That was planned to be the last meeting in this research. So, they would be writing the narrative text here. The lesson was started by greeting and praying as usual. Then, the researcher asked about who was absent that day and whether they studied or not on the previous night. She also asked whether they still remembered the lesson they learned in the previous meeting. Most of them still remembered. She informed the students that they were required to write a narrative text about the video they had watched before, that was about Cinderella. They were informed that the video would be played once again before they wrote the text, so they needed to pay attention to it.

Then, the video was played again once. They paid attention to it. Some of them even took some notes. The researcher then gave them guided pictures to make them easier in telling the order of the story. However, they were asked to use their own language in writing the text. She asked them whether they understood the instruction or not. There were some students who asked questions. She explained to them in a way they could understand it. Then, they started

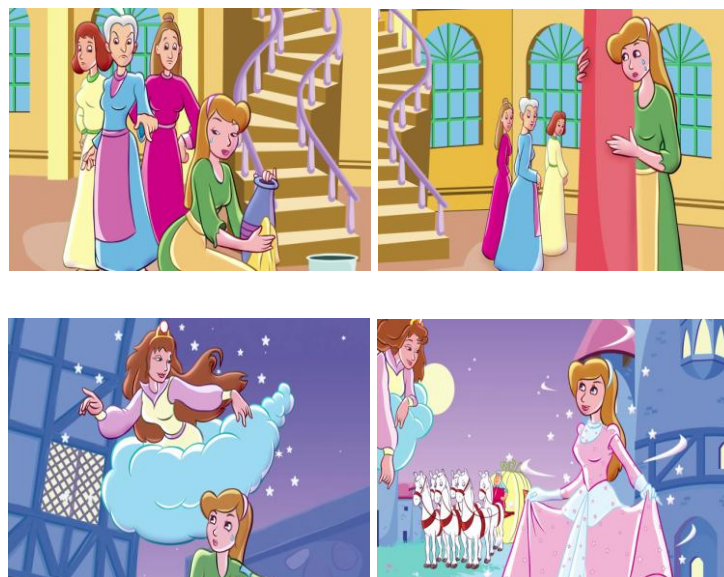
writing the text. After they finished writing, she conducted interview with them.

Then, the time was over. (See field note 9)



Figure 12. The students started to write the narrative text using the series of pictures as guidance

The following pictures are screen captures of the short story in the video entitled “*Cinderella*”. These were used to help student do the writing task after watching the video.



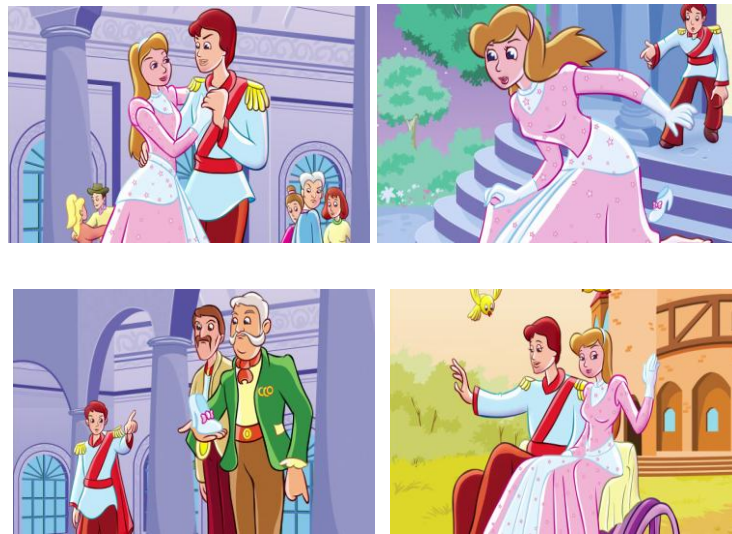


Figure 13: The picture series to help students writing their narrative texts

a. Reflection

After implementing the actions in Cycle II, the researcher and the collaborator evaluated the process of implementation of the actions through some discussions. Those reflections were used to fulfill the democratic and dialogic validity mentioned in the previous chapter.

1) Using Short English Animated Stories

The students had expressed their thought about the activities carried out during the teaching and learning process. They revealed that they enjoyed the video so much. However, based on the interview done with the English teacher and collaborator, they argued that there should be a limitation on playing the video because the students seemed too comfortable to ask the researcher to play the video again. So, in Cycle II, she limited the number of playing the video to

them into three times only. At first, they went “Yaaaah...”, but as the time passed, they seemed okay with that.

The following interview transcripts described the perspective of the implemented actions in Cycle II.

- R : “*Menurut kalian kegiatan di kelas tadi bagaimana?*”
(What do you think of the activities during the teaching and learning process?)
- S1 : “*Menyenangkan dan bermanfaat, Miss.*”
(It was fun and worthwhile, Ma’am.)
- R : “*Apakah membosankan pelajarannya?*”
(Was it boring?)
- S1 : “*Sama sekali enggak, Miss. Asyik malah soalnya nonton film.*”
(Not at all. It was very interesting because of the videos.)
- R : “*Apa pendapatmu soal belajar pake video?*”
(So, what do you think of using videos in the teaching and learning process?)
- S1 : “*Menurut saya sih enak banget, Miss. Jadi lebih gampang memahami ceritanya soalnya terbantu sama gambar dan suara.*”
(I think it was very good because we were able to understand the story better since the audio and visual helped us to do that.)

Interview Transcript 12

2) Providing Narrative Reading Texts

Just like what the researcher had done in the first cycle, in Cycle II, she still gave them narrative reading texts. However, now the texts were in the form of grammar exercise such as jumbled paragraph, etc. Then, the students were asked to tell which parts of them were the orientation, complications and resolution. The texts were meant to give them exposures so that they would be familiar with narrative texts so that it would help them in writing narrative text. The result of it was the narrative texts indeed helped the students to understand the generic

structure so that they were able to write texts with good generic structure. The following is the result of the interview with the collaborator regarding the implementation of the action.

- R : *“Apa pendapat Bapak tentang penggunaan narrative texts ini?*
(What do you think about the use of narrative texts in the teaching and learning process?)
- ET : *“Menurut saya, itu bagus sekali karena memang ini skill yang diajarkan adalah writing, jadi input berupa reading itu harus ada. Saya rasa dengan metode yang Mbak gunakan yaitu dengan menjadikannya grammar exercises, itu bagus agar mereka tidak bosan, dengan membuatnya menjadi paragraph acak, dalam menyusunnya tentunya mereka perlu memahami kontennya. Jadi, saya rasa itu bagus untuk mereka.”*
(“In my opinion, that was so good because you were indeed teaching writing skill which needs reading or text as input. I think the method you used was quite good as you made it into grammar exercises such as jumbled paragraph, etc. that was very good as the students were required to understand the content of text first in order to be able to arrange the text perfectly.”)

Interview Transcript 11

3) Providing Grammar and Vocabulary Exercises

The next one was providing grammar and vocabulary exercises. After knowing the knowledge and also the generic structure of narrative text, they need to know the correct grammar and enough vocabulary in order to write ideal narrative texts. The vocabulary exercise was as the one in Cycle I, that was to find the verbs from the video they watched, after that they were required to find the present tense form and then searching the meanings of them. They did the task as told. The grammar exercises were arranged from the basic one to the complicated

one from the sentence, the paragraph to the text. They were in the form of jumbled words, sentences and paragraph. The English teacher and the collaborator were agreed that those exercises would be effective to improve students' writing ability. The following is the result of the interview with the collaborator regarding the implementation of the actions.

R : *"Menurut Bapak, bagaimana penggunaan grammar exercises dengan model seperti ini di Cycle II?"*
(What do you think about the grammar exercises implemented in Cycle II?)

ET : *"Bagus sekali, Mbak. Siswa bisa belajar dari dasar kalau mungkin masih ada yang belum tahu basic kalimat, jadi dari exercise jenis pertama yaitu jumbled words, mereka jadi mengerti bahwa sebuah kalimat harus memiliki subject dan verb. Kalau dari exercise yang terakhir, mereka jadi memahami konten dari text karena untuk bisa menyusunnya menjadi text utuh, mereka pertama tama harus paham konten dari teks tersebut."*

"It was very good. The students could learn from the base if there were some of them who did not really understand about how a sentence in English should be like. It has to have subject and verb. So, in the first task, they were able to know that as to arrange the sentence in the correct one, they should know that. Then, in the jumbled paragraph task, they were required to understand the content of the text first in order to be able to arrange the paragraphs into a good narrative text."

R : *"Lalu apakah menurut Bapak siswa masih sangat kesulitan ketika menulis teks?"*

"So, do you think the students still have problems in writing the texts?"

ET : *"Kesulitan si pasti masih ada, tapi sudah kelihatan banyak berkurang. Karena kemampuan mereka masih rata-rata, jadi masih butuh arahan lebih lanjut. Tapi bisa dibilang sudah jauh meningkat dibanding waktu pre test."*

"They might still have some problems but it seemed that the number of the problems had been decreased. Since their proficiency level was still in average level, they still need guidance. However, it was already improved compared to the pre test stage."

Meanwhile, here is the result of the interview with some of the students. They had a clear idea of using past tense in writing narrative texts, although they had not fully mastered all the irregular verbs. They could take the benefit after the activities carried out in the class.

- R : *“Dari pembelajaran dengan saya, apakah kamu masih menemukan kesulitan dalam belajar bahasa Inggris? Kalau iya, letak kesulitannya dimana?”*
(From the lesson, do you still find difficulties in learning English?)
- S2 : *“Iya, Miss. Tulisannya sudah tahu tensesnya pakai past tense, tapi saya masih bingung kalau kata yang ditambah “ed” dan kalimat yang beraturan dan tidak beraturan itu, Miss. Belum hafal semua terus juga susah juga dalam menyusun kalimatnya.”*
(I learned the correct tense in narrative text is past tense, although I sometimes still could not remember whether it belongs to regular or irregular verbs. It is hard to get the correct one and write sentences without memorizing the correct form especially for the irregular ones.)
- R : *“Setelah saya jelaskan kemarin, sedikit terbantu tidak?”*
(After the activities carried out in the class, does it help you?)
- S2 : *“Iya, sangat terbantu, Miss. Videonya juga asyik. hehehe”*
(Yes, it helped a lot, Miss. And I love the videos. hehehehe)

Interview Transcript 12

The result of their writing in the post test showed that they had better performance compared to their writing in the pre test. They developed their ideas better as they had videos as inputs. They already made good sentences with correct grammar even though some of them still committed some errors in particular aspects especially mechanics. In the language aspect, they could use the appropriate tenses. They were of the language features of narrative text after they had been done through some drills.

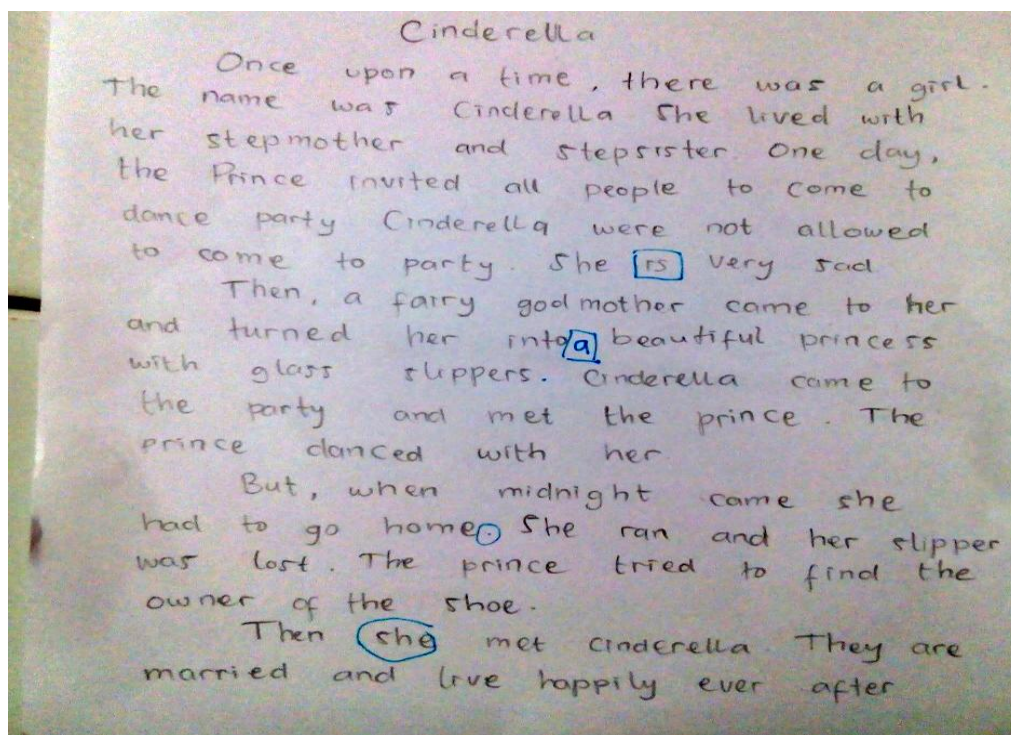


Figure 14: The result of a student's writing in the post test (1)

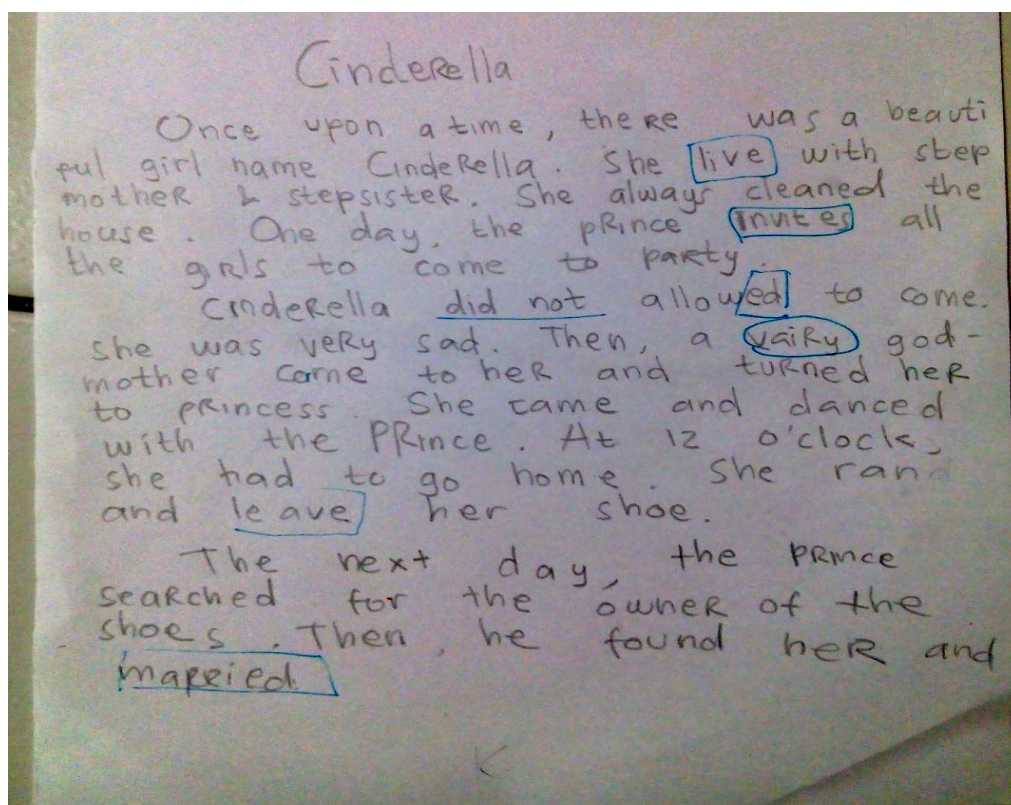


Figure 15: The result of a student's writing in the post test (2)

Based on the interview with the collaborator and the students, the observation and the students' writing in Cycle II, the researcher and the collaborator and the English teacher did the discussion. Because the implementation in Cycle II which was considered successful and the objective of the research had been achieved, the researcher and the collaborator agreed to end this research in Cycle II. The following is the interview transcript reflecting the agreement between the researcher and the English teacher.

- R : *“Jadi penelitian ini sudah cukup, Pak?”*
 (So, do you think we should end this research, Sir?)
 ET : *“Iya sudah bisa terlihat peningkatan yang signifikan.*
 (I think so. There had been some significant improvements on them as they performed better in the end of Cycle II..)
 R : *“Baiklah, Pak. Terima kasih banyak atas bantuannya.”*
 “Alright, Sir. Thank you so much for your help.”

Interview Transcript 13

b. Finding of Cycle II

In Cycle II, the researcher and the English teacher implemented some improved actions. They hope that the teaching and learning process of writing would be more enjoyable and not make students under pressure. In summary, the change results of the actions during the teaching and learning process in Cycle I and Cycle II can be seen in the following table.

Table 12: The Result of the Changes of the Students during Teaching Writing and Learning Process in Cycle I and Cycle II

No	Problems	Cycle I	Cycle II
1.	The Students' Attitude	<ul style="list-style-type: none"> - As the video required them to listen and watch at the same time, they were showing positive attitude by not having too much conversation with their friends except it was to comment the story in the video. - The video was successfully able to get their attention to engage them to the lesson. However, there was a problem that they always requested to play again the videos. 	<ul style="list-style-type: none"> - The students showed positive attitude during the teaching and learning process while the researcher and collaborator kept monitoring and guiding the students. - They felt relaxed and had fun during the class while watching the videos. - They were no longer asking the researcher to play the video over and over again in order to do the task.
2.	The students' writing ability a. Content	<ul style="list-style-type: none"> - Because the videos contain audio and also visual, the students were able to understand the story better. The images helped them imagining the real situation that supported them to comprehend the story. - Although they still had some difficulties in expressing their ideas, the results showed that it was better than in the pre action. - Some of them made quite short narrative texts. 	<ul style="list-style-type: none"> - Most of the students developed their ideas well as the results of their writings in the end of Cycle II as they were able write longer texts. - Most of them could provide more details in their texts.

(Continued)

	(Continued) b. Organization	<ul style="list-style-type: none"> - Most of them were already understood about the generic structure of narrative text. However, there were some of them who still could not be able to write texts with orientation, complication, and resolution. - It was somewhat choppy, but the main ideas were clearly stood out. 	<ul style="list-style-type: none"> - The students had already orientation, complication, and resolution parts in their texts. - They could provide more supporting details in writing the narrative texts. - They had logical sequencing and cohesive text.
	b. Vocabulary	<ul style="list-style-type: none"> - They still had difficulties when there were unfamiliar verbs for them, especially in finding the past form of them. However, they were allowed to open their dictionaries. - There were some students who often did mistakes in terms of word choice. 	<ul style="list-style-type: none"> - The students had better vocabulary mastery as they had memorized some words after getting exposure of narrative through watching videos and reading stories. - They seldom did mistakes in term of word choice and the correct form of the words.
	b. Grammar and Mechanics	<ul style="list-style-type: none"> - Some students still forgot to change the verbs into past forms. However, the number of the students committing this error was decreasing. - The students had already got feedback about their spellings and had been aware of putting full stop at the end of every sentence. - There were also some students who were not aware of writing capital letters appropriately. 	<ul style="list-style-type: none"> - Most of the students were aware of using past tense in writing narrative texts. - They paid more attention to the correct spelling and using full stop properly.

The result of the post test supported the success of the use of short videos on improving the students' writing ability. The writing assessment were carried out to measure the improvements of students' writing skills and to support the data validity and reliability. The researcher created some indicators of the writing performance including content, vocabulary, organization, grammar and mechanics. The following table presents the students' mean scores on each aspect of writing after the teaching and learning process in Cycle II.

Table 13: The Students' Mean Score of Each Aspect in the Post Test

	C	O	V	G&M	Total
Mean	21.6	21.4	16.6	16.5	76.1

C : *Content*

O : *Organization*

V : *Vocabulary*

G&M : *Grammar and Mechanics*

For the post test, the results of students' writing scored 76.1 in average. This result showed that the students were in the better level than the previous tests as they scored only 67.1. The students' mean score of each writing aspect also showed significant improvement as compared to previous action.

In term of content, the students managed to get 21.6 out of 30. This was considered as *good* to *average* level. They had adequate knowledge and supporting sentences although some of them still lacked of some details. However, the development of thesis was quite sufficient.

The students also had better organization as they scored 21.4. That was categorized as *good* to *average* level. The ideas were stated and cohesive enough. The main ideas were stood out and logical. They also could provide logical sequencing and quite well organized if compared to their writings in the pre-test and post-test.

In grammar and mechanics aspect, they scored 16.5 out of 20. That was categorized as *good* level. Their writings had effective and simple construction and showed minor problems in complex construction. Most of them wrote in the right form of tenses although they sometimes made several errors, but it was less than before. There were still some of them who forgot to put full stop in the end of the sentence or to use capital letter in particular condition. In term of spelling, they showed fewer errors as well as the punctuation.

c. Discussion

The research aimed at describing how short English animated videos could improve the writing ability of class VIII C students of SMP N 2 Sanden. Referring to the research's objective, the finding showed that the use of short English animated videos and the supporting actions improved the students' writing ability in the aspect of content, organization, vocabulary and grammar and mechanics. It was true that the students' improvement in writing had gradually improved through the use of short English animated videos. Canning (2000) states that video provides visual stimuli such as the environment and situation that can lead students to generate prediction, speculation and a chance to activate background

schemata when viewing a visual scene reenacted. In the interview section, the students stated that they became more understood the plot of the story as there were moving pictures and visual effects that helped them comprehending the text better. The result of the post test proved that the students performed better than the pre test.

According to Harmer (2001), a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expressions, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. Based on the interview done to the students, it was proven that they like the speaking teaching and learning process using video as they could create better atmosphere of the lesson and also could help the students in understanding the story better since the videos were fun and interesting.

As stated before, the implementation of videos and its supplementary actions including providing narrative text reading, providing vocabulary and grammar exercises and giving feedbacks to them were successful in improving the students' writing skills of the class VIII C students of SMP Negeri 2 Sanden Bantul in the academic year 2013/2014. That finding could be inferred from the observation and the interviews with the English teacher and the students during the research.

Before the implementation of the actions, the students' speaking abilities were assessed through pre-test on 5th of April of 2014. The students had to write narrative texts individually with undecided topics by the researcher. Meanwhile,

the post-test was carried out after the implementation of the actions on 10th of May 2014. The students were asked to write a story that they had watched in the video using their own words.

Before they did the post test, the researcher conducted the actions in order to improve their writing skills. As she conducted the research, some students were at first had quite low ability of writing. That can be seen from the result of the pre test. So, she implemented some actions such as providing narrative reading texts, providing vocabulary and grammar exercises and also giving feedbacks to them. The students showed good improvements during Cycle I and II. They showed fewer mistakes compared the results of their pre tests.

Table 14: The Comparison between the Pre Test and Post Test Results

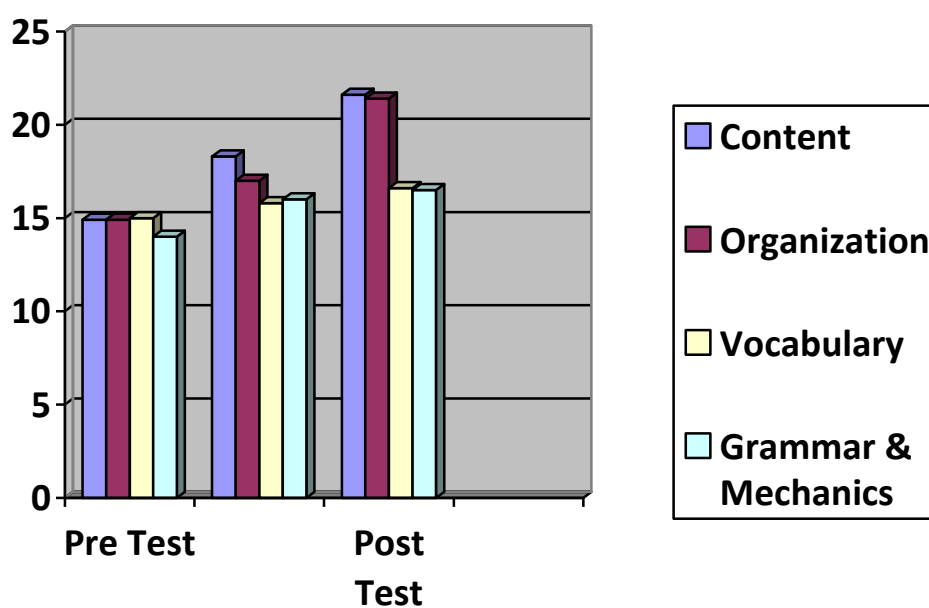
Score	Pre-Test	Post-Test
Mean	58.8	76.1

The table above showed the changes on the students' score which increased significantly. The students, who just gained 58.8 in the pre - test were able to increase their score up to 76.1 in the post test. It indicated that they were successful in making considerable improvement. In conclusion, the use of short English animated videos was proven to be effective to improve the students' speaking ability.

Meanwhile, the results of students' speaking performance during the implementation were also presented to support the finding that the use of videos

could improve students' writing ability. The improvement of students' writing ability during the implementation of the actions can be seen in the following chart.

Chart 1: The Mean Scores of the Students' Performance on the Four Aspects of Writing Skills during the Implementation



CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter discusses the conclusion of the research, implication and suggestion for the English teacher, the institutions of education, the students and to the other researchers. The discussion of each section will be presented as follows.

A. Conclusions

This research was implemented to the eight grade students of SMPN 2 Sanden. It started on 5th April, 2014, during the second semester of the academic year of 2013/2014. This action research was successful to improve the writing ability of class VIII C students at SMPN 2 Sanden by using short animated videos. The research was carried out in two cycles and it was successful in improving the students' writing ability in several aspects, they were content, organization, vocabulary and grammar and mechanics. The actions consisted of the use of videos as modeling of the input text combined with the implementation of some supporting actions such as providing narrative reading texts, providing vocabulary and grammar exercises and giving feedbacks to them.

After implementing the two cycles, the researcher found some good ways to improve the writing ability of VIII C students at SMPN 2 Sanden by using short animated stories in the academic year of 2013/2014. First, the action on using a video of short animated stories could attract students' attention and motivation in the

teaching and learning process. The use of animated stories also made the atmosphere in the classroom more relaxed and fun so that the students were interested in writing the story as their idea into a narrative text. This way was quite good to make them more confident. Second, the students could have better understanding about the story as there were also the visual effects that contained moving images. It could help the students comprehend what the content of the story was. Third, they also got many new words to add their vocabulary mastery. Furthermore, they could understand the new words and how they were used in real context as what the videos had shown them. The combination of the use of the video and the use of some actions, such as providing narrative reading texts, vocabulary and grammar exercises were able to make the students have better understanding about the nature of narrative texts such as the generic structure and the tense use. Those are very important in order to write good narrative texts. The feedbacks given by the researcher and their friends were able to make them aware of their mistakes and they did not repeat them. As the result, their scores were going up significantly. The students who just gained the mean of 58.8 in the pre-test, were able to increase their score up to the mean of 76.1 in the post test. It indicated that they made considerable improvement in some aspects of writing skills such as content, organization, vocabulary and grammar and mechanics.

B. Implications

The conclusions have described the use of short animated videos that were successful to improve students' writing ability. It can be implied that:

1. The use of videos can attract the students' attention and motivation in the teaching and learning process. It also creates relaxed and enjoyable atmosphere during the lesson. This is interesting to attract their attention and also change the monotonous teaching and learning process of writing. By using videos, the students can understand and comprehend the story better with the help of the moving images that give clearer explanation of what really happens.
2. The narrative reading texts are quite good to give them a proper model of written texts that they need to learn. Through those texts, they can learn that a narrative text should contain some parts named the generic structure, which are identification, complication and resolution.
3. The vocabulary exercises are very important to increase their vocabulary mastery so that they have no problem in finding the right verb to express their ideas in the text. They can express their ideas smoothly as they already have good vocabulary mastery.
4. The grammar exercises are very good to give them exposure on writing narrative texts properly. It emphasizes on using past tenses in writing narrative texts along with the regular and irregular verbs that they need to master.

5. Feedbacks from the teacher or their friends are good enough to make them aware of mistakes they made in writing. After that, the students were more careful not to repeat the same mistakes.
6. The use of screen shoot of animated stories as the guides are very useful and quite good to help the students to make the students produce their own sentences.

C. Suggestions

Some suggestions are given to the participants who are closely related to this research. The suggestions are made based on the conclusions and implications of this research. They are presented as follows:

1. For the English teacher

The English teacher should consider the students' needs and interest before designing the writing materials. It is important for the teacher to make a variation of the activities and use the various media in the teaching and learning process of writing because it can reduce the students' boredom and monotonous in the teaching and learning process. Besides, the teacher is required to provide videos of short animated stories in the teaching and learning process because they can help the teacher deliver the materials easily and keep the students interested.

2. For the School Institution

The school can apply some efforts to improve the quality of the students' writing skill considering the problems that occur in the school, for example, they provide the relevant and appropriate media to support the teaching and learning process of writing. The school can provide many kinds of short animated stories to enrich the teaching media. Furthermore, the school can carry out a workshop among English teachers to create or find appropriate short animated stories.

3. For Other Researchers

The weakness of this study is its limited time in implementing the actions. Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

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APPENDICES

FIELD NOTES

FIELD NOTE 1

Lokasi : Ruang tamu SMP N 2 Sanden
Hari, tanggal : Jumat, 28 Februari 2014
P : Peneliti (Devigantari Agusta)
K : Teman peneliti/ kolaborator (Olga Azwita Tiarawati)
G : Guru Bahasa Inggris (Bapak Mukiran, S.Pd.)
S : S
KS : Kepala Sekolah (Ibu Windarti, S.Pd.)
KBM : Kegiatan Belajar Mengajar

P menemui KS di ruang tamu SMP N 2 Sanden dengan tujuan untuk meminta izin agar bisa melaksanakan penelitian di SMP N 2 Sanden. KS menanggapi dengan baik dan memberikan izin, arahan dan motivasi demi kelancaran penelitian. Kebetulan pada hari itu G ada jam mengajar di kelas VIII C pada jam ke 4-5 yaitu pukul 09.30-10.50, sehingga langsung bisa dilaksanakan observasi. Rincian jalannya observasi adalah sebagai berikut:

1. G mempersilakan P dan K untuk masuk kelas. Karena kursi tidak mencukupi untuk P dan K, G mengantar P dan K ke perpustakaan untuk mengambil dua buah kursi.
2. P dan K duduk di kelas bagian belakang, di belakang para S. Saat P dan K duduk, para S banyak yang menoleh ke arah P dan K.
3. G membuka pelajaran dengan salam, dan S menjawab salam. G memperkenalkan P dan K bahwa P dan K akan mengamati jalannya KBM pada hari itu.
4. G meminta S mengeluarkan LKS dan menunjuk halaman tertentu. Materi yang akan dibahas adalah *Recount Texts*.
5. G meminta S untuk mengerjakan latihan soal yaitu mengurutkan paragraf yang acak agar menjadi sebuah *recount text* yang baik.
6. Para S banyak yang mengalami kesulitan dalam mengartikan bacaan. G mempersilakan S untuk meminjam kamus di perpustakaan. Dengan begitu, banyak S yang keluar masuk kelas dengan alasan meminjam kamus.
7. G menyalin soal dari LKS di papan tulis. S mulai mengerjakan.
8. Di sela-sela S mengerjakan, ada salah seorang karyawan yang masuk kelas untuk memberikan pengumuman. Konsentrasi S langsung terpecah. Mereka menjadi lebih konsentrasi kepada pengumuman yang diberikan. Mereka

bahkan menanyakan perihal isi pengumuman tersebut pada G. Hal ini berlangsung sekitar 15 menit.

9. Setelah S jelas dengan pengumuman yang diberikan, mereka kembali melanjutkan pekerjaan mereka. Ada beberapa S yang sesekali menengok ke arah P dan K.
10. G berkeliling kelas untuk melihat pekerjaan S secara sekilas.
11. Setelah sebagian besar S sudah kelihatan selesai dengan pekerjaannya, G menyuruh S secara sukarela untuk menjawab soal-soal yang sudah disalin di papan tulis. Secara bergantian, S maju untuk mengerjakan soal.
12. Setelah selesai, G membahas soal dan jawaban yang benar.
13. G kemudian memberikan tugas S untuk menulis *recount text* tentang pengalaman minggu sebelumnya. Banyak S yang bingung harus mulai menulis darimana.
14. Bel berbunyi, G memerintahkan S untuk melanjutkan pekerjaan S di rumah, dan akan dikumpulkan pada pertemuan berikutnya.
15. G menutup pelajaran dengan salam, S menjawab salam.
16. G berkata pada P dan K bahwa keadaan S di SMP N 2 Sanden memang seperti itu, butuh kesabaran untuk mengajar mereka.

FIELD NOTE 2

Lokasi : Ruang tamu SMP N 2 Sanden
 Hari, tanggal : Jumat, 28 Maret 2014
 P : Peneliti
 G : Guru Bahasa Inggris

P menemui G di ruang tamu SMP N 2 Sanden. P menyampaikan maksud kedatangan, yakni memberi tahu judul penelitian yang akan dilakukan. G memberikan kebebasan pada P karena sangat cocok dengan materi semester 2 ini yaitu *narrative texts*. Kemudian P membuat janji dengan G untuk melakukan *pre-test* pada minggu berikutnya sembari mempersiapkan berkas-berkas ijin penelitian.

FIELD NOTE 3

Lokasi : Kelas VIII C SMP N 2 Sanden
 Hari, tanggal : Sabtu, 5 April 2014
 P : Peneliti

G : Guru Bahasa Inggris
S : S

P sudah membuat janji dengan G untuk mengadakan *pre-test* hari itu untuk mengetahui sejauh mana kemampuan S dalam menulis teks naratif. Pelajaran Bahasa Inggris di kelas VIII C adalah pada jam ke 5-7 yaitu pukul 10.10-12.25. Setelah bel pergantian jam berbunyi, P dan G memasuki kelas untuk melakukan *pre-test*. Rincian jalannya *pre-test* adalah sebagai berikut:

1. G memberi salam kepada S. G memberi tahu kepada S tentang maksud kedatangan P. G memberikan waktu sepenuhnya kepada P.
2. P memperkenalkan diri kepada para S, kemudian memberi tugas kepada S untuk menulis sebuah *narrative text* bebas, dan sebisa mereka. P memberi aturan kepada S untuk mempunyai judul yang berbeda dengan teman sebangkunya.
3. P memberikan satu lembar kertas kepada setiap S.
4. Ada S yang bertanya tentang boleh tidaknya menggunakan kamus, kemudian P mempersilahkan S untuk meminjam di kelas lain.
5. Ada S yang menulis *narrative text* dengan menjiplak dari LKS, kemudian P menegurnya untuk menulis sendiri karena hanya untuk mengukur kemampuan S.
6. Jam ke 5 selesai, terpotong oleh istirahat. P mempersilahkan S untuk istirahat terlebih dahulu.
7. Istirahat selesai, jam ke 6 dimulai, P mempersilahkan S untuk melanjutkan pekerjaan mereka.
8. P berkeliling untuk mengecek proses pekerjaan S. Didapati bahwa kebanyakan S menulis dalam bahasa Indonesia terlebih dahulu, kemudian menjadikannya bahasa Inggris dengan bantuan kamus.
9. Setelah sebagian besar S selesai, P mendekati beberapa S untuk melakukan *interview*. Mereka adalah Wulansari, Alvi, Yayang, Venti, Shella, dan Putri.
10. P menanyakan hal-hal yang berkaitan dengan penelitian yang akan dilakukan sembari merekam percakapan tersebut diam-diam. Hasil *interview* yang didapat pun bervariasi.
11. Jam ke 7 masih setengah jam, dan masih ada satu orang S yang belum selesai. P menunggu selesainya pekerjaan satu S tersebut.
12. Setelah jam pelajaran berakhir, sedapatnya S tersebut mengumpulkan pekerjaannya.

13. P mengucapkan terima kasih atas partisipasi para S. P menutup pertemuan dengan salam.

FIELD NOTE 4

Lokasi : Kelas VIII C SMP N 2 Sanden
 Hari, tanggal : Jumat, 11 April 2014.
 Waktu : 09.30 - 10.50 WIB
 P : Peneliti
 K : Kolaborator
 G : Guru Mata Pelajaran
 S : S

P datang ke sekolah jam 09.00 untuk menemui G terlebih dahulu. Hari itu akan dilaksanakan pertemuan pertama untuk cycle 1. P menunjukkan RPP serta *course grid* kepada G, dan G membebaskan P. G mempersilakan P untuk menggunakan ruang perpustakaan karena disana terdapat LCD. Rincian pertemuan pertama pada cycle 1 tersebut adalah sebagai berikut:

1. P memulai pelajaran dengan *greeting* dan mengecek presensi S.
2. P menanyakan apa tugas yang diberikan oleh P pada S pada saat *pre-test* seminggu yang lalu.
3. S berbicara dan membuat gaduh di kelas.
4. P meminta S untuk memperhatikan.
5. S masih berbicara dengan temannya.
6. P menanyakan apakah S membawa kamus atau tidak. S banyak yang tidak membawa kamus.
7. P memberitahukan aktivitas yang akan dilakukan pada hari itu.
8. P menanyakan apa itu *verb*. S menjawab asal-asalan.
9. P menugaskan S untuk mencari *verb* dari teks yang dibagikan dan mencari arti *verb* itu di kamus.
10. S masih berbicara dengan temannya dan kurang memperhatikan instruksi yang diberikan P.
11. Kondisi kelas kurang kondusif karena S masih bingung dengan instruksi yang diberikan P.
12. S bertanya apakah kata “throw” itu termasuk *verb* apa bukan, dan P menjawab iya, termasuk dalam *verb*.
13. S mengerjakan tugas yang diberikan tapi masih berbicara dengan temannya.

14. S putri sudah hampir selesai mengerjakan tugas, yang putra belum mulai mengerjakan.
15. P menjelaskan macam-macam verb beserta contoh tentang verb base, to be, dan modal.
16. P beberapa kali meminta perhatian S.
17. P memberikan contoh verb dengan memberi garis bawah pada teks yang ditampilkan melalui LCD.
18. Beberapa S putra berbicara dengan teman mereka. S putri lebih memperhatikan dan mengerjakan tugas dengan baik.
19. P menjanjikan apabila tugas ini selesai mereka akan menonton sesuatu.
20. S bertanya kepada P cara mencari regular dan irregular verb, S mencari di kamus.
21. P menjelaskan kepada S untuk mencari verb yang ada di teks yang diberikan, bukan di kamus.
22. S putra masih belum mengerjaka tugas, mereka mengobrol dengan teman sebelah. Hanya 4-5 S putra yang mengerjakan tugas.
23. P membantu segerombolan S putra yang masih belum mengerjakan.
24. P mengingatkan S waktu mengerjakan tinggal 15 menit lagi.
25. Salah satu S putra yang ribut menanyakan tentang tugas mencari suku kata. P menjelaskan bahwa tugasnya adalah untuk mencari verb atau kata kerja, dan bukan suku kata.
26. P mengingatkan waktu mengerjakan tinggal 10 menit lagi.
27. S putri mengerjakan dengan baik.
28. S putra kebanyakan masih belum mengerjakan tugas dengan baik. Mereka berbicara dengan teman di sebelah mereka.
29. Ada S putra yang mecontek pekerjaan temannya.
30. P menjelaskan untuk mengecek di kamus, apakah kata yang sudah S garis bawah termasuk verb atau bukan. P memberi contoh cara mengecek kata tersebut di kamus.
31. Bel jam ke empat berbunyi da S belum selesai mengerjakan tugas yang diberikan.
32. P mendekati S putra yang berisik dan mengingatkan akan memindahkan S yang berisik tersebut ke tempat duduk yang lain.
33. Salah satu S putra bertanya apakah “when” termasuk verb atau tidak. P menyuruh S untuk mengecek di kamus.
34. S putra masih mengerjakan sambil berbicara dengan temannya.
35. S menanyakan ada berapa verb dalam bacaan tersebut.

36. Salah satu S putra ada yang bertanya lagi, apakah “delicious meat” termasuk verb bukan. P menyuruh S mengecek di kamus, dan S baru mengerti kalau “delicious meat” tidak termasuk verb.
37. P meminta perhatian S.
38. P membahas jawaban dari tugas yang diberikan.
39. P menayakan kesiapan S untuk memperhatikan penjelasannya.
40. P membaca kalimat pertama dan menanyakan arti kalimat tersebut kepada S.
41. P mengingatkan bahwa “was” termasuk verb.
42. P menanyakan “handsome” termasuk dalam kata apa. Ada S yang menjawab kata benda, kata kerja. P menjelaskan jawaban yang benar.
43. P menanyakan “her” dalam kalimat di cerita tersebut menggantikan siapa. S menjawab dengan benar.
44. P menanyakan arti kata “discarded” pada salah satu S.
45. Ada S yang berbicara pada temannya kalau bahasa Inggris sulit.
46. P menjelaskan bahwa “were” adalah past verb dari “are”.
47. P menanyakan arti kata dan juga termasuk dalam jenis apa kata “rich”.
48. S putri menjawab kata “rich” artinya adalah kaya, yang termasuk dalam kata sifat.
49. P meminta perhatian S ketika S masih berisik.
50. P membahas kalimat-kalimat selanjutnya.
51. P menanyakan arti dari kata “dinner” pada S. S menjawab makan malam.
52. P menanyakan bahasa Inggris dari makan pagi dan makan siang pada S. Para S menjawab dengan benar, akan tetapi ketika mengucapkan kata “lunch”, banyak S yang belum benar mengucapkannya. Mereka bilang susah sekali mengucapkan kata tersebut.
53. LCD sempat mati, dan ada S yang berkometer dengan temannya.
54. S mencatat arti kata yang sudah dibahas.
55. Ada S yang ketinggalan mencatat karena berbicara dengan temannya. Berulang kali dia menanyakan pada P arti kata yang sudah dibahas.
56. P menekankan pada kata “palace” berulang-ulang agar S memperhatikan.
57. P menepuk tangan untuk meminta perhatian S.
58. P harus sedikit berteriak agar diperhatikan S.
59. Ada salah satu S putra yang di barisan belakang mengajak bicara K ketika P menjelaskan materi.
60. P menanyakan kepada S tentang verb ke berapa yang digunakan.
61. P mengingatkan kembali tentang past verb yang digunakan dalam teks naratif.
62. P menanyakan pada S putra tentang teks apa yang sedang dibahas.

63. S putra menjawab secara serentak setelah ditanyai beberapa kali.
64. P menanyakan termasuk apakah paragraf pertama dalam generic structure narrative text.
65. P menjelaskan isi dari orientation dalam teks naratif.
66. P menjelaskan tentang complication kepada S, yaitu bagian yang berisi konflik antar tokoh.
67. P menjelaskan pada S bahwa paragraf terakhir adalah resolution.
68. P mengulang menanyakan pada S putra tentang generic structure dari narrative text.
69. P menanyakan pemahaman S tentang isi dari teks tersebut.
70. P memutarakan animated story berjudul “The Flying Elephant”.
71. S memperhatikan animated story tersebut dan sesekali berkomentar tentang animated story tersebut.
72. P menanyakan tentang isi cerita tersebut.
73. Bel jam ke lima berbunyi, dan S bersiap untuk pulang.
74. P membuat summary pelajaran hari itu dengan S.
75. S meminta untuk segera dipulangkan.
76. P meminta S untuk berdoa bersama.
77. S tidak sabar dan akhirnya mereka pulang.

FIELD NOTE 5

Lokasi : Kelas VIII C SMPN 2 Sanden
 Hari, tanggal : Sabtu, 19 April 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 K : Kolaborator (Salah satu teman P)
 S : S

P datang ke sekolah bersama K sekitar pukul 09.00. Pelajaran bahasa Inggris di kelas VIII C pada hari itu adalah pada jam ke 5-7, namun P hanya akan mengisi jam ke 5-6 yaitu pukul 10.10-11.30. P mempersiapkan materi yang akan diajarkan, di Ruang Guru SMPN 2 Sanden. P menunggu G yang sedang mengajar pada jam itu. Pada pertemuan ini, yang merupakan pertemuan ke dua dari cycle 1, P akan menampilkan video yang sama dengan video pada pertemuan pertama yaitu “The Flying Elephant”.

1. P memulai proses KBM dengan memberi salam, bertanya kabar dan mengecek kehadiran S. Pada hari itu seluruh S hadir. Berjumlah 28 S.
2. Setelah mengecek kehadiran S, P membangun pengetahuan dasar S terlebih dahulu dengan cara menanyakan beberapa pertanyaan seperti “Did you study last night?”, “What did you study last night?”, setelah menanggapi jawaban S tentang pertanyaan-pertanyaan tersebut, P menanyakan ke hal-hal lain yang sudah menjurus pada materi yang akan diajarkan, seperti; “Do you remember the video I showed you last week? What is the title?” S menjawab dengan bahasa Indonesia, “Gajah Terbang”. P merespon “Yes, good, The Flying Elephant”. P menanyakan lagi “What is the generic structure of the video?” S menjawab dengan membuka buku: “Orientation, Complication, Resolution”.
3. P mengkondisikan kelas karena ada dua S yang sedang membaca komik dalam kelas. Selanjutnya P mempersiapkan materi video untuk hari ini. P memberi tahu bahwa hari ini mereka akan mencari *verb* dalam teks naratif dalam cerita dalam video yang akan diputar. P memberi tahu bahwa tugas tersebut dikerjakan secara berpasangan.
4. P memutar video, S memperhatikan video “The Flying Elephant”.
5. P kembali mengingatkan tentang tugas S untuk mencari *verb*.
6. S mencermati *subtitle* yang ada di video kemudian menuliskan *verb* di buku tulis beserta artinya, tetapi banyak juga S yang tidak bisa mencari arti kata karena tidak mempunyai kamus, sehingga mereka harus meminjam di kelas lain atau di perpustakaan.
7. Setelah video selesai diputar, S meminta untuk diulang lagi karena S belum selesai mencatat *verb* seluruhnya. Kemudian P memberikan kesempatan kepada S untuk mencermati kembali video yang sama.
8. Selanjutnya P meminta hasil pekerjaan S untuk didiskusikan bersama-sama.
9. P memutar lagi video tersebut dan mem-*pause* setiap kalimat dalam *subtitle* sambil menanyakan artinya kepada S. Beberapa S putri dapat menjawab dengan tepat tetapi S putra tidak ada yang bisa. Mereka hanya bisa menuliskan beberapa *verb* saja, dan mereka masih bingung dengan *regular/irregular verbs*, kemudian P menjelaskannya. Dari 28 S hanya ada tiga S putri (Eni, Ida, Wulan) yang duduk di depan yang berhasil mendapatkan lebih dari 10 kata.
10. P menjelaskan tugas selanjutnya yaitu melengkapi kalimat rumpang yang dikerjakan berpasangan juga.

11. P membagikan kertas kerja kepada S untuk dikerjakan berdasarkan video yang dilihat. S merasa kesulitan dalam mengerjakan karena tidak tahu arti kata-kata dalam kalimat itu sehingga S sibuk mencari arti dalam kamus.
12. Setelah waktu habis, P dan S membahas setiap kalimat. P memutar video kembali dan menjelaskan bahwa jawaban ada di video dan meminta S memperhatikan.
13. P memberitahukan kalimat pertama pada *subtitle* adalah soal nomor 1. Kemudian P membantu mengartikan soal nomor 1.
14. P memutar video kembali dan mem-*pause* di kalimat yang ada jawaban pada soal rumpang tersebut sehingga semua soal dapat dijawab S.
15. P menyudahi pemutaran video dan memberi PR pada S tentang paragraf acak “The Flying Elephant”.
16. S menyudahi pelajaran dengan salam dan mengingatkan bahwa tugas dikerjakan secara berpasangan dan dikumpulkan pada pertemuan selanjutnya yaitu hari Jumat, 25 April 2014.

FIELD NOTE 6

Lokasi : Kelas VIII C SMPN 2 Sanden
 Hari, tanggal : Jumat, 25 April 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 K : Kolaborator (Salah satu teman P)
 S : S

P datang ke sekolah bersama K sekitar pukul 09.00. Pelajaran bahasa Inggris di kelas VIII C pada hari itu adalah pada jam ke 4-5, yaitu pukul 09.30-10.50. P mempersiapkan materi yang akan diajarkan, di Ruang Guru SMPN 2 Sanden. P menunggu G yang sedang mengajar pada jam itu. Pada pertemuan ini, yang merupakan pertemuan ke tiga dari cycle 1, P akan menampilkan video “The Flying Elephant”

1. P memulai pelajaran dengan salam dan menanyakan PR S.
2. S mengeluarkan PR mereka dan mengumpulkannya. Beberapa S belum menempel paragraf acak mereka di kertas, jadi mereka menempel pekerjaan mereka di kelas.
3. Alvin, salah seorang S, meminta ijin ke kamar mandi.

4. P dan S bersama-sama membahas PR mereka. Alvin kembali dari kamar mandi.
5. Ada beberapa S yang masih terbalik-balik dalam menyusun paragraf acak tersebut, dan P meminta mereka untuk membetulkannya.
6. P memberitahukan kepada S bahwa pada kegiatan selanjutnya akan diputarkan video lagi dimana S harus memperhatikan dengan seksama agar mengetahui jalan cerita dalam video tersebut.
7. P memutar video “The Flying Elephant” dan S memperhatikan video tersebut. Sesekali S berkomentar dalam bahasa Jawa tentang isi cerita video tersebut.
8. Setelah selesai, P menanyakan kepada S tentang apa judul cerita dalam video tersebut, dan siapa tokoh-tokoh yang ada dalam cerita di video tersebut. Sebagian besar S dapat menjawab pertanyaan yang diberikan P. Tetapi ketika ditanya apakah mereka sudah bisa menuliskan cerita tersebut mereka menjawab “belum”.
9. P memberikan *guidance pictures* untuk memudahkan S dalam menuliskan kembali cerita yang ada dalam video tersebut.
10. P meminta S untuk menuliskan cerita di kertas lain, terpisah dari *guidance pictures* yang diberikan.
11. P mengingatkan S tentang *generic structures* dari teks naratif.
12. S meminta P untuk mengulang kembali pemutaran video tersebut.
13. P mengingatkan agar S memakai bahasa mereka sendiri dalam menulis cerita.
14. P meminta S untuk membuat *draft* terlebih dahulu supaya tulisannya rapi dan tidak banyak coretan.
15. P mengingatkan S agar tidak mencontek pekerjaan temannya.
16. S membuat *draft* dengan menulis cerita menggunakan bahasa Indonesia dan menyalinnya dalam bahasa Inggris.
17. Sesekali S menanyakan kepada P arti kata yang tidak mereka temukan di dalam kamus.
18. Beberapa S berdiskusi mengenai isi cerita tersebut.
19. P berkeliling kelas untuk menanyakan apakah S menemukan kesulitan.
20. P menjawab pertanyaan-pertanyaan yang diajukan oleh S.
21. S kesulitan mengerjakan tugas karena kurangnya penguasaan kosakata.
22. S sesekali menanyakan isi cerita dari *guidance pictures* kepada P.
23. P menjelaskan isi cerita kepada S dengan menggunakan bahasa Indonesia agar S lebih mudah memahami isi cerita tersebut.
24. Beberapa S kurang bisa mengerti cerita tersebut dari *guidance pictures*.

25. P dengan sabar menjelaskan kembali rentetan cerita dari gambar yang diberikan.
26. Akhirnya semua S dapat menyelesaikan tugas dengan baik dan dengan jumlah kalimat yang banyak.
27. P mengumpulkan semua tugas S kemudian melakukan wawancara kepada enam S di akhir pelajaran yaitu Febriyanto, Virgiawan, Lilis, Indri, Melia, dan M. Irfan.
28. P menutup pelajaran dengan salam.

FIELD NOTE 7

Lokasi : Kelas VIII C SMPN 2 Sanden
 Hari, tanggal : Jumat, 2 Mei 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 K : Kolaborator (Salah satu teman P)
 S : S

P datang ke sekolah bersama K sekitar pukul 09.00 langsung menuju Ruang Guru untuk menunggu jam ke 4-5. Sambil menunggu waktu, P mempersiapkan laptop. Setelah waktunya tiba, P ditemani K dan G menuju kelas. Ini adalah pertemuan pertama pada cycle II.

1. P memulai pelajaran dengan salam dan tegur sapa, mengecek kehadiran S. Kemudian mereka ditanya tentang pendapat mereka tentang penggunaan video dalam pembelajaran. Mereka menunjukkan respon yang positif, karena mereka menyukai belajar dengan menonton video.
2. Kemudian P memberikan pekerjaan S sebelumnya, yang telah dikoreksi dan diberi umpan balik. S diberitahu tentang kesalahan yang sering muncul. Mereka diminta untuk memperhatikan agar besaok tidak mengulangi kesalahan yang sama.
3. S ditanya apakah ada yang ingin ditanyakan mengenai pelajaran sebelumnya, namun tidak ada yang menjawab karena mereka sibuk membandingkan pekerjaan mereka dengan teman-teman lainnya.
4. P kemudian menarik perhatian S dan mengatakan bahwa mereka masih akan belajar tentang narrative teks dan mereka akan menonton video lagi. Mereka sangat gembira, karena merasa pelajarannya santai.

5. Sebelum memutar video, P memberikan kegiatan pemanasan, yaitu S diberi daftar kata-kata yang nanti akan muncul dan akan membantu S memahami cerita. S diminta untuk mencari arti dari kata-kata tersebut. sebenarnya artinya telah tersedia, namun dalam bahasa Inggris, sehingga beberapa S putra menggerutu karena sama saja tidak tahu artinya. Jadi mereka harus mencarinya di kamus.
6. Setelah berdiskusi dengan teman, akhirnya mereka dapat menemukan arti dari kata-kata tersebut.
7. P kemudian menanyakan pada S apakah mereka tahu cerita tentang Cinderella. Sebagian menjawab tahu, pernah dengar, tahu tapi tidak begitu detail. Hanya tahu intinya Cinderella itu baik hati, sedangkan ibu tirinya jahat.
8. P bertanya apakah S mau diputar video Cinderella? Secara serempak mereka menjawab: mau.
9. P akan memutar video tersebut tiga kali, sesuai saran G dan K. tetapi sebelum diputar, siswa diminta memperhatikan kata kerja-kata kerja yang ada dalam cerita tersebut, karena mereka akan ditanya beberapa pertanyaan mengenai cerita tersebut. P bertanya apakah S paham dengan apa yang harus dilakukan, S menjawab ya.
10. Selama pemutaran video, S mencatat beberapa kata kerja yang muncul pada subtitle. Banyak S yang sudah mendapatkan banyak kata kerja, namun ada beberapa yang baru mendapatkan sedikit. Setelah diputar tiga kali, mereka mendapatkan banyak kata kerja dalam bentuk past tense.
11. P meminta S untuk mencari bentuk present dari kata-kata tersebut beserta artinya, dengan maksud agar siswa familiar dengan present dan past tense. Setelah itu S dan P bersama-sama mendiskusikan tugas tersebut.
12. Selanjutnya P memberi S tugas lagi yaitu beberapa pertanyaan terkait dengan cerita untuk mengecek pemahaman mereka tentang isi cerita tersebut. Kemudian P menyuruh S untuk menuliskan jawaban di white board dengan mengacungkan tangan lebih dulu. S yang menjawab dengan tepat mendapatkan tepuk tangan. Ada seorang S putra yang mencoba menulis ke papan tulis, namun S lainnya menyorakinya karena dia menulis dengan salah-salah. P member motivasi supaya S tersebut tidak patah semangat dan menegur S lainnya agar tidak menjatuhkan mental temannya. Jawaban yang salah ditanyakan ke S lain untuk membetulkannya.
13. Setelah waktu habis, P menanyakan apakah S mempunyai pertanyaan berhubungan dengan tugas hari itu. Ada seorang S putri yang menanyakan

bedanya *princes* dengan *princess*. Ada beberapa S yang menanyakan arti dari kata-kata yang tidak ada dalam kamus.

14. P mengakhiri pelajaran dengan salam dan mengingatkan S untuk mempelajari tentang generic structure dan tenses yang digunakan dalam teks naratif.

FIELD NOTE 8

Lokasi : Kelas VIII C SMPN 2 Sanden
 Hari, tanggal : Jumat, 9 Mei 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 K : Kolaborator (Salah satu teman P)
 S : S

P datang ke sekolah bersama K sekitar pukul 08.30 langsung menuju Ruang Guru untuk menunggu jam ke 4-5. Setelah bel berbunyi tanda masuk jam 9.30, P ditemani K menuju kelas. Ini adalah pertemuan kedua pada cycle II.

1. P masuk kelas, sementara G dan K duduk di belakang, sambil mengamati situasi kelas.
2. P memulai pelajaran dengan salam dan tegur sapa, dan menanyakan apakah ada S yang absen. S semua masuk, kemudian P bertanya apakah S telah benar-benar belajar mengenai generic structure dan tenses. Sebagian besar menjawab ya, namun ada beberapa yang tidak menjawab. Setelah pertanyaan diulangi, S tersebut menjawab dalam bahasa Jawa bahwa mereka lupa.
3. P selanjutnya mengajak S untuk memperhatikan layar karena P akan memutar video lagi, dan S diminta untuk menyebutkan generic structure dari teks naratif, dan pada bagian-bagian mana generic structure tersebut dalam video. S semua memperhatikan video. Setelah itu P bertanya apa generic structure dari teks naratif. Hampir semua dapat menyebutkan, yaitu orientation, complication, resolution. Kemudian P meminta S untuk menuliskan secara singkat bagian-bagian mana yang tepat sebagai orientation, complication, dan resolution. Banyak S yang menjawabnya dengan bahasa campuran, bahasa Indonesia dan bahasa Inggris, tetapi P meminta S untuk menuliskannya dalam bahasa Inggris secara singkat dalam satu atau dua kalimat setiap bagiannya.
4. Setelah semua selesai, P bersama-sama S membahas mengenai jawaban dari setiap bagian (generic structure) dari video Cinderella tersebut.

5. Selanjutnya P melanjutkan kegiatan yang berhubungan dengan grammar. P memberikan bacaan di kertas yg berjudul Keong Emas. Tugasnya adalah S diminta mengubah kata kerja dalam bentuk present menjadi past tense. Kemudian P dan S membahasnya.
6. Tugas selanjutnya adalah menyusun kata-kata acak, kalimat-kalimat acak, dan paragraph acak. selama S bekerja, P berkeliling untuk memonitor kegiatan S. Setelah selesai, P mendiskusikannya bersama S.
7. Ketika waktu habis, P menyimpulkan kegiatan pembelajaran sebentar, menutup pelajaran dan memberi salam.

FIELD NOTE 9

Lokasi : Kelas VIII C SMPN 2 Sanden
 Hari, tanggal : Sabtu, 10 Mei 2014
 P : Peneliti
 G : Guru Bahasa Inggris
 K : Kolaborator (Salah satu teman P)
 S : S

P datang ke sekolah bersama K sekitar pukul 09.30. Pelajaran bahasa Inggris di kelas VIII C pada hari itu adalah pada jam ke 5-6, yaitu pukul 10.10-11.30. P mempersiapkan segala sesuatu yang akan dibawa ke kelas. Ini adalah pertemuan ketiga pada cycle II.

1. P memulai pelajaran pada jam ke 5 dengan salam dan mengecek kehadiran S.
2. P memberitahukan bahwa hari ini adalah pertemuan yang terakhir. Banyak S yang tampak kecewa, terutama S putra.
3. P menyampaikan bahwa S akan diputar video sekali lagi tentang Cinderella, dan mereka diminta untuk menuliskan ceritanya dengan generic structure dan kata kerja yang benar.
4. P memutar video, dan S memperhatikan jalan ceritanya. S tampak sudah hapal dengan jalan ceritanya. S mulai menulis hal-hal yang penting di buku.
5. Untuk membantu S, P memberikan guided pictures, tetapi S diminta untuk menulis menggunakan ide dan kata-kata mereka sendiri.
6. P memonitor kegiatan S. ada satu atau dua S yang mencoret pekerjaannya dan mengganti dengan yang baru.

7. S putri lebih cepat dalam mengerjakan tugas, tetapi P tetap menunggu hingga semua selesai. Sambil menunggu S yang belum selesai, dengan suara pelan, P berdialog dengan S yang sudah selesai.
8. Setelah semua mengumpulkan tugas, P mewawancari beberapa S, dan kadang-kadang secara klasikal. Sebagian besar mengatakan bahwa dengan bantuan video, pembelajaran lebih asyik, dan menulis teks naratif lebih mudah.
9. P mengakhiri pelajaran, dan meminta maaf jika ada kesalahan selama mengajar. S tampak sedih, dan meminta nomor HP P. p menuliskannya di papan tulis, dan S menyalinnya di buku mereka.
10. Pertemuan diakhiri dengan salam.

INTERVIEW GUIDELINE

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation of the actions.

1. IN THE RECONNAISSANCE PROCESS

a. Interviewee : English teacher

b. Questions:

- 1) Dapatkah Bapak menjelaskan bagaimana proses belajar mengajar di kelas yang Bapak ampu?
- 2) Bagaimana kemampuan berbahasa Inggris siswa kelas VIII C terutama dalam writing?
- 3) Menurut Bapak, kendala apa yg sangat signifikan dalam mengajar writing?
- 4) Apa yang Bapak lakukan untuk mengatasi masalah atau kendala tersebut?
- 5) Media apa yang biasa Bapak gunakan untuk mengajar writing?
- 6) Aktivitas apa yang biasa dilakukan ketika siswa belajar writing?

a. Interviewee : students

b. Questions :

- 1) Apakah Anda suka pelajaran Bahasa Inggris?
- 2) Jika sulit, menurut Anda, diantara listening, speaking, reading dan writing, manakah yang paling sulit?
- 3) Bagian apakah yang sulit menurut Anda?
- 4) Apa yang anda lakukan untuk mengatasi kesulitan tersebut?
- 5) Media apa yang biasa digunakan Bapak guru ketika mengajar writing?

2. DURING THE IMPLEMENTATION OF THE ACTION

Cycle 1

a. Interviewee : English teacher

b. Questions :

- 1) Bagaimana penilaian Bapak terhadap kemampuan menulis siswa di cycle I?
- 2) Apakah media yang dipakai efektif?
- 3) Apa saja kekurangan di cycle I yang menurut pengamatan Bapak perlu dikembangkan?
- 4) Menurut Bapak, kemajuan apa yang dicapai siswa dalam cycle ini?
- 5) Apa saran Bapak untuk cycle berikutnya?

a. Interviewee : students

b. Questions

- 1) Bagaimana pendapat adik mengenai kegiatan di kelas bahasa Inggris selama ini?
- 2) Apakah adik menyukai belajar bahasa Inggris terutama writing dengan menonton video? Mengapa?

- 3) Apakah dengan monoton video membantu kamu dalam belajar writing? Mengapa?
- 4) Apa kesulitan selama belajar writing?
- 5) Bagaimana dengan materi yang diajarkan?

Cycle 2

a. Interviewee : English teacher

b. Questions

- 1) Bagaimana penilaian Bapak terhadap kemampuan menulis siswa di cycle 2 ini?
- 2) Apa saja kekurangan yang ada di cycle ini?
- 3) Apa saja kelebihan di cycle ini?
- 4) Menurut Bapak, kemajuan apa yang dicapai dalam cycle ini?
- 5) Apa saran Bapak untuk kegiatan semacam ini?

a. Interviewee : students

b. Questions

- 1) Bagaimana pendapat adik mengenai kegiatan di kelas bahasa Inggris selama ini?
- 2) Apakah adik menyukai belajar bahasa Inggris terutama writing dengan menonton video? Mengapa?
- 3) Apakah dengan menonton video membantu kamu dalam belajar writing? Mengapa?
- 4) Kemajuan apa yang kamu rasakan selama pelaksanaan kegiatan belajar bahasa Inggris terutama writing dengan menonton video?
- 5) Kesan apa yang kamu dapat dari kegiatan ini?

INTERVIEW TRANSCRIPTS

Hari, tanggal : Kamis, 27 Februari 2014
 Tempat : Ruang Tamu SMPN 2 sanden
 KS : Kepala Sekolah
 P : Peneliti

P menemui KS di ruang tamu SMPN 2 Sanden,yaitu di dekat ruang Tata Usaha dan pintu masuk.

Interview 1

P : “Selamat siang, Bu. Maaf, mengganggu sebentar”
 KS : “Selamat siang, mbak. Tidak apa-apa, mbak. Silakan saja. Ada apa ya, ada yang bisa saya bantu?”
 P : “Terima kasih Bu. Saya Devigantari dan ini teman saya Olga. Kami dari UNY, jika Ibu berkenan, kami ingin penelitian di SMP ini.”
 KS : “Ya, ya..jurusan apa mbak?”
 P : “Pendidikan Bahasa Inggris, Bu”
 KS : “Oya silakan. Mau penelitian di kelas berapa? Jangan yang kelas 9 ya.”
 P : “Kelas VIII saja Bu. Tapi saya mau observasi dulu. Saya bisa menemui siapa, Bu?”
 KS : “Oya, silakan menemui Bapak Mukiran atau Bapak Shomadhun di Ruang Guru.”
 P : “Baik Bu, terima kasih”
 KS : “Ya, sama-sama. Ruang guru dari sini ke selatan lurus. Nanti tanya mau ketemu Pak Mukiran atau Pak Shomadhun begitu”
 P : “Ya Bu. Permisi”

Hari, tanggal : Kamis, 27 Februari 2014
 Tempat : Ruang Guru SMP N 2 Sanden
 G : Guru Bahasa Inggris
 P : Peneliti

P menemui G di ruang guru SMPN 2 Sanden

Interview 2

P : “Selamat Siang, Pak.”
 G : “Selamat siang, mbak. Ada apa?”
 P : “Maaf Pak, saya dari UNY Jurusan Pendidikan Bahasa Inggris. Saya ingin mengadakan penelitian di sini. Tadi sudah matur bu Windarti, kata beliau saya harus menemui Bapak Mukiran atau Bapak Shomadhun”
 G : “Saya Pak Mukiran. Ya, boleh saja kalo sudah diijinka bu Kepala. Saya ngajar kelas delapa dan sembilan. Kayaknya yang dipakai yang kelas delapan saja.”
 P : “Iya Pak. Tadi Bu Kepala juga bilang begitu, supaya kelas delapa saja. Bapak ngajar kelas VIII apa saja Pak?”
 G : “Saya kelas ABC. Yag paling bermasalah itu kelas VIII C. tapi saya tidak megajar kelas VIII C hari ini.”
 P : “baik Pak. Kelas VIII C juga tidak apa-apa. Bapak ngajar kels VIII C pada hari apa saja?” Saya mau observasi dulu bersama teman saya ini.”
 G : “Sebentar.. (melihat jadwal). Saya ngajar besok pagi, Jumat sama Sabtu”
 P : “Oo, kalo begitu, besok saya ke sini lagi saja buat observasi..”
 G : “Ya, bisa. Mbak siapa namanya?”
 P : “Devigantari Pak. Biasa dipanggil Iga. Ini teman saya, Olga.”
 G : “Hmm. Ya ya.. Jadi besok pagi ya? Hmm saya jam ke 4,5.”
 P : “Baik, Pak. Terimakasih banyak sebelumnya, Pak.”
 G : “Sama-sama, Mbak.”
 P : “Kalau begitu saya pamit dulu, Pak. Assalamualaikum.”
 G : “Wa’alaikum salam.”

Hari, tanggal : Jumat, 28 Februari 2014

Tempat : Ruang Guru

P : Peneliti

G : Guru

Pada jam 11, setelah jam terakhir, di perjalanan menuju Ruang Guru

Interview 3

P : “Anaknya lucu-lucu ya Pak? Maksud saya siswa-siswa tadi.”

G : “Ya begitulah di sini mbak. Harus sabar dan telaten. Kadang kayak cari perhatian kalo ada orang lain. Apalagi kalo ada cewek cantik. hehehe”

P : “Hehehe.. Tapi kalo pelajaran selalu rame begitu Pak?..”

G : “Ya tergantung bagaimana kita mengkodisikan siswa. Kalo tidak bisa mengatur, ya rame sekali. Tapi kalau bisa ya bisa anteng mereka..”

P : “Masalah yang paling banyak dihadapi apa ya pak? Kok kayaknya tadi anak-anak bingung dalam mengerjakan tugas”

G : “Iya, mereka kurang memperhatikan instruksi, mudah terpecah kosentrasinya. Kadang juga malas-malasan. Apalagi yang laki-laki. Kalau yang perempuan saja enak, nggak ada masalah.”

P : “Tapi ada beberapa anak laki-laki yang serius lho Pak”

G : “oya ada. Yang duduk di depan tadi lumayan. Muhammad Irfan kalo tidak salah. Sama Imam Arba’in”

P : “iya, Pak.”

G : “Terus rencananya gimana ini Mbak? ”

P : “Saya mau ngasih Pre-Tes saja dulu minggu depan.”

S1 : “OO gitu.. Mau materi apa?”

P : “Narrative Texts, Pak. Writing.”

G : “Oya bagus. Saya belum pernah ngajar writing narrative texts semester ini. Baru reading saja. Yang writing baru Recount Text.”

P : Ya Pak. Besok kalo saya ada masalah, mohon bantuannya ya Pak.”

G : “ya mbak. Sante saja di sini.”

P : “kalo begitu, sekarang saya permisi dulu Pak”

G : “ya, silakan. Hati-hati Mbak”

Hari, tanggal : Sabtu, 5 April 2014
 Tempat : Ruang Kelas, di akhir pre-tes
 P : Peneliti
 S1 : Wulansari
 S2 : Alvin Prabowo
 S3 : Yayang Vicky
 S4 : Venti
 S5 : Ivada Shella
 S6 : Putri

Interview 4

P : “Dik, saya mau tanya, pelajara yang paling kamu sukai apa?”
 S1 : “Bahasa Inggris.”
 P : “Kenapa?”
 S1 : “karena nilai saya lumayan kalau ulangan”
 P : “Biasanya, kalo nulis teks naratif seperti itu sulit nggak?”
 S1 : “kalo membuat ceritanya sih bisa, tapi kalo menulisnya sering salah”
 P : “Biasanya pak Mukiran kalo meyuruh menulis gimana?”
 S1 : “Ya mengerjakan LKS. Mengurutkan. Kadang-kadang buat PR.”
 P : “Kalo tadi saya suruh nulis cerita naratif begitu, sulit nggak?”
 S1 : “Ya, lumayan”
 P : “Kalo meulis seperti itu, apa media yang bisa membantu mengeluarkan ide. Lagu, gambar, atau video animasi?”
 S1 : “Kalo lagu-lagu itu sering tidak dengar Mbak. Enak yang animasi. Kan ada tulisannya to?”
 P : “iya. Jadi lebih suka animasi kalo untuk membuat cerita?”
 S1 : “iya.”
 P : “Oke deh, Cuma mau tanya aja. Siapa namamu?..”
 S1 : “Wulan.”
 P : “Oke Wulan, makasih yaa.”
 S1 : “Ya”

Interview 5

P : “Hai. Nama kamu siapa?”
 S2 : “Alvin, Bu.”
 P : “Kamu tadi nulis apa?”
 S2 : “Danau Toba. Toba Lake.”

- P : “Sulit nggak?”
 S2 : “Sulit banget, mbak, eh Bu”
 P : “Seneng nggak pelajaran bahasa Inggris?.”
 S2 : “Kalo yang ngajar jenengan ya seneng”
 P : “serius ini. Suka nggak sama Bahasa Inggris?”
 S2 : “Suka dikit. Agak suka.”
 P : “Kenapa?”
 S2 : “Susah mengartikan”
 P : “kalo listening, speaking, reading, writing, yang paling sulit apa?”
 S2 : “Sulit semua.”
 P : “Tadi, pas nulis, susah nggak?”
 S2 : “Susah. Capek. Ceritanya panjang. Nggak punya kamus”
 P : “Kok bisa bercerita panjang?”
 S2 : “Kan itu ceritanya dari nonto Tivi. Sering diputar itu.”
 P : “kalo buat nulis cerita, kamu lebih suka media apa, gambar atau film?”
 S2 : “Ya enak film. Kan ada percakapannya.”
 P : “berarti lebih mudah nulis kalo setelah nonton film ya?”
 S2 : “iya”
 P : “Oke. Makasih yaa..”
 S2 : “Ya...”

Interview 6

- P : “Nama kamu siapa?.”
 S3 : “Yayang.”
 P : “saya mau tanya. Pelajara yang paling kamu sukai apa?.”
 S3 : “olahraga”
 P : “kalo bahasa Inggris?”
 S3 : “Tidak suka.”
 P : “Kenapa?”
 S3 : “Sulit. Tidak bisa mengartikan.”
 P : “Kalo menulis naratif kayak tadi, sulit?”
 S2 : “Sulit banget. Saya tidak bisa, terus nurun cerita di LKS”
 P : “O menurutmu, lebih enak yang mana kalo media buat baha menulis, gambar atau film?”
 S2 : “Gambar. Eh, film ding”
 P : “kenapa film?”

- S2 : “Soalnya gerak-gerak kalo film. Kalo gambar kan diam saja”
 P : “Oke makasih”
 S2 : “yaa.”

Interview 7

- P : “Venti yang mana tadi?”
 S4 : “Saya mbak.”
 P : “Pelajaran yang kamu sukai apa?”
 S4 : “Matematika dan seni budaya.”
 P : “Kalo kamu? Siapa namanya?”
 S5 : “Shella. Saya suka Olah raga”
 P : “Iho, kok ngga ada yang suka bahasa Inggris?”
 S4, S5 : “Lha sulit mbak. Mengartikannya susah. Verb verb itu saya tidak ngerti.”
 S6 : “saya dulu suka, sekarang nggak. Soalnya ada teks-teks naratif itu, bingung.”
 P : “Nulis yang tadi gimana?”
 Ss : “Lumayan.”
 P : “Lumayan apa? Lumaya gampang apa lumayan sulit?”
 S6 : “Hehe. Lumayan sulit.”
- P : “Biasanya pak Guru pakai media apa kalo menyuruh nulis?”
 Ss : “Buku mbak.”
 P : “Sekarang kalo saya mau pakai, pilih mana, seneng mana, buku, gambar, atau film?”
 Ss : “Pingin film. Kayak di tivi-tivi itu. Audio visual apa apa itu.”
 P : “Kenapa suka film?”
 S6 : “Lha tahu jalan ceritanya. Jadi mengerti.”
 P : “O..oke oke. Makasih yaa”
 Ss : “Yaa..”

Interview 8

- Hari, tanggal : Sabtu, 5 April 2014
 Tempat : ruang guru
 P : Peneliti
 G : Guru bahasa Inggris

- G : Gimana, udah pre-test tadi mbak?
 P : Sudah Pak. Tapi anak-anak pada rebut terus tadi waktu saya suruh menulis.

- G : Yaa, begitulah mbak. Saya memang jarang menyuruh mereka untuk menulis, apalagi teks naratif yang masih materi baru bagi mereka.
- P : Apa bapak sebelumnya sudah pernah mengajar menggunakan video animasi pendek sebelumnya?"
- G : Saya belum pernah melakukan itu. Sebenarnya saya sudah memikirkan bahwa mungkin media tersebut akan membuat siswa lebih antusias dalam mengikuti pelajaran, tapi saya merasa kesulitan mendapatkan video yang pas dengan materi yang diajarkan.
- P : Oo.. gitu. Baik Pak, besok saya akan menggunakan video untuk pembelajaran.
- G : ya bagus, mbak. Besok saya ngopi videonya yaa..
- P : Ya Pak.

Interview 9

Hari, tanggal : Jumat, 25 April 2014

Tempat : Ruang Guru, setelah akhir pelajaran. (akhir siklus 1)

G : Guru bahasa Inggris

P : peneliti

- P : Bagaimana pendapat Bapak tentang penggunaan video dalam kelas writing ini?
- G : Kalau dari pengamatan saya ketika pelajaran berlangsung, penggunaan video bisa dibilang sangat tepat karena terbukti dapat membuat mereka lebih tertarik kepada pelajaran. Biasanya mereka seperti tegang setiap pelajaran bahasa Inggris, namun dengan penggunaan video, mereka sepertinya lebih relax. Selain itu, input yang berupa video ini tentunya lebih membuat mereka mudah memahami isi dari cerita karena jika video ada gambarnya, sehingga mereka lebih bisa membayangkan kejadiannya dari gambar bergerak tersebut
- P : Lalu menurut Bapak kekurangan dari penggunaan video di Cycle I ini apa ya, Pak
- G : Saya rasa yang mungkin masih kurang adalah keefektifan penggunaan video tersebut. Mungkin perlu di perhatikan lagi pemanfaatan waktunya karena sepertinya pemutaran videonya hanya berdasarkan permintaan siswa. Seharusnya tentu tidak seperti itu. Akan lebih baik jika hal tersebut dapat diperbaiki di siklus selanjutnya.
- P : Oo. Gitu ya Pak. Baik Pak, besok di siklus 2, saya akan batasi pemutaran videonya.
- G : kayaknya itu lebih baik.
- P : Menurut Bapak kemajuan apa yang telah dicapai di Cycle I ini?

- G : Ya, sudah ada kemajuan tentu saja. Hal ini bisa dilihat dari sikap siswa dalam proses pembelajaran yang sudah menunjukkan kemajuan. Meskipun belum begitu besar, namun sudah ada kemajuan dalam hal kepercayaan diri untuk mencoba mengerjakan latihan latihan sendiri. Untuk pengetahuan tentang narrative text, kebanyakan sudah paham. Namun ada beberapa yang masih belum bisa memahami bagian mana yang termasuk bagian orientasi, komplikasi dan juga resolusi. Oleh karena itu, mungkin setelah menonton video ataupun membaca teks naratif, akan lebih baik jika diberi pertanyaan tentang manakah bagian dari orientasi, komplikasi dan resolusi dari teks tersebut sehingga semua siswa akan dapat memahami. Soalnya, banyak yang malu untuk bertanya sendiri, jadi lebih baik dijelaskan saja.
- P : baik, pak. Terimakasih atas sarannya. Saya akan merencanakan siklus 2 sesuai saran dari bapak dan nanti saya diskusikan lagi sama teman saya.
- G : Ya, oke. Sama-sama mbak.

Interview 10

Hari, tanggal : Jumat, 25 April 2014

Tempat : perpustakaan

P : Peneliti

S1 : Muh Irfan

S2 : Hernawan

P : dik, siapa namamu, kok gak apal-apal.

S1 : Irfan mbak, kok lupa sih? Kemarin kan dah Tanya..

P : ya biasa Dik. Ehmm...Gimana belajar pakai video? Asyik gak?

S1 : Enak, mbak. Jadi lebih paham sama ceritanya. Asyik soalnya biasanya kan cuma suara aja kalo listening.

P : Oke, menyenangkan yaa..

S1 : iyaa, mbak.

P : kalo menurut kamu, eemm siapa ya namamu?

S2 : Nawan, Miss.

P : oya, Nawan, gimana menurut kamu, senang tidak pakai video

S2 : senang dong mbak.

P : Gimana latihan latihannya? Bisa ngerjain gak?

S1 : Agak susah, Miss. Sebenarnya gak begitu ding, tapi seringnya kita gak tahu apa bentuk kedua kata katanya itu. Sama gak tahu kata-kata yang tepat. Lha di kamus kadang gak ada.

Interview 11

Hari, tanggal : Jumat, 9 mei 2014

Tempat : ruang guru

P : Peneliti

G : Guru bahasa inggris

P : ehmm.. pak, saya tadi menggunakan bacaan teks naratif dalam pembelajaran. Apa pendapat Bapak tentang penggunaan narrative texts ini?

G : Menurut saya, itu bagus sekali karena memang ini skill yang diajarkan adalah writing, jadi input berupa reading itu harus ada. Saya rasa dengan metode yang Mbak gunakan yaitu dengan menjadikannya grammar exercises, itu bagus agar mereka tidak bosan, dengan membuatnya menjadi paragraph acak, dalam menyusunnya tentunya mereka perlu memahami kontennya. Jadi, saya rasa itu bagus untuk mereka.”

P : Menurut Bapak, bagaimana penggunaan grammar exercises dengan model seperti ini di Cycle II?

G : Bagus sekali, Mbak. Siswa bisa belajar dari dasar kalau mungkin masih ada yang belum tahu basic kalimat, jadi dari exercise jenis pertama yaitu jumbled words, mereka jadi mengerti bahwa sebuah kalimat harus memiliki subject dan verb. Kalau dari exercise yang terakhir, mereka jadi memahami konten dari text karena untuk bisa menyusunnya menjadi text utuh, mereka pertama tama harus paham konten dari teks tersebut.”

P : Lalu apakah menurut Bapak siswa masih sangat kesulitan ketika menulis teks?

ET : Kesulitan sih pasti masih ada, tapi sudah kelihatan banyak berkurang. Karena kemampuan mereka masih rata-rata, jadi masih butuh arahan lebih lanjut. Tapi bisa dibilang sudah jauh meningkat dibanding waktu pre test.

Interview 12

Hari, tanggal : Sabtu, 10 Mei 2014

Tempat : Perpustakaan

S1 : Indri

S2 : Melia

SS : semua siswa

P : Menurut kalian kegiatan di kelas tadi bagaimana?”

SS : seneng, Mbak. Eh, Miss Iga.

- P : kalau menurut kamu Indri?
- S1 : Menyenangkan dan bermanfaat, Miss.
- P : Apakah membosankan pelajarannya?
- S1 : Sama sekali enggak, Miss. Asyik malah soalnya nonton film.
- P : Apa pendapatmu soal belajar pake video?"
- S1 : Menurut saya sih enak banget, Miss. Jadi lebih gampang memahami ceritanya soalnya terbantu sama gambar dan suara."
- P : kalo menurut Melia, dari pembelajaran dengan saya, apakah kamu masih menemukan kesulitan dalam belajar bahasa Inggris? Kalau iya, letak kesulitannya dimana?
- S2 : Iya, Miss. Tulisannya sudah tahu tensesnya pakai past tense, tapi saya masih bingung kalau kata yang ditambah "ed" dan kalimat yang beraturan dan tidak beraturan itu, Miss. Belum hafal semua terus juga susah juga dalam menyusun kalimatnya."
- P : Setelah saya jelaskan kemarin, sedikit terbantu tidak?
- S2 : Iya, sangat terbantu, Miss. Videonya juga asyik. Hehehe.
- P : Saya sangat senang kalau dapat membantu kalian. Apalagi kalau dengan video, bias lebih membuat kalian senang dan terbantu untuk membuat teks naratif. Mungkin besok pak Guru juga akan memutar video naratif yang bermanfaat juga. Kayaknya ini pertemuan kita yang terakhir. Maaf kalau saya banyak salah yaa..
- SS : Waaaaahhh... Lha besok gak ngajar lagi mbak. Waduh..Mbok ngajar di sini terus mbak...
- P : Hehehe... saya kan Cuma penelitian di sini. Senang bisa kenal kalian..
- SS : Waaaaahh...

Interview 13

Hari, tanggal : Sabtu, 10 mei 2014

Tempat : Ruang Guru

P : Peneliti

G : Guru bahasa Inggris

- P : Pak, tadi itu pertemuan ketiga siklus yang kedua. Siswa sudah saya minta untuk menulis teks naratif berdasarkan video yang saya putar. Tulisan siswa itu saya pakai untuk post-test.
- G : Iya, saya rasa bias dipakai untuk post test. Kan berarti sudah dapat data-data hasil tulisan mereka kan?
- P : Sudah Pak. Ada pre-test, yang dulu itu. Terus progress test yang The Flying Elephant itu, trs Cinderella ini sebagai post tes. Gimana menurut bapak?

- G : Saya rasa sudah cukup itu.
- P : Jadi penelitian ini sudah cukup, Pak?
- G : Iya sudah bisa terlihat peningkatan yang signifikan.
- P : Baiklah, Pak. Terima kasih banyak atas bantuannya. Mohon doanya, biar bias menyelesaikan laporan segera.
- G : Ya, mbak. Semoga sukses.

Course Grid of the Use of Short English Animated Stories to Improve Students' Ability in Writing Narrative Texts

Standard of Competence : Expressing meaning within written short functional texts and simple short essays in the forms of recount and narrative to interact with people around

Basic Competence : Expressing meaning and rhetorical steps using written language accurately, fluently and acceptably to interact with people around in the forms of recount and narrative.

Cycle	Indicators	Learning Objectives	Assessment	Learning Materials	Teaching Activities	Media & Learning Resources
1.	1. Finding the past form and main ideas. 2. filling the cloze paragraph. 3. arranging jumbled paragraph into a narrative text. 4. writing a simple narrative text.	At the end of the learning, students are able to 1. find the past forms of the verbs in a narrative text and their meanings. 2. find the main idea of each paragraph in a narrative text. 3. find the correct words to fill the cloze paragraph. 4. arrange jumbled paragraph into a narrative text. 5. write a simple monologue in the forms of narrative based on the short English animated stories.	Technique: Performance work Form: Written test Instrument: Instruction/ task	1. A written narrative text entitled 'Maura and Three Sheikhs" 2. A short animated story entitled "The Flying Elephant". 3. Generic structure of a narrative text. 4. Simple past tense 5. Conjunctions such as then, after that, finally.	Pre-Teaching 1. Greet the students and checking the attendance. 2. Asking /reminding a little bit about the last meeting material. 3. Building knowledge about the material that will be taught by asking them what stories they have heard before, etc. Whilst teaching Meeting 1 1. The students read a short simple narrative text 2. The students try to find past verbs from the text.	a. Book entitled "PR Bahasa Inggris Kelas VIII" Publisher: Intan Pariwara, Author: Bachtiar Bima dan Marta Yuliani b. Internet, YouTube c. English Dictionary

					<p>3. The students try to find out the meanings of the verbs that are found before.</p> <p>4. The teachers explains the right answers to the students.</p> <p>5. The students try to find the main ideas of each paragraph of the story.</p> <p>6. The students and the teacher discuss the content of the story together.</p> <p>7. The teacher shows an animated story entitled “The Flying Elephant”.</p> <p>8. The teacher asks the students to guess the content of the story.</p> <p>9. The teacher explains the tenses used in the narrative text.</p> <p>10. The teacher explains the steps of writing narrative texts.</p> <p>Meeting 2</p> <p>1. The teacher shows an animated story entitled “The Flying Elephant” to the</p>	
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					<p>students again.</p> <ol style="list-style-type: none"> 2. The students find verbs which are used in the story. 3. The students fill in the blanks of the cloze sentences in pairs. 4. The teacher and the students discuss the right answers together. 5. The students arrange jumbled paragraph into a good narrative text in pairs. 6. The teacher and the students discuss the right answer together. <p>Meeting 3</p> <ol style="list-style-type: none"> 1. The teacher shows again an animated story entitled “The Flying Elephant”. 2. The students are given some guidance pictures by the teacher taken from the animated story. 3. The students retell the story in the form of written language individually. 	
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					<p>Post-Teaching</p> <ol style="list-style-type: none"> 1. The teacher gives the students opportunity to ask about what they have not understood yet. 2. The teacher concludes what they have learned in the teaching and learning process. 	
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Course Grid of the Use of Short English Animated Stories to Improve Students' Ability in Writing Narrative Texts

Standard of Competence : Expressing meaning within written short functional texts and simple short essays in the forms of recount and narrative to interact with people around

Basic Competence : Expressing meaning and rhetorical steps using written language accurately, fluently and acceptably to interact with people around in the forms of recount and narrative.

Cycle	Indicators	Learning Objectives	Assessment	Learning Materials	Teaching Activities	Media & Learning Resources
2.	1. finding the past forms and generic structure of a narrative text. 2. answering questions related to a narrative text. 3. arranging jumbled words 4. arranging jumbled sentences 5. arranging jumbled paragraph 6. writing a simple narrative text	At the end of the learning, students are able to 1. find the past forms of the verbs in a narrative text and their meanings. 2. determine the generic structure of a narrative text. 3. answer questions related to a narrative text. 4. arrange jumbled words into sentences. 5. arrange jumbled sentences into a paragraph. 6. arrange jumbled paragraph into a narrative text.	Technique: Performance work Form: Written test Instrument: Instruction/ task	1. A written narrative text entitled 'Keong Mas' 2. A short animated story entitled "Cinderella". 3. Generic structure of a narrative text. 4. Simple past tense 5. Conjunctions such as then, after that, finally.	Pre-Teaching 1. Greet the students and checking the attendance. 2. Asking /reminding a little bit about the last meeting material. 3. Building knowledge about the material that will be taught by asking them what stories they have heard before, etc. Whilst teaching Meeting 1 1. The students match the words with the meanings provided. 2. The students watch	a. Book entitled "PR Bahasa Inggris Kelas VIII" Publisher: Intan Pariwara, Author: Bachtiar Bima dan Marta Yuliani b. Internet, YouTube c. English Dictionary

		<p>7.write a simple monologue in the forms of narrative based on the short English animated stories.</p>			<p>the video containing narrative text.</p> <ol style="list-style-type: none"> 3. The students try to find the verbs from the story then find the present form and also the meaning 4. The students answer some questions related to the story in the video. 5. The teachers explains the right answers to the students. 6. The students discuss together which parts of the text are the orientation, the complication and the resolution. <p>Meeting 2</p> <ol style="list-style-type: none"> 1. The students read a narrative text entitled “Keong Mas”. 2. The students fill some blanks with past tense verbs to some sentences. 3. The students arrange some jumble words into good sentences. 4. The students arrange jumble sentences into 	
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					<p>a good paragraph.</p> <p>5. The students arrange jumble paragraph into a good narrative text.</p> <p>Meeting 3</p> <p>1. The teacher shows an animated story entitled “Cinderella”.</p> <p>2. The students are given some guidance pictures by the teacher taken from the animated story.</p> <p>3. The students retell the story in the form of written language individually.</p> <p>Post-Teaching</p> <p>1. The teacher gives the students opportunity to ask about what they have not understood yet.</p> <p>2. The teacher concludes what they have learned in the teaching and learning process.</p>	
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: SMP N 2 Sanden
Mata Pelajaran	: Bahasa Inggris
Aspek/Skill	: Writing
Jenis Teks	: Narrative
Pend. Karakter	: Kreatif dan menghargai karya seni
Kelas/ Semester	: VIII/II
Tahun Pelajaran	: 2013/2014
Alokasi Waktu	: 6 x 40 menit (3x pertemuan)

A. Standar Kompetensi: Menulis

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

B. 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*

C. Indikator (Indikator kompetensi)

Pertemuan 1

- Menemukan kata kerja lampau beserta artinya dalam teks naratif sederhana

- Menemukan ide pokok dari setiap paragraf sebuah teks naratif sederhana.

Pertemuan 2

- menemukan kata yang tepat untuk mengisi kalimat rumpang sesuai dengan isi cerita dari sebuah video.
- mengurutkan paragraf acak agar menjadi sebuah teks naratif yang padu.

Pertemuan 3

- Menulis teks tulis esei pendek sederhana dalam bentuk *narrative* berdasarkan video yang dilihat.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

1. Menemukan kata kerja lampau beserta artinya dalam teks naratif sederhana dengan tepat
2. Menemukan ide pokok dari setiap paragraf sebuah teks naratif sederhana dengan tepat.
3. menemukan kata untuk mengisi kalimat rumpang sesuai dengan isi cerita dari sebuah video dengan tepat
4. mengurutkan paragraf acak agar menjadi sebuah teks naratif yang padu dengan tepat
5. Menulis teks tulis esei pendek sederhana dalam bentuk *narrative* dengan benar.

E. Materi Pembelajaran

1. Fakta

- a. Narrative Text untuk BKOF (Building Knowledge of the Field) yang berjudul “Queen Maura and Three Sheiks”

- b. Transkrip dari video animasi untuk yang berjudul “The Flying Elephant” MOT (Modelling of the Text), JCOT (Joint Construction of the Text), dan ICOT (Individual Constuction of the Text. (terlampir)

2. Prinsip

- a. Narrative text uses simple past tense.

Examples:

- Maura went to the camp.
 - Hakim received a plate of meat.
- b. Narrative text uses order of time, for examples: first, next, then, after that, etc.

3. Konsep

Fungsi sosial dari *narrative text* adalah untuk menghibur pembaca/pendengar dan menceritakan suatu kisah secara terperinci.

4. Procedure

- Orientation
- Complication
- Resolution

F. Metode dan Sumber Pembelajaran

1. Metode : Tanya jawab, diskusi, dan penugasan
2. Sumber/ Bahan :
 - a. Buku PR Bahasa Inggris Kelas VIII, Penerbit: Intan Pariwara, Penulis: Bachtiar Bima dan Marta Yuliani
 - b. Internet, YouTube
 - c. Kamus Bahasa Inggris

G. Langkah-langkah Kegiatan Pembelajaran

PERTEMUAN 1

1. Pendahuluan

- a. Warming Up (Mengucapkan salam dan mengecek kehadiran siswa)
- b. Pre-teaching (Bertanya jawab tentang hal yang berhubungan dengan text yang akan dibahas)

2. Kegiatan Inti

Eksplorasi (BKOF dan MOT)

- a. Guru menunjukkan satu jenis teks naratif kepada para siswa..
- b. Siswa mencoba menemukan kata-kata kerja bentuk lampau.
- c. Siswa mencoba menebak makna dari kata-kata tersebut.
- d. Siswa mencoba menentukan ide pokok di setiap paragraf.
- e. Guru membahas isi dari cerita teks naratif tersebut bersama para siswa.
- f. Guru menjelaskan tentang *generic structure* dari teks tersebut.
- g. Guru kemudian menampilkan sebuah video animasi tentang *narrative* yang berjudul “The Flying Elephant”.
- h. Guru menyuruh siswa untuk menebak isi dari video animasi yang diputar.

Elaborasi

- a. Guru mendiskusikan jawaban dari soal-soal yang diberikan bersama para siswa.
- b. Guru menjelaskan jawaban yang tepat.
- c. Guru menjelaskan tentang tenses yang digunakan dalam narrative text, yaitu past tense.
- d. Guru menjelaskan tahapan-tahapan menulis *narrative text*.

- e. Siswa mengajukan pertanyaan apabila ada hal-hal yang belum jelas.

Konfirmasi

- a. Siswa dipandu guru menyimpulkan materi yang baru saja mereka pelajari.
- b. Siswa mengajukan pertanyaan untuk hal-hal yang dirasa belum jelas.

3. Penutup

- a. Menanyakan kesulitan siswa selama Kegiatan Belajar Mengajar
- b. Menugaskan siswa untuk mempelajari/membaca cerita narrative lainnya sebagai referensi sembari memperhatikan content-nya.

PERTEMUAN 2

1. Pendahuluan

- a. Warming Up (Mengucapkan salam dan mengecek kehadiran siswa)
- b. Pre-teaching (Bertanya jawab tentang hal yang berhubungan dengan text yang akan dibahas) dan mengingatkan kembali materi yang diajarkan di pertemuan yang lalu.

2. Kegiatan Inti

Eksplorasi

- a. Siswa menyaksikan lagi video yang berisi *narrative text* berjudul “The Flying Elephant”.
- b. Siswa menemukan kata kerja yang dipakai dalam cerita di video animasi tersebut.

Elaborasi (JCOT)

- a. Siswa secara berpasangan mengisi kalimat rumpang berdasarkan isi teks dalam video animasi tersebut.
- b. Siswa dipandu guru mendiskusikan jawaban mereka bersama-sama.
- c. Siswa secara berpasangan menyusun paragraf acak menjadi sebuah teks naratif yang padu berdasarkan video animasi tersebut.
- d. Siswa dipandu guru mendiskusikan jawaban mereka bersama-sama.
- e. Siswa mengajukan pertanyaan apabila ada hal-hal yang belum jelas.

Konfirmasi

- a. Siswa dipandu guru menyimpulkan materi yang baru saja mereka pelajari.
- b. Siswa mengajukan pertanyaan untuk hal-hal yang dirasa belum jelas.

3. Penutup

- a. Menanyakan kesulitan siswa selama KBM.
- b. Menutup pelajaran dengan salam

PERTEMUAN 3

1. Pendahuluan

- a. Warming Up (Mengucapkan salam dan mengecek kehadiran siswa)
- b. Pre-teaching (Bertanya jawab tentang hal yang berhubungan dengan text yang akan dibahas) dan mengingatkan kembali materi yang diajarkan di pertemuan yang lalu.

2. Kegiatan Inti

Eksplorasi

- a. Siswa menyaksikan video animasi yang berisi *narrative text* berjudul “The Flying Elephant”.

Elaborasi

- a. Dengan bantuan gambar dari beberapa *screen capture* video tersebut, siswa mencoba menulis kembali cerita dalam video tersebut menggunakan kata-kata mereka sendiri.
- b. Guru memandu dan mengoreksi siswa dengan cara berkeliling kelas.
- c. Siswa mengajukan pertanyaan apabila ada hal-hal yang belum jelas.

Konfirmasi

- a. Siswa dipandu guru menyimpulkan materi yang baru saja mereka pelajari.
- b. Siswa mengajukan pertanyaan untuk hal-hal yang dirasa belum jelas.

3. Penutup

- a. Menanyakan kesulitan siswa selama KBM.

H. Penilaian

1. Teknik : Unjuk Kerja
2. Bentuk : Tes Tertulis
3. Instrument : Terlampir
4. Pedoman penilaian
 - a. Nilai siswa : Jumlah skor perolehan = nilai akhir.
 - b. Rubrik Penilaian :

Categories	Maximal score
Content	30
Organization	30
Vocabulary	20
Grammar and Mechanics	20
Total	100

Diadaptasi dari Brown (2004: 243-246)

Mengetahui
Guru Mata Pelajaran

Sanden, April 2014
Peneliti

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LAMPIRAN-LAMPIRAN

Lampiran Penilaian untuk Pertemuan 1

Task 1

Read the following text, underline the verbs and find the meaning of them!

Queen Maura and Three Sheiks

Once, in Arabia there was a beautiful and powerful queen. Her name was Maura. That's why, many handsome and rich men admired her and wanted to marry her. One by one she discarded them, until there were only three sheiks left. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first sheik gave her some left over food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

The following day, the queen invited the three sheiks to have dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him.

This Sheik Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

Task 2

Find the main idea of each paragraph in the text above!

Lampiran Penilaian untuk Pertemuan 2

Task 1

Fill in the blanks with the suitable words!

1. The farmer planted in his field.
2. An elephant the crop every night.
3. The farmer grabbed the elephant's tail and they to the sky.
4. The farmer took from Indra's kingdom.
5. The neighbours were about the farmer's sudden wealth.

6. They asked the farmer's about the wealth.
7. When flying, one of the villagers let go of the elephant's tail, and finally they all on the ground.

Task 2

Arrange the following paragraph into a good narrative text!

1. The paradise was filled with the beautiful birds and flowers. The ground was covered with silver grass and precious stones. The farmer soon found the royal palace and met Indra. "Your elephant has been flying down and eating all my sugarcane. My harvest is ruined," said the farmer. "I am very sorry. Please take whatever you want from my kingdom. I'll make sure he doesn't go down again and damage your crops," said Indra and blessed the man with a safe journey back home. The farmer took two handfuls of gems and returned home. He built himself a new house and became a very rich man.
2. A sugarcane farmer, once lived in a small village. He worked very hard and hoped to have a big harvest. One morning, he saw that a big chunk of his crop was missing. The next day, another huge chunk of his crop was gone. "I'll stay awake tonight, and see who's eating my sugarcane," the farmer thought to himself.
3. That evening the villagers decided to lure the elephant down themselves. "When we get to Paradise, we'll take more than just two handfuls of gems!" they said. They planted a field of sugarcane and sure enough, the elephant flew down one night. One villager grabbed its tail and soon there was a chain of villagers flying behind the elephant. As they flew up, they began talking about what they would bring back.
4. Finally, it was the turn of the villager holding the elephant's tail. "I'm going to carry back this many gems!" he declared in excitement. He stretched his arms wide and let go of the elephant's tail. The villagers all fell in a heap on the ground. They watched sadly as the elephant disappeared into the sky. "Don't worry. The elephant will come back tomorrow," said the villagers. But Indra, hearing of the villagers' trick, arranged for a sugarcane field to be planted in Paradise. The elephant never felt the need to fly down again. The villagers waited for many nights, watching the sky. But the elephant never came back down again.
5. That night, he waited by the window, watching his fields. As the moon rose, he saw a tiny speck grow larger in the sky. It was an elephant flying right into his field! The farmer watched in amazement as it flew down and started eating his sugarcane. He tiptoed outside and waited for the elephant to finish eating. When the elephant began flying away, the farmer grabbed its tail in order to catch the elephant. Soon he was flying above his fields into Indra's kingdom of Paradise.

6. Soon the whole village was curious about his sudden wealth. One day, some villagers went to visit the farmer's wife. "Where did you get all this money? Did you find buried treasure in your fields?" they asked. The farmer's wife told them what had happened.

Pertemuan 3

Task

Watch the video and retell the story individually using your own words! Use these pictures to help you.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP N 2 Sanden
Mata Pelajaran	: Bahasa Inggris
Aspek/Skill	: Writing
Jenis Teks	: Narrative
Pend. Karakter	: Kreatif dan menghargai karya seni
Kelas/ Semester	: VIII/II
Tahun Pelajaran	: 2013/2014
Alokasi Waktu	: 6 x 40 menit (3x pertemuan)

A. Standar Kompetensi: Menulis

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

B. 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*

C. Indikator

Pertemuan 1

- Menemukan kata kerja lampau beserta artinya dalam sebuah teks naratif sederhana.
- Menentukan generic structure dari teks naratif.

- Menjawab pertanyaan seputar cerita dalam teks.

Pertemuan 2

- Menentukan bentuk kata kerja lampau dalam kalimat.
- Menyusun kata kata acak menjadi kalimat yang benar.
- Menyusun kalimat acak menjadi paragraf yang benar.
- Menyusun paragraf paragraf acak menjadi teks naratif utuh.

Pertemuan 3

- Menulis teks tulis esei pendek sederhana dalam bentuk *narrative*.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

1. Menemukan kata kerja lampau beserta artinya dalam teks naratif sederhana dengan benar.
2. Memahami generic structure dari teks naratif dengan tepat
3. Dapat menjawab pertanyaan seputar cerita dalam teks dengan tepat
4. Menentukan bentuk kata kerja lampau dalam kalimat dengan tepat
5. Menyusun kata kata acak menjadi kalimat dengan benar.
6. Menyusun kalimat acak menjadi paragraf dengan benar.
7. Menyusun paragraf paragraf acak menjadi teks naratif utuh dengan tepat.
8. Menulis teks tulis esei pendek sederhana dalam bentuk *narrative* dengan benar.

E. Materi Pembelajaran

1. Fakta

- a. Transkrip dari video animasi

Cinderella

Long ago, there was a sweet girl named Ella, she lived with her mean stepmother and two stepsisters. They made her do all the

housework. She was always covered by dust and so, she was called Cinderella.

One day, the prince invited all the girls in the kingdom for a ball in the castle. Everyone including the two stepsisters was very excited. Cinderella too wanted to go to the ball, but her sisters ask her to stay at home and work. Cinderella was so disappointed that she began to cry.

Suddenly, she saw a shimmering light in the room. A woman with a kind smile stood in front of her. She was Cinderella's fairy godmother. She wanted to help Cinderella to go to the ball, with a wave of her hand, she made Cinderella looked like a princess. The fairy godmother warned her to be home before 12 o'clock for then the spell would be broken.

Cinderella was the prettiest girl at the ball. Her stepsisters did not even recognize her. All the other girls were very jealous because the prince danced with her the whole night. However, the moment the clock was 12, she remembered the fairy godmother words and ran away. In her hurry, she left one glass slipper on the castle steps.

The prince had fallen in love with her and wanted to find her and find her. He asked his maid to go to every house in the land and find the girl whose foot fits into the glass slipper. The king's maid reached Cinderella's house, the two stepsisters tried hard to get their big feet to fit into the slippers, but they failed. Finally, when Cinderella tried the slipper, her foot fitted perfectly into the glass slipper, the prince and Cinderella were soon married in the grand ceremony, that way the two stepsisters never bothered her again.

b. Teks naratif yang berjudul “Keong Mas”

2. Prinsip

c. Narrative text uses simple past tense.

Examples:

- The prince invited all the girls in the kingdom for a ball in the castle.
- Cinderella was the prettiest girl at the ball.

d. Narrative text uses order of time, for examples: first, next, then, after that, etc.

3. Konsep

Fungsi sosial dari *narrative text* adalah untuk menghibur pembaca/pendengar dan menceritakan suatu kisah secara terperinci.

4. Procedure

- Orientation
- Complication
- Resolution

F. Metode dan Sumber Pembelajaran

1. Metode : Tanya jawab, diskusi, dan penugasan
2. Sumber/ Bahan :
 - a. Buku PR Bahasa Inggris Kelas VIII, Penerbit: Intan Pariwara, Penulis: Bachtiar Bima dan Marta Yuliani
 - b. Internet, YouTube
 - c. Kamus Bahasa Inggris

G. Langkah-langkah Kegiatan Pembelajaran

PERTEMUAN 1

1. Pendahuluan
 - a. Warming Up (Mengucapkan salam dan mengecek kehadiran siswa)
 - b. Pre-teaching (Bertanya jawab tentang hal yang berhubungan dengan text yang akan dibahas)

2. Kegiatan Inti

Eksplorasi (BKOF dan MOT)

- a. Guru memberi beberapa list kata sebagai warming up activity.
- b. Siswa mencoba menebak makna dari kata kata tersebut.
- c. Siswa bersiap siap akan menonton video tentang “Cinderella”.

- d. Siswa ditugaskan untuk mencatat kata kerja yang terdapat dalam video ketika menonton video tersebut.
- e. Siswa menyaksikan video sebanyak 3 kali.
- f. Siswa mencari bentuk pertama dari verbs yang mereka temukan.
- g. Siswa mencari makna dari verbs tersebut.
- h. Siswa mengerjakan beberapa soal bacaan tentang isi video.

Elaborasi

- a. Guru mendiskusikan jawaban dari soal-soal yang diberikan bersama para siswa.
- b. Guru menjelaskan jawaban yang tepat.
- c. Guru menjelaskan tahapan-tahapan menulis *narrative text* dan juga generic structure-nya.
- d. Siswa mengajukan pertanyaan apabila ada hal-hal yang belum jelas.

Konfirmasi

- a. Siswa dipandu guru menyimpulkan materi yang baru saja mereka pelajari.
- b. Siswa mengajukan pertanyaan untuk hal-hal yang dirasa belum jelas.

3. Penutup

- a. Menanyakan kesulitan siswa selama Kegiatan Belajar Mengajar
- b. Menugaskan siswa untuk mempelajari/membaca cerita *narrative* lainnya sebagai referensi sembari memperhatikan content-nya.

PERTEMUAN 2

1. Pendahuluan

- a. Warming Up (Mengucapkan salam dan mengecek kehadiran siswa)

- b. Pre-teaching (Bertanya jawab tentang hal yang berhubungan dengan text yang akan dibahas) dan mengingatkan kembali materi yang diajarkan di pertemuan yang lalu.

2. Kegiatan Inti

Eksplorasi (MOT)

- a. Guru memutar kembali video “Cinderella.
- b. Guru mengingatkan kembali tentang generic structure dari narrative text.
- c. Siswa diminta menyebutkan mana saja dari cerita di video yang termasuk orientation, complication dan resolution.
- d. Siswa membaca teks berjudul “Keong Mas”.

Elaborasi (JCOT)

- a. Siswa menentukan bentuk kata kerja lampau dari kalimat-kalimat.
- b. Siswa menyusun kata kata acak agar menjadi benar.
- c. Siswa dipandu guru mendiskusikan jawaban mereka bersama-sama.
- d. Siswa menyusun kalimat kalimat acak agar menjadi paragraph yang benar.
- e. Siswa dipandu guru mendiskusikan jawaban mereka bersama-sama.
- f. Siswa menyusun paragraph paragraph acak agar menjadi teks yang utuh.
- g. Siswa dipandu guru mendiskusikan jawaban mereka bersama-sama.

Konfirmasi

- a. Siswa dipandu guru menyimpulkan materi yang baru saja mereka pelajari.

- b. Siswa mengajukan pertanyaan untuk hal-hal yang dirasa belum jelas.
3. Penutup
- a. Menanyakan kesulitan siswa selama KBM.
 - b. Menutup pelajaran dengan salam

PERTEMUAN 3

1. Pendahuluan
- a. Warming Up (Mengucapkan salam dan mengecek kehadiran siswa)
 - b. Pre-teaching (Bertanya jawab tentang hal yang berhubungan dengan text yang akan dibahas) dan mengingatkan kembali materi yang diajarkan di pertemuan yang lalu.

2. Kegiatan Inti

Eksplorasi

- a. Siswa menyaksikan video yang berisi *narrative text* berjudul “Cinderella”.

Elaborasi (ICOT)

- a. Dengan bantuan gambar dari beberapa *screen capture* video tersebut, siswa mencoba menulis kembali cerita dalam video tersebut menggunakan kata-kata mereka sendiri.
- b. Guru memandu dan mengoreksi siswa dengan cara berkeliling kelas.
- c. Siswa mengajukan pertanyaan apabila ada hal-hal yang belum jelas.

Konfirmasi

- c. Siswa dipandu guru menyimpulkan materi yang baru saja mereka pelajari.

- d. Siswa mengajukan pertanyaan untuk hal-hal yang dirasa belum jelas.

3. Penutup

- a. Menanyakan kesulitan siswa selama KBM.

H. Penilaian

1. Teknik : Unjuk Kerja
2. Bentuk : Tes Tertulis
3. Instrument : Terlampir
4. Pedoman penilaian
 - a. Nilai siswa : Jumlah skor perolehan = nilai akhir.
 - b. Rubrik Penilaian :

Categories	Maximal score
Content	30
Organization	30
Vocabulary	20
Grammar and Mechanics	20
Total	100

Diadaptasi dari Brown (2004: 243-246)

Mengetahui
Guru Mata Pelajaran

Sanden, April 2014
Peneliti

Mukiran, S.Pd.
NIP. 196306291988031005

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LAMPIRAN-LAMPIRAN

Pertemuan 1

Task 1

Match the words with the meanings provided below.

- | | |
|--------------------|-----------------------------------|
| 1. Stepsisters | a. dance party |
| 2. Fairy godmother | b. a soft comfortable shoe |
| 3. Maid | c. sisters from different mom/dad |
| 4. Ball | d. magical words |
| 5. Slipper | e. moving hand |
| 6. Spell | f. people who help in the palace |
| 7. Wave | g. a woman like angel |

Task 2

Find the verbs in the video you watch then find the present tense form and the meanings.

Task 3

Answer these questions.

- Who are the characters of the story?
- Why was Ella always covered by dust?
- Why is everyone so excited?
- Why did Cinderella cry?
- Who was coming to her when she cried?
- What did the fairy godmother do to Ella?
- Why did Cinderella have to be home at 12?
- What made all the girls at the ball jealous to Cinderella?
- What happened when Cinderella ran away in her hurry?
- Why did the prince want to find the owner of the slipper?
- What happened to the prince and Cinderella in the end of the story?
- What can you learn from the story?

Pertemuan 2.

Keong Mas

Once upon a time, there was a king, he wanted to marry Dewi Sekartaji, but Dewi Sekartaji was the wife of Panji Asmoro Bangun. Then the king kidnapped her. Fortunately, the god Narada saved Dewi Sekartaji. He turned her into a golden snail, named Keong mas. The God told Keong Mas to drift along the river in order to find her husband, Panji Asmoro Bangun.

One day, a poor old widow, Mbok Rondo Dadapan was fishing along the river. Do you know what is widow? Yes, it is a woman who no longer has a husband. She found the golden snail and took it home. There, she put the snail in a jar and took good care of it. Have you heard the word “jar” before? So, in Indonesia usually we call it “kendhi”. All of a sudden, unexpected good things took place in Mbok Rondo’s life.

Every time Mbok Rondo came back from her daily fishing. She found delicious food on the table. The house was clean and neat. She wanted to find out who the mysterious kind person was. So one day, she went out from the house but did not fish. She peeped through a hole in the wall of her house.

She saw a beautiful princess. The princess was coming out of the jar and starting to clean the house. The next day, without wasting any time Mbok Rondo ran into the house. She smashed the jar. The princess could not turn back into a snail, then, Mbok Rondo adopted her.

Meanwhile, Raden Panji Asmoro Bangun, searched for his wife from one village to another. Finally, he found his beloved wife. They went back to their kingdom, taking the good Mbok Rondo along with them.

Task 1

Change the verbs into past tense forms.

1. Dewi Sekartaji **is** Raden Panji’s wife.
2. He **turns** her into a golden snail.
3. She **finds** delicious food in the table.
4. Raden Panji **searches** her wife from one village to another.
5. They **go** back together to their kingdom.

Task 2

Arrange these jumble words into correct sentences.

- a. Marry - to - He - Dewi Sekartaji – wanted
- b. Snail - She - found - the – golden
- c. a - beautiful – saw - She – princess
- d. house - The - clean - was - neat - and
- e. back – went - their - They - to - kingdom

Task 3

Arrange these sentences into a good paragraph.

1. The house was clean and neat.
2. She peeped through a hole in the wall of her house
3. So one day, she went out from the house but did not fish.
4. She wanted to find out who the mysterious kind person was.
5. She found delicious food on the table.
6. Every time Mbok Rondo came back from her daily fishing.

Task 4

Arrange these sentences into a good narrative text.

1. Every time Mbok Rondo came back from her daily fishing. She found delicious food on the table. The house was clean and neat. She wanted to find out who the mysterious kind person was. So one day, she went out from the house but did not fish. She peeped through a hole in the wall of her house.
2. One day, a poor old widow, mbok Rondo Dadapan was fishing along the river. Do you know what is widow? Yes, it is a woman who no longer has a husband. She found the golden snail and took it home. There, she put the snail in a jar and took good care of it. Have you heard the word “jar” before? So, in Indonesia usually we call it “kendhi”. All of a sudden, unexpected good things took place in mbok Rondo’s life.
3. Once upon a time, there was a king, he wanted to marry Dewi Sekartaji, but Dewi Sekartaji was the wife of panji Asmoro Bangun. Then the king kidnapped her. Fortunately, the god Narada saved Dewi Sekartaji. He turned her into a golden snail, named Keong mas. The God told Keong Mas to drift along the river in order to find her husband, Panji Asmoro Bangun.
4. Meanwhile, Raden Panji Asmoro Bangun, searched for his wife from one village to another. Finally, he found his beloved wife. They went back to their kingdom, taking the good Mbok Rondo along with them.
5. She saw a beautiful princess. The princess was coming out of the jar and starting to clean the house. The next day, without wasting any time Mbok Rondo ran into the house. She smashed the jar. The princess could not turn back into a snail, then, Mbok Rondo adopted her.

Pertemuan 3**Task**

Retell the story individually using your own words using these pictures as guidance.



Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Writing Narrative Texts through the Use of Short Animated Stories

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No : 01
 Cycle : I
 Meeting : 1st
 Day, Date : 11 April 2014

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The researcher gives a short narrative text.				
	b. The students try to find past verbs from the text, by reading to the story.				
	c. The students try to find out the meanings of the verbs				

	that are found before.				
	d. The students try to find the main idea in each paragraph of the story.				
	e. The researcher and the students discuss the content of the story together.				
	f. The researcher explains the generic structure and the tenses used in narrative text.				
	g. The researcher shows an animated video/ animated story entitled “The Flying Elephant”.				
	h. The students try to guess the content of the animated story. The researcher explains the right answers to the students.				
3. Closing activities					
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students’ Activities				
	1. The students pay attention to the researcher’s explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher’s explanation.				
	4. The students understand the				

	story of the narrative text.				
	5. The students are able to find the past verbs by reading the text.				
	6. The students are able to find the meaning of each past verbs				
	7. The students are able to find the main ideas of each paragraph.				
	8. The students are able to guess the content of a story by watching the animated story.				
	9. The students ask the researcher or their friends if they find difficulties.				
	10. The students practice their tasks.				

Observer

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Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Writing Narrative Texts through the Use of Short Animated Stories

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No : 02
 Cycle : I
 Meeting : 2nd
 Day, Date : 19 April 2014

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The researcher shows an animated story entitled "The Flying Elephant" to the students.				
	b. The students try to find past verbs from the story.				
	c. The researcher and the				

	students discuss the right answer together.				
	d. The researcher explains the right answers to the students.				
	e. The students fill in the blanks of the cloze sentences in pairs				
	f. The researcher and the students discuss the right answers together.				
	g. The researcher explains the right answers to the students.				
	h. The students arrange jumbled paragraph into a good narrative text in pairs.				
	i. The researcher and the students discuss the right answer together.				
	j. The researcher explains the right answers to the students.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in				

	the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the narrative text.				
	5. The students are able to find the past verbs by reading the text.				
	6. The students are able to find the meaning of each past verbs				
	7. The students are able to find the main ideas of each paragraph.				
	8. The students are able to guess the content of a story by watching the animated story.				
	9. The students ask the researcher or their friends if they find difficulties.				
	10. The students practice their tasks.				

Observer

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Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Writing Narrative Texts through the Use of Short Animated Stories

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No : 03
 Cycle : I
 Meeting : 3rd
 Day, Date : 25 April 2014

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The researcher shows again a video entitled "The Flying Elephant"				
	b. The students are given some guidance pictures from the animated story.				
	c. The students are asked to				

	retell the story into written language.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the animated story.				
	5. The students are able to retell the story into written language.				
	6. The students ask the researcher or their friends if they find difficulties.				
	7. The students practice their tasks.				

Observer

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Observation Sheet of Researcher's and Students' Activities in the Teaching and

Learning Process of Writing Narrative Texts through the Use of Short Animated Stories

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No : 04
 Cycle : II
 Meeting : 1st
 Day, Date : Friday, 2 May 2014

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The researcher gives some list of words				
	b. The students try to find the meanings of the words				
	c. The researcher palys a video entitled Cinderella				
	d. The students try to find the verbs in the story of				

	Cinderella				
	e. The researcher and the students discuss the verbs of the story together.				
	f. The researcher gives some questions related to the video.				
	g. The researcher and students discuss the answers.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher gives the students homework.				
	e. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the narrative text.				
	5. The students are able to find the meaning of some words				
	6. The students are able to find the verbs in the story in the video				
	7. The students are able to guess the content of a story by watching the animated story.				
	8. The students ask the				

	researcher or their friends if they find difficulties.				
	9. The students practice their tasks.				

Observer

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Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Writing Narrative Texts through the Use of Short Animated Stories

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks ($\sqrt{\quad}$) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No : 05
 Cycle : II
 Meeting : 2nd
 Day, Date : Friday, 9 May 2014

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The researcher shows an animated story entitled "Cinderella" to the students.				
	b. The students try to find the generic structure of the story				
	c. The researcher and the				

	students discuss the right answer together.				
	d. The researcher explains the right answers to the students.				
	e. The researcher gives a reading text entitled “Keong Mas”				
	f. The students changes the verbs from present into past tense.				
	g. The researcher explains the right answers to the students.				
	h. The students arrange jumbled words into a good sentence.				
	i. The researcher and the students discuss the right answer together.				
	j. The students arrange jumbled sentences into a good paragraph				
	k. The researcher and the students discuss the right answer together.				
	l. The students arrange jumbled paragraphs into a good narrative text.				
	m. The researcher and the students discuss the right answer together.				
3. Closing activities					
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher closes the lesson.				

B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the narrative text.				
	5. The students are able to change the present tense into past tense				
	6. The students are able to arrange jumbled words into a sentences				
	7. The students are able to arrange jumbled sentences into a paragraph				
	8. The students are able to arrange jumbled paragraphs into a narrative text				
	9. The students ask the researcher or their friends if they find difficulties.				
	10. The students practice their tasks.				

Observer

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Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Writing Narrative Texts through the Use of Short Animated Stories

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks ($\sqrt{}$) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No : 06
 Cycle : II
 Meeting : 3rd
 Day, Date : Saturday, 10 May 2014

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
	Researcher's Activities				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.				
	b. The researcher prepares the class condition.				
	c. The researcher gives the students apperception to attract their attention and motivation				
	d. The researcher states the learning objective.				
	2. Main Activities				
	a. The researcher shows again a video entitled "Cinderella" to the students.				
	b. The students are given some guidance pictures from the animated story.				
	c. The students are asked to				

	retell the story into written language.				
	3. Closing activities				
	a. The researcher and the students summarize the lesson.				
	b. The researcher gives an opportunity for the students to ask about what they do not understand.				
	c. The researcher and the students do a reflection.				
	d. The researcher closes the lesson.				
B.	Students' Activities				
	1. The students pay attention to the researcher's explanation.				
	2. The students are active in the class.				
	3. The students concentrate to the researcher's explanation.				
	4. The students understand the story of the animated story.				
	5. The students are able to retell the story into written language.				
	6. The students ask the researcher or their friends if they find difficulties.				
	7. The students practice their tasks.				

Observer

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SCORING RUBRIC

Categories	Maximal score
Content	30
Organization	30
Vocabulary	20
Grammar and Mechanics	20
Total	100

Adapted from Brown (2004: 243-246)

SMP NEGERI 2 SANDEN
DAFTAR NILAI PRE-TEST
KELAS : VIII C
Tanggal: 5 April 2014

No	Nama	C	O	V	G & M	Total
1	Alan Dwi Saputri	14	15	15	16	60
2	Armizan Andhes Dhanuarta	13	14	13	13	53
3	Atika Rifki Fauzia	14	15	15	13	57
4	Bety Vira Sakti	15	15	16	17	63
5	Dasilva Febriana	14	15	14	13	56
6	Eni Uswatun Khasanah	16	18	18	15	67
7	Febriyanto	15	15	15	14	59
8	Hernawan Wibisana	15	15	15	14	59
9	Ida Uswatun Khoiriyah	17	16	16	17	66
10	Imam Arba'in Dwijaya	16	15	15	15	61
11	Imam Ma'ruf Prakosa	15	15	16	13	59
12	Indri Pangestuti	16	16	16	15	63
13	Ivada Shella Pratiwi	16	16	17	16	65
14	Kholil Musthofa	14	14	14	14	56
15	Lilis Dwi Safitri	16	16	15	15	62
16	Melia Arjanti	15	15	16	15	61
17	Muhammad Alvin Prabawa	13	14	13	12	52
18	Muhammad Dandi	15	14	14	14	57
19	Muhammad Irfan Nugroho	17	17	17	15	66
20	Nggugi Krismansah	14	13	13	12	52
21	Nisa Isnaini	15	14	15	13	57
22	Novida Ekky Pratama	14	14	14	13	55
23	Taufiq Octaviani N	13	14	13	12	52
24	Venti Nur Isnayni	16	15	15	13	59
25	Virgiawan Dian Puspito	15	14	14	13	56
26	Wulansari	18	17	19	16	70
27	Yayang Vitcki Permadi	14	13	13	13	53
28	Yudi Untoro	13	13	13	12	51
	Average	14.9	14.9	15.0	14.0	58.8

C : Content
O : Organization
V : Vocabulary
G & M: Grammar & Mechanic

SMP NEGERI 2 SANDEN
DAFTAR NILAI PROGRESS-TEST
KELAS : VIII C
Tanggal: 25 April 2014

No	Nama	C	O	V	G & M	Total
1	Alan Dwi Saputri	20	18	16	17	71
2	Armizan Andhes Dhanuarta	17	14	13	13	57
3	Atika Rifki Fauzia	19	15	16	14	64
4	Bety Vira Sakti	17	16	16	15	64
5	Dasilva Febriana	18	18	17	16	69
6	Eni Uswatun Khasanah	23	20	18	18	79
7	Febriyanto	19	18	15	16	68
8	Hernawan Wibisana	18	16	15	16	65
9	Ida Uswatun Khoiriyah	21	20	17	18	76
10	Imam Arba'in Dwijaya	19	18	17	16	70
11	Imam Ma'ruf Prakosa	18	18	16	16	68
12	Indri Pangestuti	20	18	17	17	72
13	Ivada Shella Pratiwi	19	18	17	17	71
14	Kholil Musthofa	16	15	14	15	60
15	Lilis Dwi Safitri	19	18	17	17	71
16	Melia Arjanti	18	18	17	17	70
17	Muhammad Alvin Prabawa	17	17	14	15	63
18	Muhammad Dandi	17	16	14	15	62
19	Muhammad Irfan Nugroho	20	19	18	17	74
20	Nggugi Krismansah	18	17	15	17	67
21	Nisa Isnaini	18	18	16	17	69
22	Novida Ekky Pratama	17	17	16	15	65
23	Taufiq Octaviani N	16	16	14	15	61
24	Venti Nur Isnayni	18	17	17	16	68
25	Virgiawan Dian Puspito	17	15	15	16	63
26	Wulansari	23	15	18	18	74
27	Yayang Vitcki Permadi	16	15	14	14	59
28	Yudi Untoro	15	15	14	14	58
	Average	18.3	17.0	15.8	16.0	67.1

C : Content
O : Organization
V : Vocabulary
G & M: Grammar & Mechanic

SMP NEGERI 2 SANDEN
DAFTAR NILAI POST-TEST
KELAS : VIII C
Tanggal: 10 Mei 2014

No	Nama	C	O	V	G & M	Total
1	Alan Dwi Saputri	23	22	17	17	79
2	Armizan Andhes Dhanuarta	19	17	16	16	68
3	Atika Rifki Fauzia	22	22	17	16	77
4	Bety Vira Sakti	20	20	17	17	74
5	Dasilva Febriana	20	21	17	16	74
6	Eni Uswatun Khasanah	25	24	18	18	85
7	Febriyanto	23	21	16	18	78
8	Hernawan Wibisana	22	21	18	17	78
9	Ida Uswatun Khoiriyah	24	24	18	18	84
10	Imam Arba'in Dwijaya	22	21	18	17	78
11	Imam Ma'ruf Prakosa	22	22	17	18	79
12	Indri Pangestuti	22	22	18	17	79
13	Ivada Shella Pratiwi	24	23	17	18	82
14	Kholil Musthofa	18	19	15	14	66
15	Lilis Dwi Safitri	22	21	18	18	79
16	Melia Arjanti	23	23	18	18	82
17	Muhammad Alvin Prabawa	18	19	15	13	65
18	Muhammad Dandi	22	21	14	15	72
19	Muhammad Irfan Nugroho	25	24	18	18	85
20	Nggugi Krismansah	22	21	15	14	72
21	Nisa Isnaini	22	21	17	17	77
22	Novida Ekky Pratama	22	23	17	16	78
23	Taufiq Octaviant N	20	19	15	16	70
24	Venti Nur Isnayni	22	23	17	17	79
25	Virgiawan Dian Puspito	19	20	16	15	70
26	Wulansari	25	26	18	18	87
27	Yayang Vitcki Permadi	19	20	14	15	68
28	Yudi Untoro	18	19	15	14	66
	Average	21.6	21.4	16.6	16.5	76.1

C : Content
 O : Organization
 V : Vocabulary
 G & M: Grammar & Mechanic

SMP NEGERI 2 SANDEN
DAFTAR HADIR SISWA
KELAS : VIII C

No	Nama	5/4/14	11/4/14	19/4/14	25/4/14	2/5/14	9/5/14	10/5/14
1	Alan Dwi Saputri	v	v	v	v	v	v	v
2	Armizan Andhes D	v	v	v	v	v	v	v
3	Atika Rifki Fauzia	v	v	v	v	v	v	v
4	Bety Vira Sakti	v	v	v	v	v	v	v
5	Dasilva Febriana	v	v	v	v	v	v	v
6	Eni Uswatun K	v	v	v	v	v	v	v
7	Febriyanto	v	v	v	v	v	v	v
8	Hernawan Wibisana	v	v	v	v	v	v	v
9	Ida Uswatun K	v	v	v	v	v	v	v
10	Imam Arba'in D	v	v	v	v	v	v	v
11	Imam Ma'ruf P	v	v	v	v	v	v	v
12	Indri Pangestuti	v	v	v	v	v	v	v
13	Ivada Shella Pratiwi	v	v	v	v	v	v	v
14	Kholil Musthofa	v	v	v	v	v	v	v
15	Lilis Dwi Safitri	v	v	v	v	v	v	v
16	Melia Arjanti	v	v	v	v	v	v	v
17	Muhammad Alvin P	v	v	v	v	v	v	v
18	Muhammad Dandi	v	v	v	v	v	v	v
19	Muhammad Irfan N	v	v	v	v	v	v	v
20	Nggugi Krismansah	v	v	v	v	v	v	v
21	Nisa Isnaini	v	v	v	v	v	v	v
22	Novida Ekky Pratama	v	v	v	v	v	v	v
23	Taufiq Octaviant N	v	A	v	v	v	v	v
24	Venti Nur Isnayni	v	v	v	v	v	v	v
25	Virgiawan Dian P	v	v	v	v	v	v	v
26	Wulansari	v	v	v	v	v	v	v
27	Yayang Vitcki P	v	v	v	v	v	v	v
28	Yudi Untoro	v	v	v	v	v	v	v

PHOTOS OF STUDENTS ACTIVITIES



PHOTOS OF STUDENTS ACTIVITIES

