

**IMPROVING ABILITY TO WRITE NARRATIVE TEXT USING
ANIMATION MOVIES OF THE ELEVENTH GRADE
STUDENTS AT MAN 2 YOGYAKARTA IN THE ACADEMIC
YEAR OF 2012/2013**

A Thesis

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



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MAN 2 YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**



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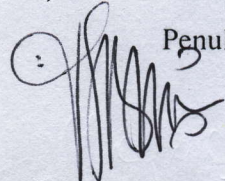
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Yogyakarta, Desember 2012

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DEDICATIONS

**I n the name of Allah, I dedicate my thesis for My beloved father
and mother (Mr. Walyudi and Mrs. Apriah) for their
prayer, support and endless love.**

MOTTOS

“Learn as much as you can while you are young, since life becomes too busy later.”

(Dana Stewart)

“What you can do, or dream you can do, begin it. Boldness has genius, power and magic in it.”

“Life is not measured by the number you breaths you take. It is measured by the number of moments that take your breath away.”

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Finally, the writer realizes that this thesis is far from being perfect so that she invites all critical comments. However, she hopes that this thesis would give a worthwhile contribution to the improvement of the English teaching and learning process.

Yogyakarta, Desember 2012



The Writer

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ABSTRACT

This research is action research which aims to improve writing skills of narrative of XI IPA 1 students of MAN 2 Yogyakarta in the academic year of 2012/2013. Based on the preliminary observation done in MAN 2 Yogyakarta, there were some problems related to students' writing namely those of ideas, grammatical features, and organization. Those problems were influenced by students' motivation, teaching techniques, and learning media.

This research consisted of two cycles with two meetings in each cycle. The subjects of this research were the students of XI IPA 1, the English teacher as the collaborator, and the researcher herself. The techniques of collecting data were by filling observation checklist forms, observing the teaching and learning process, interviewing the English teacher and students, taking photographs, collecting documents, and scoring students' writing. Hence, the data were in the forms of observation checklist forms, field notes, interview transcripts, photos, samples of students' writing, and students' writing scores. In analyzing those data, the researcher used two methods namely qualitative and quantitative methods. In analyzing the qualitative data, the researcher did three steps namely data reduction, data display, and conclusion drawing/verification. In analyzing the quantitative data which were in the form of students' writing performance task scores, the researcher used a writing rubric.

The results of this research show that the use of animation movie is able to improve students' writing skills of narrative in terms of ideas, grammatical features, and organization. Based on qualitative data sources, the students were able to generate ideas well, apply correct grammatical features, and organize the paragraph well. Through the use of animation movie, the students were enthusiastic and motivated to join the teaching and learning process, both in the materials presentation and in the writing stages. Based on quantitative data sources, students' writing scores in the two cycles increased. In addition, based on the conversion table, the students' categorization also increased. From the data sources elaborated above, it can be concluded that students' writing skills of narrative are improved.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Besides our mother tongue, Indonesian language, we also learn English as our second language. English is very important because nowadays English already becomes one of the most important languages. In other words, by mastering English either actively or passively, we can grasp a half of this world, not only in business world but also in politics and also in education. English becomes important because many branches of science are written in English and students should learn English to get information from them.

As a developing country, Indonesian needs to learn more new things from the developed countries about new advanced ideas, research findings, and experiments. Our government is aware of the importance of English and that is why English is taught from playgroup until the university.

There are four language skills; listening, speaking, reading and writing. The students must master the four of language skills so that they can use English for every purpose. Writing takes the most students' attention besides listening, speaking, and reading.

To write well, students must have good capabilities in writing. Moreover, someone who wants to write the essay or story must know the steps in writing

process and aspects of writing. The writer must be able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Teacher often found difficulties in teaching writing. Just like the teacher in the XI IPA 1 of MAN 2 Yogyakarta who found many problems to equip the students with their skills. The most important problems found by the students in the writing teaching learning process are lack of idea and vocabulary. Students did not know what they wrote, they have no idea to express in writing process. The Lacking of vocabulary also obstructs them to write. They got difficulty to write or make a composition, especially in text types. The students also get difficulties in starting their writing. That will cause many students waste valuable time just for getting started. Besides it, the students have problems in developing the paragraph with a good structure and texture.

The students lost their interest and involvement when they feel bored in writing. An uncomfortable classroom makes the students feel troubled and unwilling to learn so that they cannot involve all their physical and mental faculties during the English teaching-learning process.

They were not interested either participates in the lesson because they felt bored since the teacher used the same method in the delivering material. The teacher commonly is not creative, they usually only used textbook. In addition, the researcher found the difficulties that students face as explanation above according explanation of the teacher in that school. They need something different

presented by the teacher. It might be a media, new teaching method or something else that supports and helps them in writing.

To solve the problem in this research, the researcher introduced animation movie as a media. The researcher considered that the use of animation movie to teach writing could help the students to create a good writing composition, since the movies can stimulate them to produce and expand their ideas. This writing technique of writing had a great advantage in teaching-learning process. By using animation movie, it encourages and motivates the students to write and they will get meaningful interpretation easily. It can also plant knowledge in the students' mind, retain longer, and draw the students' interest. Moreover, this technique is relatively cheap and easy to manage. Based on the explanation above, the researcher chooses **Improving ability to write narrative text using animation movies of the eleventh grade students at MAN 2 Yogyakarta in the academic year of 2012/2013** as the title of the thesis.

B. Identification of the Problem

In the section about the background of the problem above, it was already emphasized that students' writing of narrative is relatively low. The focus of this research was on improving their writing of narrative by using animation movie. There were many components that determine the actualization of students' writing of narrative. Those components are teacher, teaching media, students, and environment.

1. Teacher

In the teaching-learning activity, a teacher is a component that determines students' learning. As class managers, teachers influence students' involvement in the teaching-learning process. Teachers have a big influence on students' learning and attitudes. As human beings, teachers have two aspects of the self-called competence and personality. Both the two aspects are very influential on the teacher's existence as a teacher and an educator.

2. Media

Media is the supporting devices in English teaching and learning process. The existence of media will help the students in understanding and comprehending the knowledge. Media can attract the students' interest and attention in the teaching learning activity. There were no any media used in MAN 2 Yogyakarta for the specific material such as in the learning the narrative texts.

3. Students

The students as one of the components in English teaching learning process play an important role towards the quality of their writing skill. The students in MAN 2 Yogyakarta have difficulty to arrange the sentences into good paragraphs. They have lack of vocabularies. They have difficulty to generate their ideas.

A teacher should able to employ appropriate teaching techniques, and the teacher must have capability to find, create and use appropriate media in delivering material to provide an alternative technique to help the students improve their writing. Based on the problems mentioned, the writer used animation

movie to improve the students writing skill of narrative at the XI IPA 1 students of MAN 2 Yogyakarta.

C. Delimitation of the problem

In this research, the researcher limits the study only on the implementation of animation movies to teach the narrative writing. It was impossible for the researcher to handle all problems identified above because of the broad scope of this study and the limited skill of the writer herself. Therefore, the researcher limited the study on the use of animation movie in teaching learning in the narrative writing.

D. Formulation of the problem

The researcher formulated the problems into question:

How could animation movies in the effort to improve XI IPA 1 students' narrative writing ability at MAN 2 Yogyakarta?

E. Objectives of the study

The objectives of the study were:

1. To find out the problems related to the narrative writing ability of XI IPA 1 students' in MAN 2 Yogyakarta.
2. To make strategic plans in improving narrative writing of XI IPA 1 students' in MAN 2 Yogyakarta.

3. To evaluate the action in the effort to improve narrative writing of XI IPA 1 students' in MAN 2 Yogyakarta.
4. To describe the significance of animation movie to improve students' narrative writing ability.

F. Significance of the study

The significance of the study is:

1. For the teacher

The English teachers, they can broaden their knowledge about teaching practice and using media in delivering the material, especially using animation movies to improve the students' writing ability to get effective learning.

2. For the students

For the students of the first grade in MAN 2 Yogyakarta, it will be an effort to improve their writing skills.

3. For other researcher

This study hopefully could give the input to the other researcher.

4. For Yogyakarta State University

Especially for English Education Department as an educational institution that educated English teacher to be, this study can be used as a reference to plan and to develop the programs that are suitable with the society needs, including English teaching for Senior High School level.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. Writing

Writing is an activity of exploring opinions and ideas into words. There is no doubt that writing is the most difficult skill for all language users: foreign second and even for first language. The difficulty lies not only in generating and organizing ideas but also in translating the ideas into a readable text. The skills involved in writing are highly complex. Second language (L2) writers have to pay attention to higher-level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. Writing is a productive skill that should be mastered well by the students. Nunan, (1989:36) argues that:

Writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is crucial different between the spoken and written forms of language. There are other important differences as well. Writing unlike speech, is displace in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stored and reported back to at any time. It is permanent in comparison with the ephemeral „here one minute and gone the next“ character of spoken language- oven of spoken language that is recorded on tape or disk.

Another definition is given by Michael (1981:10) that writing could be a systematical visible and permanent representation of the auditory and transient

phenomena of speech, Byrne (1980:24) defines that writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication.

Meanwhile, Meyers (2005: 2) says that writing is a way to produce language when you do and when you speak. Writing is communicating with others in a verbal way. Meyers states:

Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

From the definitions above it can be concluded that writing is a way to produce language that comes from our thought. By using writing, we can share our ideas, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional contexts. It is a process because the writing products are influenced and controlled by genre constraints. In addition, it also should exist in learning activities. Writing will be read whenever the author is absent. Writing is also an ability to make a form of words that have a higher value.

a. Text Types

According to Feez (2002:4), texts are any stretch of language which is held together cohesively through meaning. Meanwhile, Anderson (1997:1) states that a

piece of text is created when words are put together to communicate a meaning. Creating a text requires to make choices about the words that are used and how it can be put together. If it is the right choices, it can be used to communicate others. Each text type has a common way of using language.

Table 1. According to Feez (2002:85-86) the families of text type are:

<p>1. Exchanges</p> <ul style="list-style-type: none"> a. Simple exchanges relating to information and goods and services b. Complex or problematic exchanges c. Casual conversation <p>2. Forms</p> <ul style="list-style-type: none"> a. Simple formatted texts b. Complex formatted texts <p>3. Procedures</p> <ul style="list-style-type: none"> a. Instructions b. Procedures c. Protocols 	<p>4. Information texts</p> <ul style="list-style-type: none"> a. Descriptions b. Explanation c. Reports d. Directives e. Texts which combine more than one of these text-type <p>5. Story text</p> <ul style="list-style-type: none"> a. Narratives b. Recounts <p>6. Persuasive texts</p> <ul style="list-style-type: none"> a. Opinion texts b. Expositions c. Discussion
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It is recommended that selections of the genres are those which reflect the students' needs outside the classroom and their goals in literacy development. The teachers may also develop their own examples based on their knowledge of the characteristics schematic structure and the grammatical patterns of the genres if there is no suitable model to give.

b. Narrative

1. Definition of Narrative

According to Anderson (1997:8), a narrative is a piece of text which tells a story and, in doing so entertains or informs the reader or listener. Narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways. Narratives deal with problematic events that lead to a crisis or turning points of some kind, which in turn finds a resolution. Narratives can be in the form of a legend, fables, fairy tales, etc.

According to Anderson (1997:14), that a good narrative uses words to paint a picture in our minds of: what the characters look like (their appearance), where the action is taking place (the setting), how things are happening (the action).

2. Narrative Scaffold

The narrative scaffold is a guide for constructing piece of text narrative.

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. (Can be a paragraph, a picture or opening chapter)

2. Complication

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?).

Based on the statement above, it can be concluded that the generic structures of narrative are:

Firstly is an orientation. The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.

Secondly is complication. This is where the writer tells how the problem arises, sometimes something unexpected events will happen.

Thirdly is resolution. It 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.

Furthermore, the generic structure of narrative text can be shortened as; orientation, complication and resolution.

2. Method of Teaching Writing

Writing skill is difficult to teach since it does not only mean to put down a graphic from a piece of paper. It involves at least 5 components as stated by Harris (1969:68-69) in his book *Testing English as a Second Language*. Those components are:

Firstly is on content. It consists of the substance of writing and the ideas expressed. Secondly is on the form used. It is about the organization of the content. Thirdly is on the grammar, the employment of grammatical form and syntactic pattern. Fourth is on the style. It is about the choice of the structures and lexical items to give a particular tone or flavor to writing. Fifth is on the mechanic, the use of the graphic convention of the language.

Another component pointed out by Christina consists of three elements as follow:

We have three major teaching points in the writing composition: 1) correct form of the language on the sentence, 2) mechanics of punctuation, and 3) content organization (1976:205).

For those reasons above, most of the Senior High School students found writing to be confusing and making them give up. To encourage the students in writing, an English teacher plays an important role to develop their ability. The teacher should be patient to support them. He or she has to give them a lot of trainings and practices how to express their ideas. He or she has to try to find ways of composing writing that is easy for them. By doing so, students will not consider that writing makes them stressed.

Hammonds (1999:20-21) states the stage involves preparing the students for reading and writing by:

- a) Focusing on the genre as written or crafted object
- b) Discussing the social function of the genre and the purpose intended by the reader or writer
- c) Analyzing characteristics schematic structure and grammatical patterns.

According to Feez (2002:24), the most effective methodology for implementing a text based syllabus is the genre approach, so the genre approach is methodology that is implemented in Text Based Syllabus. Feez (2002: 2) says that Text based syllabus is a response to changing views of language and language learning. It incorporates an increasing understanding of how language is structured and how language is used in social contexts.

The most important factors in writing teaching learning are that students need to be personally involved in order to make the learning experience of lasting value. Encouraging students' participations in the exercise, while at the same time

refining and expanding writing skill, requires genre approach. The teacher should be clear on what skills he/she is trying to develop.

3. Media

a. Educational Media

Media has an important role in the teaching learning process. They are the device for transferring some information from teacher to students. The use of media in the English instructional process is helpful to create an effective and efficient process.

Definition of Educational media proposed by many experts, Kemp (1977:73) says that educational media are supporting materials that can motivate students and can effectively explain and illustrate subject content. His concern is on the use of materials in order to make the students motivated to learn something and to make clear the content of a subject. Additionally, Hamalik (1985:23) defines educational media as any tools, methods and technique used to make the communication and interaction between the teacher and the students more effective in the teaching learning process.

Tate (1976:172) states that popular culture and the media will enable the composition teacher to teach basic rhetorical and analytical skills within a context familiar to most students. The students can be taught to observe more fully and accurately, to develop ideas and plans for writing with the more interest and care, and to read the media with more critical acumen through carefully planned

treatment of media in English course. Walker in Tate (1976:172) also states that sensitivity to media will produce students who (1) are better able to adapt to change and the explosion of information throughout our society and who (2) are better prepared to reconcile methods of communication in scientific and technological areas with traditional attitudes toward rhetoric.

Here media can be anything, material and non-material, physical, and non-physical, those are useful to support the communication and interaction in the teaching learning process. It can be for explaining, motivating or making clear the thing being discussed or talked about.

Media of teaching and learning can help the students in their learning. In this sense, any tools can be media for students and the teacher in the teaching-learning process so that the process can run more effectively and efficiently. The learning media can be in the form of movies, cassettes, pictures, posters, maps, and graphics.

4. Movie

a. Definition of Movie

Movie as kind of entertainment is still a greater popularity among the students nowadays. Hence, by combining English learning with the appreciation of classical western movies effectively, students' interest in English will be greatly stimulated.

Summer (1992: 476) stated that film is:

- 1) A roll of material which is sensitive to light and which is used in camera

for taking photographs or moving pictures for the cinema,

2) A story, play, etc. recorded on film to be shown in the cinema, on television, etc.

Meanwhile, Kirkpatrick (1993: 495) defines film as a series of connected cinematographic images projected on a screen. Coulson (1978:622) states that film is story, incident, etc. recorded on film in, moving pictures. In addition, Lorimor (1995:506) states that films can record culture, and they can treat social or political issues and other aspect of societies to see aspect of the world that are difficult or impossible to observe with naked eyes.

The appropriate of movie requires many elements: typical movies that are educational, informative and entertaining are the first condition in successful movie teaching. A functional workbook to the movies for the students to prepare before watching the movies is the second condition for effective teaching through movie. Various classroom activities to induce or elicit timely and optimal output from students are the last but it is the most important condition to create an acquisition environment for communication. The suitable activities in teaching English through movie are dubbing, storytelling, acting, discussing, debating, role playing etc. (Qiang and Wolff.: 1)

Based on the definition of film it can be concluded that film is a work combining a story, scenes, history, incident, and also music, it is recorded on film shown as a motion picture in a cinema, TV, etc. Movie can also be used as an alternative method in teaching narrative text writing, because the student will get a

new experience in their class that is quite different from their daily experience in their class, and for the teacher a film can be used as an alternative method in teaching that is suitable with their classroom situation.

b. Types of Movie

Bordwell and Thompson (1997:50) defined the types of movie or film as follow;

(1) Documentary film

A documentary film supports to present factual information about the world outside the film. As a type of films, documentaries present themselves as factually trustworthy. According to Bordwell and Thompson (1997:44) there are two types of documentary films, they are;

a. Compilation films; produced by assembling images from archival sources.

b. Direct cinema; recording an ongoing event ‘as it happens’ with minimal interference by the filmmaker.

(2) Fictional film

A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction films needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and refilmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

(3) Animated film

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

(4) Experimental or avant-grade film

Some filmmakers set out to create films that challenge orthodox notion of what movies can show and how it can show it. Experimental films are made for many reasons, they are;

- 1) The filmmakers want to express personal experience or view point,
- 2) The filmmakers may also want to explore some possibilities of the medium itself,
- 3) The experimental filmmakers may tell no story but they may create a fictional story that will usually challenge the viewer.

Based on the theory above, researcher used animation movies to improve students' narrative writing skills. Animations are not a strictly-defined genre category, but rather a film technique, although they often contain genre-like elements. Animation, fairy tales, and stop-motion films often appeal to children, but it would marginalize animations to view them only as children's entertainment. Animated films are often directed to, or appeal most to children, but easily can be enjoyed by all. (filmsite.org/animatedfilms.html)

5. Teaching Writing by Movie

a. Advantages of Movie in Teaching Writing

Harmer (2002:282) states that the advantages of using film in teaching and learning process are:

1. Seeing language - in- use

One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2. Cross – cultural awareness.

A film uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British ‘body language’ when inviting someone out, or how American speaks to waiters. Film is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3. The power of creation

When the students make their own film as media in teaching and learning process, they are given the potential to create something memorable and

enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of the language, with students finding themselves doing new things in English.

4. Motivation

For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

b. Movie as Visual Aids in Teaching Writing

As a good teacher, we need to use visual aids as a method in teaching and learning process because by using visual aids, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material that the teacher gives to them. Harmer (2001 : 282) argues that :

A film is one of the visual aids that can be used in a writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class.

Heaton had opinion in his book, *Visual Aid for Teaching English to Speakers of Other Languages* (1965; 41), that the use of any kind of methods has goals to give the students the opportunity to express their own idea, using the language pattern that they have learned. The function of using all kinds of method of opportunity in using English in a way that enables them to express their ideas,

interest feeling and needs, clearly, correctly and confidently.

From Heaton's statement above it can be concluded that it's important for teacher to find a method that can make students easily master the material and they can also enjoy the writing class.

There are many lots of methods of teaching that can be applied in teaching and learning process such as using pictures, song, card, games, film, drama and more methods that the teacher can use. This method can help the students and teacher in teaching and learning process.

The English teacher can use any kinds of method or visual aid but they must remember that the method must be suitable with their classroom situation, it must be able to make the students feel comfortable and enjoy the lesson so they can easily master the material.

c. Movie as a Narrative Teaching Media

Derewianka (1990:32) states that a narrative can be learning through video/movie. Tomalin (in Stempleski and Arcario, 1994:50) also recommend that use of time in viewing video between 30 seconds and 4 minutes. Alternatively, Mc Knight (in Stoller, 1995:64) gives a longer duration between 30-40 minutes.

Lonerger (1988:2) also states that four or five minutes of film material can easily provide enough stimulating input for one hour of teaching. There has consequently been a move away from twenty-minutes or half-hour programs, towards programs, which can be conveniently subdivided into sections of only a

few minutes.

To figure the problems out, films of narrative text can be used in teaching written cycle. Students can feel more relaxed in learning writing and it will be easier for them to produce a narrative text.

B. Conceptual Framework

Writing is the latest language skill that is mastered by the students. It is more complicated to learn than the others are. The most important problems found by the students in the writing teaching learning process are lack of idea and vocabulary. Students did not know what they write, they have no idea to express in writing process. Lacks of vocabulary also obstruct them to write. They got difficulty to write or make a composition, especially in text types.

The first factor is that teachers must pay attention in the students of senior high school when they have to make a composition. The rest of the students have ability to pour their ideas into the appropriate language, regularly, and completely. Consequently, writing is needed to be practiced and trained regularly; it does not come automatically. As practice is important, it should provide enough time for the students to do a lot of writing exercises. It can measure the students' skill in explaining ideas and using language as an accurately writing. It means that teacher should be helping the students to be able to write as well as possible because writing skill does not come spontaneously without any practice and regularly.

This research identified and implemented some efforts to improve the

students' writing ability. Animation movies was selected to be applied in improving the students' writing skill and their involvement in the teaching-learning process. It was expected that animation movies give many opportunities to the students for improving the students writing ability. It was also expected that animation movies can help the students to generate their idea in writing. It will be easier for the students to identify the generic structure of the text because in the movie, students can see the compilations more clearly. This writing technique of writing had a great advantage in teaching-learning process. By using animation movie, it encourages and motivates the students to write and they will get meaningful interpretation easily.

There were some steps that be done in this research. This research started from observes and identifies the problems in the field. Then, the English teacher and the researcher found some efforts to solve the problems that faced in the field. Next, the action implemented. Finally, the team research members will evaluate the result of the implemented actions. Then, to achieve the success of those efforts is needed a collaborative work between the research members. It is expected that the result and the efforts that will be implemented can be useful in improving the students' writing ability and in English teaching and learning.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is an action research. McNiff and Whitehead (2006: 7) state that action research is a form of study that enables practitioners to investigate and evaluate their work. Action research has become increasingly popular around the world as a form of professional learning. It has been particularly well developed in education, especially in teaching.

McNiff and Whitehead (2006: 8) also state that action research aims to be a disciplined and systematic process. The action plan was to take contribution of what is going on, identify a concern, think of a possible way forward, try it out, monitor the action by gathering data to show what is happening, evaluate progress by establishing procedures for making judgments about what is happening, test the validity of accounts of learning, and modify practice in the light of the evaluation.

There are some different models of action research. This research uses the McNiff, Lomax, and Whitehead model with some modification. The process of the action research can be shown in the schema below:

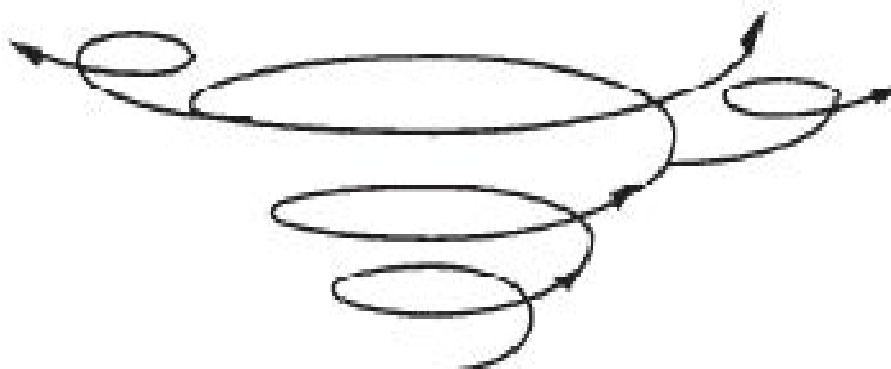


Figure 1. Action Research Cycle (McNiff, Lomax, Whitehead, 2002: 23)

The figure above shows an iterative spiral of spirals. It means doing a same process again and again to get improvement. Then, the results of action process keep increasing. In addition, McNiff and Whitehead (2002: 56) assume that the spirals of action reflection unfold from themselves and fold back again into themselves.

In doing this research, the researcher, the collaborator, and the English teacher identified problems occurred, formulate a planning of actions to solve the problems, implement the actions, and reflect on the outcome of the actions. Employing observations, interviews and revisable cycles, this research tried to improve the XI IPA 1 students' writing skills in the teaching and learning process. The collected data will be used as the sources for the evaluation and reflection so that the researcher can revise her plan to be the more effective one.

B. Setting

The research is conducted in MAN 2 Yogyakarta which is located at K.H Ahmad Dahlan No. 130. This school has 741 students, 68 teachers, 25 other school personnel, and possesses some school facilities such as ; library, chemistry laboratory, biology laboratory, computer laboratory, language laboratory, science laboratory, show room, medical room, meeting room, canteen, and mosque. The students are graded in 22 classrooms. They are 80 students of grade X divided into 4 classes, 254 students of grade XI; 128 students of the IPA class and 126 students of the IPS class, and 244 students of grade XII; 103 students of the IPA class and 141 students of the IPS class. They are taught by English teachers graduating from University (S1 Degree).

There were 34 students in grade XI IPA 1 consisting of 13 female students and 22 male students. The female and male students are separated into two different groups of seats. The English class is scheduled into two sessions in a week. On Thursday, the English lesson was from 10.15 to 11.20 whereas on Saturday it was from 08.30 to 10.00. The English lesson book used is Look a Head supported with other resources.

C. Subject of the Research

The participants were the researcher in collaboration with all the research members. They were the English teacher and the XI IPA 1 students MAN 2 YOGYAKARTA. In the action stage, the subject of the research were the simply

the researcher in collaboration with English teacher, and the students of grade XI IPA 1.

D. Data Collection Technique

In reconnaissance stage, the researcher conducted classroom observation, documentations and interview the English teacher and the students to gather information about their difficulties in the teaching and learning process. In planning stage, the researcher interviewed the English teacher to discuss the problems will be solved and decide the actions to be implemented. In action stage, the researcher held classroom observation and interview. She interviewed the English teacher and the collaborator to find their opinion about the implementation. In reflection stage, she gave students a writing performance test to find is there any improvement in their writing, and she recorded students' activities through documentation. Eventually, the collected data used as the sources to evaluate and reflect the research cycles implemented. Those descriptions were presented in the table below:

Table 2. Data Collection Techniques

No	Data	Instruments	Techniques
1	The teaching and learning process	<ul style="list-style-type: none">- Observation guideline- Interview guideline	<ul style="list-style-type: none">- Observation- Interview- Discussions
2	The teacher's activities	<ul style="list-style-type: none">- Observation guideline- Interview guideline	<ul style="list-style-type: none">- Observation- Interview- Discussion
3	The students' active involvement	<ul style="list-style-type: none">- Observation guideline- Interview guideline	<ul style="list-style-type: none">- Observation- Interview- Discussion

The aims of using these techniques were to know the difficulties that the students have in understanding narrative, to know to what extent the teaching of narrative using a movie can improve students' writing skill, to gather information and to find a simple way for the students to produce a text.

E. Data Analysis

After getting the data, the researcher continued to the next step to make analyzing of the data. In analyzing the data, the researcher used one of the kinds of qualitative analysis methods. Based on Miles&Huberman (1994: 26), there are three steps to analyze the data. First is reduction the data, then display the data, and the last step is make a conclusion.

In reduction the data, the researcher selected the data; determine the focus of the data; simplified the data; make it shorten; and take a note from field notes. After that, the data are ready to display. In this step, the researcher displays the data in the form of tables and charts in order to help her to draw the conclusion. After reduction and displayed the data, the researcher made a conclusion from the result of that analysis data. To make sure that this study is valid, the researcher used validity test. The validities that used are result validity and also process validity.

In addition, to analyze the quantitative data which were in the form of students' writing performance task scores, the researcher used a writing rubric adapted from Jacobs et al. in Weigle (2002: 116). The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanics in which each of them is scaled from 1 to 4. Hence, the maximum score is 20, while the minimum score is 5.

By looking to the highest score (X_h) and the lowest score (X_l) above, the formulation of the ideal mean (X_i) and the ideal standard deviation (σ_i) can be seen below:

$$\begin{aligned}
 X_i &= \frac{X_h + X_l}{2} \\
 &= \frac{20 + 5}{2} \\
 &= 12.5
 \end{aligned}$$

$$\begin{aligned}
\sigma_i &= \frac{Xh - X_i}{3} \\
&= \frac{20 - 12.5}{3} \\
&= 2.5
\end{aligned}$$

The result of the ideal standard deviation is used to make a conversion table to score students' writing skills. There are six categorizations namely excellent, very good, good, fair, poor, and very poor. The conversion table is shown below:

Table 3: The Conversion table of students' writing scores

No	Class Interval	Categorization
1	17.5 – 19.9	Excellent
2	15.0 – 17.4	Very Good
3	12.5 – 14.9	Good
4	10.0 – 12.4	Fair
5	7.5 – 9.9	Poor
6	5.0 – 7.4	Very Poor

F. Validity and Reliability

To make the data valid, the researcher used five kinds of validity. Anderson at all in Burns (1999: 161-162) purposes, that there are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

To fulfill the democratic validity the researcher the researcher interviewed students and has a discussion with the English teacher to find and select the problems to be solved. To fulfill the process validity, the researcher observed classroom activities, interviewed students and the English teacher, and had a discussion with the English teacher. To fulfill the catalytic validity, the researcher asked students and English teacher's responses to the change occurred after the implementation of the actions. To fulfill the dialogic validity, the researcher asked the English teacher to act as an observer during the implementation of the actions. Finally, to fulfill the outcome validity, the results of the research were not only able to solve the problems of the teaching and learning process but also appear new questions in the related research.

Meanwhile, the reliability of this research was obtained by giving the genuine data, such as filed notes, interview transcripts, etc. To gain the trustworthiness, the researcher used the triangulation. Burns (2010: 95-97) states that applying triangulation to data collection means that a combination of angles on the data will help give us more objectivity. It will prove that the researcher's reflections and conclusions are supported by the data and not just by her own

presuppositions or biases. There are four different ways of triangulating. They are stated as follows:

1. Time triangulation (data are collected at different points in time): interviewed students at the beginning, middle and end of the course.

2. Space triangulation (data are collected with different subgroups of people): collected data in more than one class so that she could compare across two different groups.

3. Researcher triangulation (data are collected by more than one researcher): asked other teachers and students to collect data to compare with your own.

4. Theory triangulation (data are analysed from more than one theoretical perspective): consulted documents related to learner autonomy but also developed theoretical ideas from your own and others' observations and reflections.

Furthermore, the researcher also used method triangulation in which the researcher uses different kind of data collection techniques - interview and observation. Therefore, to fulfill the reliability, the researcher involved more than one source of data, namely the researcher, the English teacher and the students. The researcher triangulate the data by analyzed them using field notes of the teaching learning process, the interview transcripts, some expert's theories and other observer' notes that are related to the data such as notes of the students' involvement during process.

G. Procedure of the Research

This study is done by followed several steps as the research procedure of action research.

1. Thematic Concern-Reconnaissance

Reconnaissance stage was the first step in this research. The data were about obstacles and weaknesses in writing the narrative text. They were collected through observations, questionnaires and interviews. The researcher observed all activities related to students' writing skill that really emerged and are detected during the English teaching learning process in the classroom. The results of the observation were recorded and presented in the form of field notes. To make sure and add to the data collected previously the researcher interviewed the other research members. All of the data collected were presented in the form of identified field problems.

2. Planning

In this stage, the researcher and the English teacher as the collaborator made possible plan actions to be implemented in order to solve the low students' writing skills. The researcher tried to improve writing skills of the XI Grade students of MAN 2 Yogyakarta in the academic year of 2012/2013 through animation movie.

In this research, she implemented two cycles in solving the problems. Cycle 1 is expected to be able to solve the problem related to ideas generation. Then,

Cycle 2 is expected to be able to solve the problem related to paragraph organization. Each of those cycles consists of two meetings.

3. Action

The action was conducted by the researcher whereas the English teacher observed the process. The researcher used animation movie as the media to improve the students' writing skill in the narrative texts. All emerging and detected activities in the classroom during the implementation of the actions were recorded and documented. The changes and obstacles of the students' involvement are written in the field notes with the result to be evaluated in the next step.

To assess the process validity, the researcher examined the data and identified whether the students are able to continue learning from the process. It was supported by some data sources which show the process which is valid. In addition, to fulfill the catalytic validity, the researcher gave opportunity to the collaborator and students to give their response to the change occurred after the implementation of the actions.

4. Reflection

The researcher evaluated about the implementation of animation movie techniques in improving the tenth grade students' writing skills. In addition, the researcher noticed the data which have taken during the previous stages to know

the result of the action. The researcher tried to do a reflection in order to find the way to improve the implementation of animation movie in improving students' writing skills. However, if the actions were not successful, the researcher would try to find the suitable actions to improve students' writing skills. This was to assess the outcome validity. While, to assess the dialogic validity, the research collaborated with the English teacher to review the value of the actions. This stage elaborated the significances and revises or continued the next cycle.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents a discussion on how animation movies are conducted through cycles to improve students' writing of narrative. It elaborates the findings of the research conducted in Cycle 1, and Cycle 2. Each cycle in this research consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the processes are presented below:

A. Research Findings

1. Identification of the Field Problems

To identify problems emerging in the field, the researcher made preliminary classroom observation and interview. The researcher interviewed the English teacher and the students of XI IPA 1 and observed the teaching and learning process of XI IPA 1. The interview with the English teacher who became the collaborator was done on September 3rd 2012, while the classroom observation and interview with the students were done on September 4th, 2012. Based on the classroom observation made, the researcher presented a vignette which explains the process of English teaching and learning.

I had observed the students in Madrasah Aliyah Negeri (MAN) 2 Yogyakarta. It is located in central city of Yogyakarta. When I observed in XI IPA 1, the students can not accept the materials that given by teacher. **They were playing smartphone, talked with her/his friends, and that was very terrible condition when many of them, were sleeping while teaching and learning processes.** It was more terrible, because of the teacher can't control the class well. Teacher has many problems that cause teaching and learning processes didn't work well. For example, **teacher can't control her class well, when students were playing while studying, teacher can't stop them. The next problem is about media that used by teacher, teacher only uses very limit media. She didn't use media to deliver the materials. While she's delivering materials, she only uses a tape.** I think, a tape is not enough to become a media, teacher must have another idea and more high technology. That's why, students felt so bored. **Another reason is teacher can't deliver the materials well. So, the students only talked with their friends and didn't listen what the teacher said. When teacher asked them to do the task, they were confused, and didn't**
 F **know how to begin. Then, they just copied some paragraphs from LKS, so almost all students have the same written language.**

From the vignette, it can be implied that the process of English teaching and learning did not run very well. The students were noisy during the lesson. Besides, they also had difficulties in mastering English, especially writing. It can also be seen from the result of the interview done after observing the teaching and learning process. The following are some interview transcripts which show students' difficulties:

(4 : 01)

R : Kesulitannya apa, Dik? ('What is the difficulty?')

Ss : Mm... itu lho mbak... kata-kata itu lho...

('Mm... It is... the words, Miss') .

R : Vocab ya? ('Vocabulary, right?')

Ss : Iya itu, Mbak. Sama grammar juga.

('That is it, Miss. And also grammar') .

Ss: Sama. Kalo bikin kalimat, opo meneh paragraf, ngeblank.

('Me too. I got stuck when I made a sentence, moreover a paragraph').

R : Maksudnya ngeblank? Susah mengembangkan ide gitu?

('What did you mean by getting stuck? Did you mean it is difficult to generate ideas?')

Ss : He'em. Mesti tu bingung tu lho mbak mau nulis apa. Salah tulisannya.

('Yes. I was confused about what to write'.) ('I wrote the wrong spelling')

Ss: Sering nggak nyambung juga tulisannya.

('The writing was often not connected').

R : hmm. Kalo pelajaran tadi, ada kesulitan nggak?

('Hmm. What about the lesson today, did you have any difficulties?')

Ss : Ya itu tadi mbak, kalo nulis tu susah. Ngga ada gambar ato contoh gitu jadi bosen

**('Yes, like what I have said before, writing is difficult').
('Mm... there were no of examples and pictures, we're so bored').**

R : Jadi menurut kalian yang paling susah tu writing ya? Kira-kira biar jadi gampang nulis gimana?, kalo kita nonton film animasi, trus kalian menuliskan apa yang telah kalian tonton gimana?

('So, in your opinion, the most difficult language skill is writing, right? What is your opinion to make it easier? How about we watch animation film, and you write the story based on the film?').

Ss : wow, dicontoin dulu no Mbak. Mosok njuk langsung suruh nulis paragraf.

(‘wow. It is better to give the examples first, Miss. It is difficult for us to write a paragraph all at once’).

Setuju sekali. Kalo pake film kan menarik. film nya yang bagus ya mbak biar nulisnya nggak kerasa susah.

(‘We do agree. Using film is interesting’). (‘it should be a good film, so we can enjoy the writing’).

R: Researcher Ss: Students (Interview 2, September 6th, 2012)

(4 : 02)

R : Kalo pelajaran tadi gimana? Tadi disuruh nulis kan ya, gimana tuh dik, ada kesulitan ngga?

(‘What about the lesson today? You were asked to write, right? Did you have any difficulties?’)

Ss : Ya, lumayan lah, Mbak, tapi kurang menarik kali ya.

(‘It is sufficient, Miss, but it was uninterested I think’.)

Rada males gitu lah, Mbak.

(‘I was not enthusiastic enough, Miss’).

Jadi ngantuk juga.

(‘It made me sleepy’)

Iya. Monoton, Mbak.

(‘Yes. It was monotonous, Miss’).

Sama, Mbak.

(‘I have the same opinion, Miss’).

Mm... Nulis tuh susah e.

(‘Mm ... writing is difficult’).

R : O, gitu. Susahnya dimana?

(‘I see. Could you show me the difficulties?’)

Ss : Susah pokonya, Mbak. Pas baru mau nulis aja udah bingung.

(‘It is difficult, Miss. To begin with writing was just confusing’).

Nyusunnya susah.

(‘It was difficult to arrange the good writing’).

Iya, sama semua ini, Mbak. (tertawa bersama)

(‘We all have the same opinion, Miss’). (laughed together)

R : Mm... bingung tentang ide tulisannya sama susunannya gitu?

(‘Mm... you are confused with the ideas and organization, aren’t you?’)

Ss : Iya, Mbak. (Yes, Miss.)

R: Researcher Ss: Students (Interview 3, September 6th, 2012)

Eventually, the result of the preliminary classroom observation and interview indicated that there were some problems emerging in the field dealing with the English teaching and learning process, especially writing. Those problems are presented in the table below:

Table 4. Field problems found in English teaching and learning process of
XI IPA 1 students

No	Problems	S	T	C
1.	Some students were noisy during the lesson.	√		√
2	Some students considered English as a difficult subject	√		√
3	The teaching and learning process lacked the use of learning media.		√	√
4	The techniques applied were less attractive and interactive.		√	√
5	Some students did not do the task given by the teacher	√		√
6	Some students had difficulties in writing.	√		√
7	Most students had difficulties in using the appropriate vocabulary	√		√
8	Most students had difficulties in generating ideas.	√		√
9	Most students made mistakes of grammatical features	√		√
10	Most students did not pay attention to spelling, punctuation, and capitalization.	√		√
11	Most students had difficulties in organizing the paragraph.	√		√
12	The materials were taken from the <i>LKS</i> .	√		√
13	The activities of writing were not arranged from the easier to more difficult level or from guided to free practice.	√		√
14	The writing activities applied were monotonous.	√		√
15	The teacher had difficulties in teaching writing.	√		√

S : Students , T: Teacher, C: Collaborator

After determining the problems emerged in the field, the researcher and the English teacher then discussed which field problems related to students' writing

skills which were feasible to be solved. Those problems are elaborated as follows:

Table 5. Field problems which were feasible to be solved

Problems		Indicators	Sources
Media	The teaching and learning process lacked the use of learning media.	The teaching and learning process was not attractive because it lacked the use of learning media as the teaching aids helping students' English mastery.	Students' Observation
Vocabulary	Most students had difficulties to use the appropriate vocabulary.	Most students wrote in Indonesian or in inappropriate English vocabulary. Example: a. I like eat fish. b. I always give them eat.	Students' Observation and Interview
Content	Most students had difficulties in generating ideas.	Most students could not develop ideas well. It could be seen from their writings that they were stuck in developing the topic or supporting sentences.	Teacher's Observation and Interview
Language use	Most students made many mistakes in grammatical features.	Most students wrote many mistakes related to agreement, tense, number, word order, articles, prepositions, pronouns, fragments, or run-ons. Example: a. She like to eat meat. b. He has tail.	Students' Observation and Interview
Mechanics	Most students made many mistakes related to mechanics aspect.	Most of the students could not use the correct spelling, punctuation, and capitalization. Example: a. He is well-build. b. it is a big Male.	Students' Observation
Organization	Most students had difficulties in organizing the paragraph.	Most students had difficulties in organizing sentences into a good paragraph. It could be seen from their writings that they wrote paragraphs which were not cohesive, had bad organization, or even did not coherence.	Students' Observation
Technique	The activities of writing were not arranged from the easier to more difficult level.	The activities of writing applied in the classroom forced students to simply produce pieces of writing without giving them activities which helped them to experience the step-by-step process of writing.	Teacher's Observation and Interview

Since those problems were categorized as writing skills problems, the students needed activities which can improve their ability. They needed interesting and useful writing activities to solve the writing problems related to ideas, grammatical features, and organization. Eventually, the researcher and the English teacher chose animation movies to be the tool to solve those problems. This process is said to be valid since it was done in line with the concept of democratic validity in which the researcher worked collaboratively with the English teacher as the collaborator to determine the problems and find the solution.

2. Implementation of the Actions

a. Report of Cycle 1

The teaching and learning process in Cycle 1 was conducted in two meetings. In this cycle, the researcher and the English teacher tried to overcome the writing problem focused on motivation and ideas generation in students' writing skills by applying animation movie.

1) Planning

The actions plan included some activities, which were addressed to overcome the problems. The focus of the action in this cycle was to improve the students' writing skill. The researcher applied animation movie in order to

improve students' writing skill especially in writing the narrative texts. The researcher used this media as a part of the English teaching learning process. There were two meetings in this cycle. In each meeting, the researcher applied animation movie. In the first and second meetings, the researcher used animation movie in the beginning of the lesson.

In this stage, the researcher and the English teacher planned to improve students' writing skills related to the elements of writing. They planned some actions to be implemented. They are elaborated as follows:

a) First Meeting

In first meeting, the researcher and the English teacher planned to:

- 1) Teach a narrative text by using LCD in presenting the materials,
- 2) Apply a group work,
- 3) Apply animation movie Cinderella,
- 4) Give a writing task from easier to more difficult level in which the students were asked to write the story about cinderella.

b) Second Meeting

In second meeting, the researcher and the English teacher planned to:

- 1) Teach a narrative text by using animation movie,
- 2) Apply a group work,

3) Apply animation movie Sleeping Beauty,

4) Give a writing performance task from easier to more difficult level in which the students were asked to write the story about Sleeping Beauty.

5) Action and Observation

The teaching and learning process in Cycle 1 was carried out twice i.e. on September 6th and 13rd 2012. The schedule of Cycle 1 can be seen in the 3below:

Table 6: The schedule of Cycle 1

Meeting	Date	Material
I	6th Sept 10.15- 11.20	Animation film Cinderella
II	13rd Sept 10.15-11.20	Animation movie Sleeping Beauty

The teaching and learning process in Cycle 1 which was conducted in two meetings is elaborated as follows:

a) First Meeting

The first meeting was held on September 6th, 2012. It was done in the XI IPA 1 room started from 10.15 until 11.20 a.m. The researcher acted as a teacher, while the English teacher became an observer. The researcher opened the lesson by greeting and leading a prayer. Then, she checked students' attendance one by

one and introduced herself. After that, she presented some pictures dealing with stories of narrative on the LCD and asked students' some questions. The students were enthusiastic and answered the researcher's questions. It can be seen from the following field note:

Peneliti membuka pelajaran dengan memberikan contoh gambar berupa putri Cinderella, Timun mas, Ugly Duckling, Malin Kundang. Siswa sangat antusias menjawab jenis cerita apa yang sesuai dengan gambar tersebut. Mereka serempak menjawab *narrative*, dan mereka mengetahui masing-masing cerita dari gambar yang telah diberikan oleh peneliti. *Slide satu itu Cinderella, Miss, menghibur, jadi termasuk cerita naratif* jawab salah satu siswa.

The researcher opened the lesson by showing some pictures of Cinderella, Timun Mas, Ugly Duckling and Malin Kundang. They were very enthusiastic and answered what kind of that pictures are. They answered *narrative* together, and they know the story of each picture given by the researcher. A student answered *First slide is Cinderella, Miss, it is to entertain, so it belongs to Narrative story*.

(Field Note 6, September 6th, 2012)

Afterwards, the researcher presented an example of narrative text entitled Snow white and then distributed handouts which were used to help students understand the lesson. Then, she asked the students to study the text. After that, they discussed the text including the topic, the generic structure, and the grammatical pattern used in the text. She explained the rules of past tense, and language features in narrative text. The students paid attention to the researcher's explanation.

They were asked to find verbs on the story of Snow White, and asked them to write on the whiteboard. Students were enthusiastic to find and write the verbs on whiteboard.



Figure 2. A student is enthusiastic to write verb based on story of Snow White.

After the students understood and mastered the materials about narrative, the next activity, the researcher had to introduce the movie that would be used as a media in writing narrative texts. The purpose of this activity, the students have been interested to watch the movie. The writer also had to evoke the imagination of the students especially about the movie. First, the researcher distributed the transcript of the movie that the verbs were missing, so the students should pay attention to movie and they can fill the Missing verbs correctly. Then, they went on the last task which they were asked to summary the story of Cinderella, and

organize the sentences in the piece of paper individually. After that, they were asked to submit the works.

Afterwards, the researcher asked about students' difficulties. Because they did not have any difficulties, the researcher reviewed the lesson which had been studied. After that, she asked the students to study the next lesson and closed the lesson.

b) Second Meeting

The second meeting was done on September, 13rd 2012. It was done in the Mushola started from 10.15- 11.20. The researcher acted as a teacher and the English teacher became an observer.

The researcher opened the lesson by greeting and leading a prayer. Then, she checked students' attendance. After that, she asked the students about the lesson of narrative a week ago. Then, she played an animation movie Sleeping Beauty. The students were enthusiastic and keep silent while watching the movie.



Figure 3. The students' are paying attention while watching Sleeping Beauty

Then, the researcher gave some slides based on the movie, they asked to work in a group consist of 4 students, and discuss every part of the movie, then write the story including the generic structure and language use. The researcher also explained about the steps in writing so that the students knew the steps and found it easy to produce a narrative text well based on the steps they had learned. Subsequently, the researcher collected students' works. They were enthusiastic to write the story. It can be seen in the following data:

...para siswa diharuskan menulis cerita sleeping beauty didalam box yang telah disediakan peneliti. Didalam box juga telah tersedia cuplikan dalam film sleeping beauty yang memudahkan siswa untuk menulis cerita tentang sleeping beauty. Para siswa antusias menulis cerita Sleeping beauty yang telah mereka tonton sebelumnya. Dengan berkelompok, mereka dapat mengembangkan ide

bersama.

... students' were asked to write the story of sleeping beauty in the box provided by reseacher . there was some slides of the movie in the box that helped the students to write the story of sleeping beauty. Students were enthusiastic to write the story of sleeping beauty as they watched before. They could generate ideas together in group.

(Field Notes, September 13rd, 2012)



Figure 4. The students are doing the task seriously

After the tasks were collected, the researcher asked the students' whether there were any difficulties during the lesson. Because the students did not have any difficulties, the researcher reviewed the lesson which had been studied. Subsequently, she asked the students to study the next lesson and closed the lesson.

The teaching and learning process of the two meetings can be said to be valid because it was done in line with the concept of process and catalytic validity. The process validity was fulfilled by data which were gathered through observation, interview, and discussion with the collaborator. It was supported by some data sources, such as field notes, interview transcripts, and samples of students' works that showed the process was valid. In addition, the catalytic validity was fulfilled by the chance given to the students and collaborator to give their response dealing with the action implemented. Besides, the result of the action is reliable because it is in line with the concept of time triangulation.

3) Reflection

The reflection which is needed to evaluate the actions implemented in Cycle 1 was based on the observations during the teaching and learning process. Based on the results of observations which were done through writing in the form of field notes, interview transcripts, and samples of students' works, the researcher elaborates the improvements and weaknesses of Cycle 1.

The first improvement laid on students' motivation in writing. By applying animation movie, the students were enthusiastic in learning the materials and doing the writing tasks. It can be proven from these following data:

(4 : 03)

R: Tadi gimana pelajarannya? Asyik ngga?

(‘What was the lesson? Is it fun?’)

S : Asyik banget mba, aku jadi tau apa yang harus tak tulis.

(‘It was so fun Miss, I know the points what I have to write’)

R: Biasanya kalo pas pelajaran writing, guru disuruh nulis apa?

(‘What did the teacher asked you write in writing lesson?’)

S: Biasanya sih nulis nulis dari buku gitu mbak, trus sama kayak temen, habis ngga punya ide mau nulis apa.

(‘Sometimes we write a story from the lesson book, Miss, our work has the same written with another students, because we didn’t have any idea to write’)

R : Jadi, tadi dong ya kalo pake film animasi gitu?

(‘So, you could understand by using the animation movies?’)

S : Iya mbak, aku jadi ngerti mau nulis apa, trus tadi kata-katanya juga jelas, trus filmnya menarik, tau ceritanya, tinggal nulis.

(‘Yes, Miss, I know what I have to write, the pronunciation were clear and the movie was so interesting’)

R: Researcher S: Student (Interview 5, September 13rd, 2012)

(4: 04)

R: Gimana tadi pelajarannya? Udah 2 kali kan kita belajar pakai film animasi.

(‘What was the lesson? We have done 2 meeting by using animation movie, right’)

S : Asik banget mba, seneng aku kalo nonton film, besok nonton lagi sih mba, hehhe.

(‘It was so fun, I’m so glad watching a movie, can we watch another tomorrow? Hehe’)

R: Asiknya gimana? Tau ceritanya g tapi?

(‘How fun? Did you know the story’)

S : Asik gitu mba, princess-princess gitu, jadi menarik, tau ceritanya mba.

(‘It was so fun, Miss, it’s about princesses, so interesting and knew the story’)

R: Researcher S: Student (Interview 5, September 13rd, 2012)



Figure 5. The students are enthusiastic in doing the writing tasks
cooperatively

Furthermore, the improvement of Cycle 1 also laid on students’ writing skills. By applying animation movie and group work, the students were assisted in their ideas generation. It can be seen from these following data:

(4: 05)

R : Gimana filmnya? Nangkep ngga ceritanya?

(‘How was the movie? Did u get the story?’)

S : Nangkep sih mba, tapi kalo ngerjain sendiri masih ngeblank e.

(‘I got it, but it was still difficult if I write it alone’)

R : Ngeblank gimana?

(‘What did you mean?’)

S : Susunan katanya gitu, udah tau ceritanya, tapi ya itu, enak diskusi, jadi lebih ngerti mau nulis apa.

(‘The structures, I knew the story, but, it was more easy to write when we do it in group’)

R: Researcher S: Student (Interview 9, September 13rd, 2012)

(4: 06)

R: Gimana tadi filmnya, bagus and membantu ngga?

(‘How was the movie? Is it good and helpful?’)

S : Apik mbak, mbantu banget.

(‘It was good and so helpfull, Miss’)

R : Bisa nangkep inti cerita nya kan?

(‘You could get the story, didn’t you?’)

S : Bisa sih mbak, tapi masih bingung awal-awalnya gitu lho mbak, nulisnya. Tapi kan kita berkelompok, jadi bisa didiskusiin bareng.

(‘Yes, Miss, first it was so confusing to write, but we work in group, so we can discuss it together’).

R: Researcher S: Student (Interview 6, September 13rd, 2012)

However, there were still some weaknesses related to the students’ mastery of grammatical features and researcher’s explanation. The weakness dealing with the students’ mastery of grammatical features which was rather fast can be seen in the following interview transcripts:

(4: 07)

R : Trus ada kesulitan dan menulis ngga?

(‘So, did you find any difficulties in writing?’)

S : Itu lho mbak, masih sok keliru tense nya, kadang masih pake is atau are gitu, hehe.

(‘I found difficulties in using Tenses, sometimes I used is or are, hehe’)

R : Oww, trus kalo generic structure nya gimana?

(Oww, how about the generic stucture of the text?)

S : Lumayan sih mba, masih liat catetan kalo itu, hehhe.

(‘It was not to difficult, but i always open my notes, hehe’)

R : Nanti bisa tanya-tanya mbak lagi kalo masih blm jelas ya.

(‘You can ask me if you still get confused’)

S : Oke siap mba.

(‘OK, Miss’)

R: Researcher S: Student (Interview 5, September 13rd, 2012)

(4: 08)

R: Jadi bisa kan kalo suruh nulis lagi ceritanya.

(‘So you can write to story, do you?’)

S : Bisa mba, tapi masih bingung juga sih kalo nulis kembali gitu, awalnya gitu masih bingung mau nulis apa. Grammar nya apalagi

(‘Yes, Miss, but I’m still confused to write, I dont know what should I write in the beginning sentence. And also about the grammar’).

R: Bingung gimana dek?

(‘Confused about what?’)

S : Masih bingung verb 2 nya gitu, harus buka kamus.
(‘I’m still confused in using Verb 2, i need to open my dictionary first’)

R: Researcher S: Student (Interview 7, September 13rd, 2012)

Furthermore, the weakness dealing with the researcher’s explanation can be seen in the interview transcripts below:

(4: 09)

R : Gimana penjelasan naratif textnya? Sudah jelas belum?
(‘How about the explanation of the narrative text? Was it clear?’)

Ss : Insya Allah, sudah.
(‘Insya Allah, it was clear’)
Sedikit belum.

(‘It was not clear enough’)

R : Tadi kan udah dijelaskan dari generic structurenya, dan language features, yang kurang jelas yang mana?

(‘It was explained about the generic structure, and language features, which one which is not clear yet?’)

S : Mm... agak kecepeten aja njelasinnya, Mbak.

(‘Mm... the explanation was rather fast, Miss’)

R : O gitu. Jadi yang mana yang masih belum jelas, Dik?

(‘I see. So, which one which is not clear yet?’)

S : Mm... urutan jalan ceritanya.

(‘Mm... the generic structure’)

R : Dibaca-baca lagi ya, kan di handout udah ada urutan sama contohnya. Kalo masih belum jelas besok tanya Miss ya. Diperhatikan ya. Oke kalo yang lain?

(‘Please read the handout again, you will find the explanation of adjectives order and also the examples. If you still have difficulty, ask me later. Please pay attention. OK, what about the others?’)

Ss :Udah jelas.

(‘It was clear’)

R: Researcher Ss: Students (Interview 5, September 8th, 2012)

(4: 10)

R : Gimana dik penjelasan narrative textnya? Terlalu cepet nggak?
(‘How about the explanation of the narrative text? Was it too fast?’)

Ss : Nggak kecepetan kok, Mbak.

(‘No, it was not.’)
 Mm... ya udah pas, Mbak.
 (‘Mm... it was good fit, Miss’)
 Enggak, Mbak.
 (‘No, it was not, Miss’)
 Enggak sih kalo aku.
 (‘I think it was not too fast’.)
 Agak kecepeten sih, Mbak.
 (‘It was rather fast, Miss’)
 R : O gitu. Ada bagian yang belum jelas kah?
 (‘I see. Is there any unclear part?’)
 Ss : Mm... iya. Agak kecepeten aja.
 (Mm... yes. It was just rather fast.)
 Vocabnya ada yang asing. Ada beberapa yang baru tau.
 (‘There are strange words. There are some new words’).
 R: Researcher Ss: Students (Interview 6, September 8th, 2012)

(4: 11)

T : Ehmm, udah bagus sih mba, Cuma tadi anak-anak masih kurang jelas ya apa yang harus dikerjakan. Dari tulisannya, sudah lumayan mba, kita lihat saja siklus berikutnya.

(‘ Ehmm, I think, It was good, but some students were not understand enough what they have to do. It was good enough. Let us see the next cycle’)

R : Iya bu, mereka masih belum jelas, dan tidak paham yang harus dikerjakan, jadi harus lebih pelan-pelan lagi.

(‘Yes, mam, they were still not understand what they have to do, next, i will explain more slowly’).

R: Researcher T: Teacher (Interview 13, September 8th, 2012)

In brief, the result of students’ writing in Cycle 1 can be seen from the sample of student’ writing presented below:

Fathimah A2 Zahra






XI IPA 1

14

Task 4. Watch and listen the story of Sleeping Beauty carefully. Create a story based on the movie. First, complete the information below to help you write the story.

1. Where and when the story take place? in the castle and once upon a time
2. what was the problem? the 13th fairy put a curse on the sleeping beauty
3. What did the girl do after she met the old lady? princess want try to sew, but her finger exposed the needle
4. What happened with people around castle? they felt sleeping
5. How does the story end? Happy ending because the prince and the sleeping beauty got married

Task 5. After completing the information above, re-arrange the information into a good story. The slides of the movie will help you.

	once upon a time, there lived a king and a queen in the castle. they were expect the presence of children
	Suddenly, a frog hopped on to a lily flower in front. then frog said "why were you said" queen asked "i am sad, because i wish the presence of children"
	on the day, the little girl was born to the king and queen they were very happy
	an the day of the celebration her daughter, all the fairy celebrated, but the 13 th evil fairy not celebrated
	the 13 th evil fairy came and she was curse the sleeping beauty





	<p>the sleeping beauty was tried to sew, but the finger exposed the needle and she was</p>
	<p>the prince come to the castle and searched the sleeping beauty</p>
	<p>the prince kiss the sleeping beauty and sleeping beauty opened her eyes</p>
	<p>Finally, the prince and the sleeping beauty got married. Happy ending</p>

Figure 6. Student's writing of Task 1 and 2 in the Second Meeting

From the sample of student's writing above, it can be implied that the student could generate ideas by watching animation movie. Yet, the grammatical features mastery was still low. The student made some mistakes in terms of language use aspect, such as using simple past tense and time connectives. Besides, she also made some mistakes in terms of mechanics aspect, especially the capitalization. This could also be seen from the chart below:

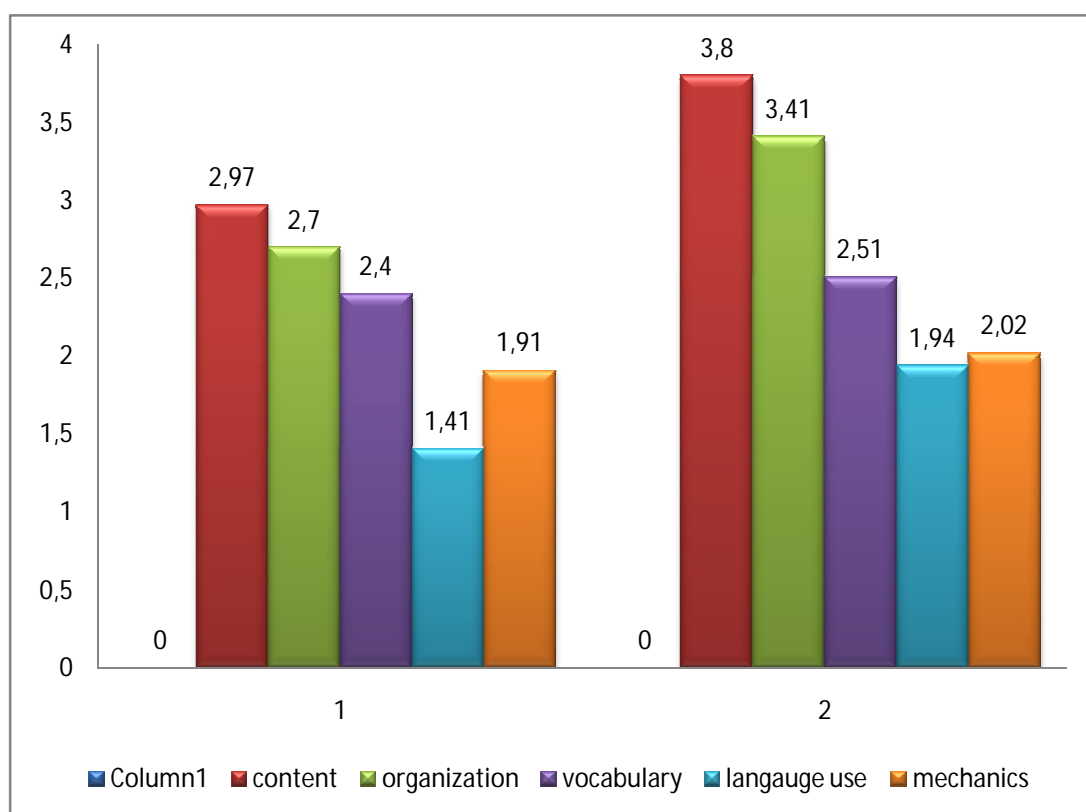


Chart 1. Mean Scores of Cycle 1

In conclusion, there were some improvements dealing with students' motivation and students' writing skills. However, there were still some problems

emerged. Thus, the researcher and the English teacher decided to continue the cycle to solve the problems occurred and improve students' writing skills. From the reflection above, it can be concluded that the results of Cycle 1 are said to be valid because it is appropriate with democratic, process, dialogic, catalytic, and outcome validity. The democratic validity was achieved by including the voices of the English teacher and the students. The process validity was achieved by asking the teacher to observe the actions and also using some data sources such as field notes, interview transcripts, and sample of students' work. The dialogic validity was achieved by having dialogues with the English teacher. The catalytic validity was achieved by the opportunities given to the students and collaborator to give their response dealing with the action implemented. The outcome validity was achieved by formulating a new problem and finding the solution of it in the next cycle. Furthermore, the result of Cycle 1 is also reliable because there was more than one observer, i.e. the researcher and observer, in gathering data. It is in line with the concept of researcher triangulation.

b. Report of Cycle 2

The teaching and learning process in Cycle 2 was conducted in two meetings. In this cycle, the researcher and the English teacher as the collaborator tried to overcome the writing problem focused on grammatical features mastery in students' writing skills by applying animation movie.

1) Planning

In this stage, the researcher and the English teacher planned to improve students' writing skills related to the elements of writing. They planned some actions to be implemented. They are elaborated as follows:

a) Third Meeting

In third meeting, the researcher and the English teacher planned to:

- 1) Teach a narrative text using LCD in delivering the materials
- 2) Apply a group work,
- 3) Apply animation movie,
- 4) Give slides from the movie
- 5) Give a writing performance task

b) Fourth Meeting

In fourth meeting, the researcher and the English teacher planned to:

- 1) Teach a narrative text using LCD in delivering the materials
- 2) Apply animation movie
- 3) Give slides from the movie
- 4) Give a writing performance task

2) Action and Observation

The teaching and learning process in Cycle 2 was carried out twice i.e. on September 15th and 20th, 2012. The schedule of Cycle 2 can be seen in the following table:

Table 7. Schedule of cycle 2

Meeting	Time	Material
I	10.15- 11.20	Animation film Thumbellina
II	08.30 – 9.45	Animation movie Little Thumb

The teaching and learning process in Cycle 2 which was conducted in two meetings is elaborated as follows:

a) Third Meeting

The third meeting was carried out on September 15th, 2012. It was done in the classroom of XI IPA 1 started from 10.15 until 11.20 a.m. The researcher acted as a teacher and the English teacher became an observer. The researcher opened the lesson by greeting and leading a prayer. Then, she checked students' attendance. She asked students about the movie of Sleeping Beauty on Thursday, they were still remember the movie. After that, she showed a slide from Thumbelina movie, before they watch the movie. There was a good interaction

between the researcher and the students which can be seen in the following field note:

Siswa terlihat sangat antusias pada cuplikan film tersebut. cantik Miss, ini film apa? tanya salah satu siswa. Peneliti bertanya, ini siapa ya kira-kira?, pangeran ganteng itu Miss jawab siswa yang lain. Siswa diharuskan menonton dengan seksama dan harus mengetahui alur cerita pada film tersebut. Tampak para siswa merapatkan duduk mereka, dan sangat antusias untuk menonton.

The students looked so enthusiastic to those slides. She's beautiful, Miss, what movie it is? Asked a student. Researcher asked do you know who he is? that's a gorgeous prince, Miss another student answered. Students have to watch the movie carefully so they could understand the plot of the movie. Students looked snuggle their seat, and very enthusiastic to watch.

(Field Note 9, September 15th, 2012)

Afterwards, the researcher distributed a paper to the students. The researcher asked the students made a group consist of 4 or 5 students. Hereafter, the researcher and the students discussed about the slide of Thumbelina movie. Researcher asked them to paid attention to the movie. Then, students were asked to remember the plot of the movie. Researcher asked them to patch the slides to the whiteboard. After all the slides were patched in the whiteboard, the researcher asked them to write the story of thumbelina on a paper given by her before.



Figure 7. A student is enthusiastic patching the slide.

The slides on the whiteboard could help them to remember the plot of the story, so it was easier for them to write. . They were enthusiastic to work in group and some students asked the researcher about vocabulary or rules of the tense. The researcher gave assistance to them and guided them to find what they asked. After completing the first task, the students went on to the second task in which they were asked to find the verbs, adverbs, connectives and conjunctions. Then, the researcher asked each group to exchange the work to other group. She asked each group to find any mistakes in the text. Then, she asked each group to return the work back and asked them to revise the work. Hereafter, she asked the students to submit the works.

After that, the researcher asked the students' whether there were any difficulties during the lesson. Since the students did not have any difficulties, the researcher reviewed the lesson. Hereafter, she asked the students to study the next lesson and closed the lesson.

b) Fourth Meeting

The fourth meeting was implemented on September 20th, 2012. It was done in the Mushola started from 08.30 until 09.45 a.m. The researcher acted as a teacher and the English teacher became an observer.

The researcher opened the lesson by greeting and leading a prayer. Then, she checked students' attendance. After that, she asked a question, such as Do you still remember our meeting last Saturday? The students answered together We were watching a story about Thumbelina. Then the researcher presented the slides of Thumbelina movie, and she asked them what stories on those slides. They were still remember the slides, and they knew the story and its structure.

Afterwards, the researcher gave each students with a slide of Little Thumb movie. Then, she distributed a paper for write the story. They were asked to watched the movie carefully, and in the end of the movie, they patched the slides on the whiteboard. The students were very enthusiastic in watching the movie.



Figure 8. Students are watching the movie carefully

After finished the task, the researcher asked each group to exchange the work to other student. She asked each student to find any mistakes in the text and write a response. Subsequently, after the work being returned and revised, the students submit it then. After that, the researcher asked the students' whether there were any difficulties during the lesson. Since the students did not have any difficulties, the researcher reviewed the lesson which had been studied. Then, she said goodbye to the students and closed the lesson.

3) Reflection

Based on the results of observation which were done through writing in the form of field notes, interview transcripts, and samples of students' works, the researcher elaborates the improvements of Cycle 2. Those improvements laid on

students' writing skills, such as ideas generation, grammatical features mastery, and paragraph organization.

By applying slides of the movie, animation movie, and group work, the students were enthusiastic to do writing activities which affected their writing ability in terms of ideas generation and paragraph organization concurrently. It can be seen from these following data:

(4: 12)

R : Gimana tadi film animasinya?

(' What was the movie?')

S : Apik mbak, enak ya kalo palajaran narrative nonton dulu gitu, jadi kan tau mau nulis apa.

('It was good, Miss, it was very good we watched an animation movie before we learned narrative, so we knew what we have to write')

R : Jadi udah bisa, dgn bantuan film gitu?

('So, you could write a story after watched an animation movie, couldn't you')

S : Iya mba, alurnya juga tau, dari orangnya, masalahnya, trus endingnya gitu.

('Yes, Miss. I knew the plot, the subjects, problem and the end of the story').

(interview 14, September 20th, 2012)

(4:13)

R : Gimana, udah bisa nulis kan sekarang?

('Now, you can write a story, do you?')

S : Bisa Miss, filmnya mbantu banget, jadi mudah untuk menulis, trus plot plot nya juga tau.

(‘Yes Miss, the movies were so helpfull, so it was more easier to write a story, and I knew the plot’).

R : Plot gimana maksudnya?

(‘What plots?’)

S : Yang Orientasi, trus evaluasi nya gitu Miss.

(‘The orientation, Evaluation, Miss’)

R : Oh, struktur organisasi nya?

(‘Did you mean the structure organization?’)

S : Sudah mbak, nulis nya juga bisa cepet, slide nya pas.

(‘Yes Miss. I could write more faster, the slides were right.’)

(Interview 15, September 20th, 2012)



Figure 9. Students are enthusiastic in doing writing task

The improvements of students’ writing skills related to ideas generation, grammatical features mastery, and paragraph organization can be seen below:

Arifah Nur Saputri
XI IPA 1/05

Little Thumb

Once upon a time, there lived a woodcutter and his wife. They had seven children. They were very poor and the last child was named Little Thumb.

One night their parents want to leave their child in the forest because they do not have the money, but the little thumb to hear, and he had an idea.

On the morning while having breakfast little escape bread to leave a trail for home. When parents into the forest he followed from behind and make tracks with bread. The forest when suddenly her parents disappeared.

Then he searched for trail, his bread but has lost eaten a bird. After that brother cries because it could go home, but little thumb have an idea.

When he climbed trees the most high and he saw rays of a mansion then he walked into the house. Stay at home lived a large woman, and to tell the truth, and his brother and when giant then it also cry, after that he ordered and in. He ordered hiding because in a minute the giant come.

Then giant it came and asked food. Giant was waiting for his food come and little thumb. after that he took little thumb and his brother and he sees as put them above the table.

Then the older woman came out with the food, and the older woman was persuaded not to take little thumb and his brother now. Then the giant agreed, but after he finished eating he felt a sleep. That's when little thumb and his brothers fled into the forest. On the morning when the giant woke up very angry because he had lost little thumb and his brother.

Then the giant search for little thumb and his brother into the forest with her magic shoes. While on the way he rest and sleep, when the giant was asleep little thumb knew and he took one of his magic shoes. Little thumb then went to the older woman with the magic shoes, and he said that the giant was kidnapped by thieves.

Figure 10. Student's writing of task in Fourth meeting

In addition, the results of this cycle related to the five writing aspects can also be seen from the chart below:

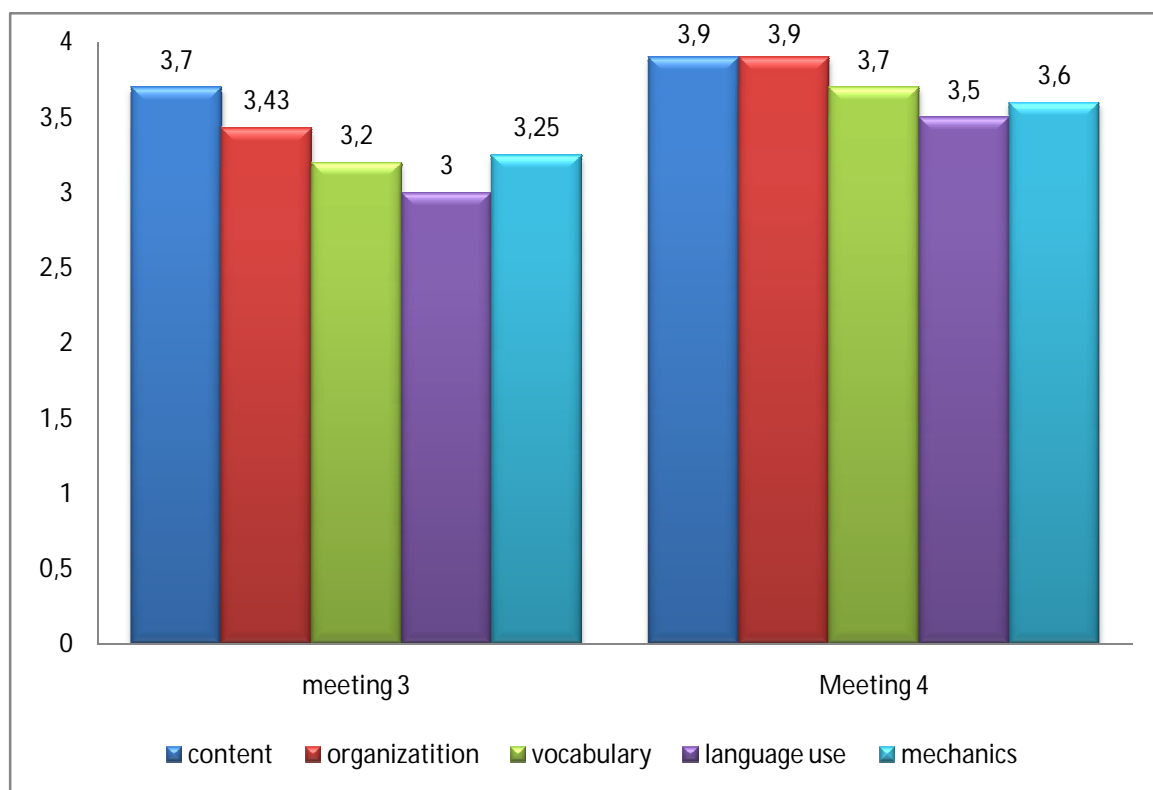


Chart 2. Mean Scores of Cycle 2

From the reflection above, it can be concluded that the results of Cycle 2 are said to be valid because it is appropriate with democratic, process, dialogic, catalytic, and outcome validity. The democratic validity was achieved by including the voices of the English teacher and the students. The process validity was achieved by asking the teacher to observe the actions and also using some data sources such as field notes, interview transcripts, and sample of students' work. The dialogic validity was achieved by having dialogues with the English

teacher. The catalytic validity was achieved by the opportunities given to the students and collaborator to give their response dealing with the action implemented. The outcome validity was achieved by the improvements of the students' writing skills on ideas generation, language use, and paragraph organization after the actions of this cycle. Furthermore, the result of Cycle 2 is also reliable because there was more than one observer, i.e. the researcher and observer, in gathering data. It is in line with the concept of researcher triangulation.

As the result of the better improvements of students in writing skills, the researcher decided to stop the cycle.

3. General Findings

In brief, the result of this study can be seen in the following chart which shows the mean scores of the five writing aspects in each cycle:

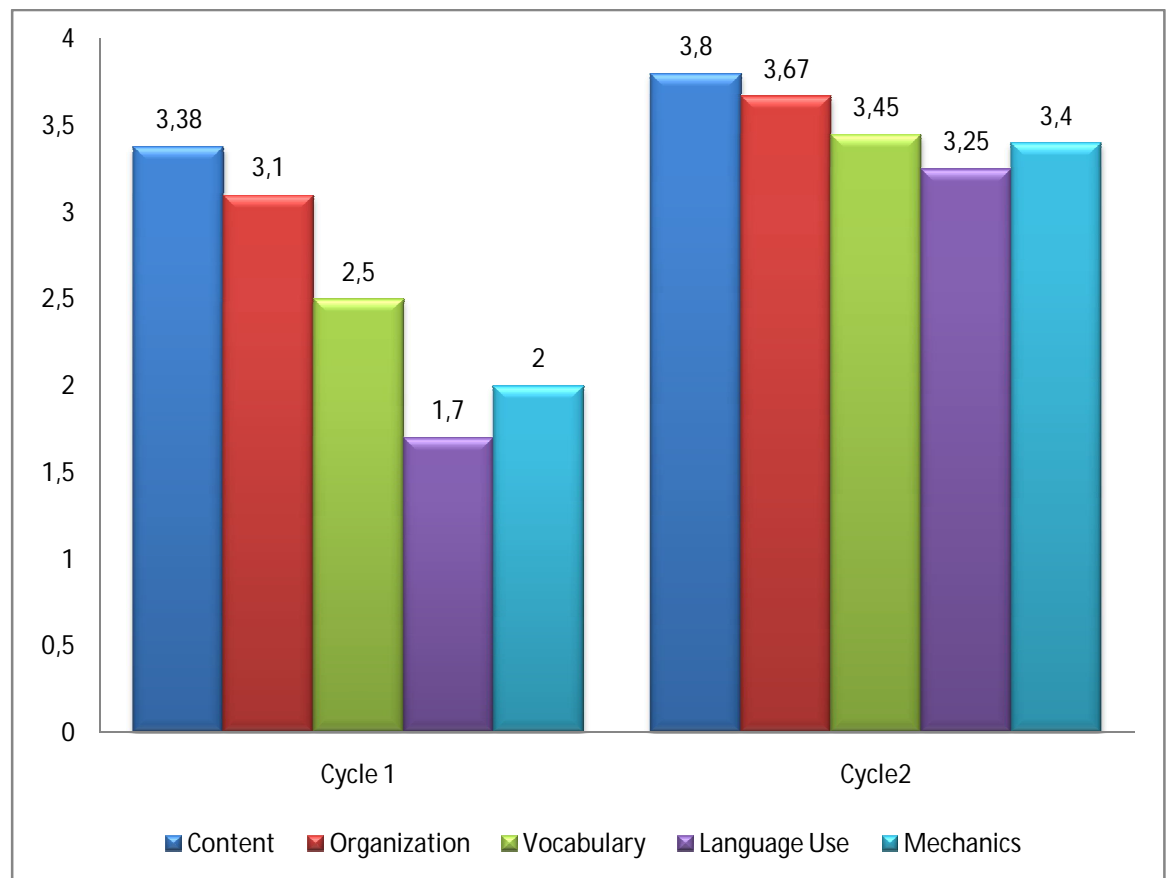


Chart 3. Mean Scores of Each Cycle

In Cycle 1, the average between meetings 1 and 2 was 3.38 for the content, 3.1 for the organization, 2.5 for the vocabulary, 1.7 for the language use, and 2 for the mechanics. It can be implied that the actions implemented in Cycle 1 were successful to improve students' motivation and students' writing skills in term of ideas generation. However, there were still some problems occurred dealing with the teaching-learning process and the students' grammatical features mastery. Consequently, the researcher and the collaborator continued the cycle.

In Cycle 2, the average between meeting 3 and 4 was 3.8 for the content, 3.67 for the organization, 3.4 for the vocabulary, 3.25 for the language use, and 3.4 for the mechanics. . It can be implied that the actions implemented in Cycle 2 were successful to improve students' motivation and students' writing skills in term of ideas generation, grammatical features mastery, and paragraph organization. Thus, the researcher and the collaborator decided to stop the cycle.

B. Research Discussion

The chart above shows that the numbers of the students for each indicator in cycle 2 are improved. However, there was a problem occurred during the cycle

1. There were some students who passive during the teaching and learning process but the number of students had been decreased.

Table 8. The following table presents the general findings of Cycle 1 and Cycle 2

Problems	After Cycle 1	After Cycle 2
Students' motivation	The use of movie motivated the students to learn English. It made the students enjoy in the teaching learning process.	The students were more motivated and enjoyed their learning when they were watching the animation movies.
Students' attention	Some students were playing their gadget while watching the animation movie.	Students paid attention because the animation movie is new for them.
Students' writing of narrative	Some students had several errors in writing narrative story.	Students were better in their writing the story.

As the final reflection, the researcher and the English teacher as the collaborator discussed the result of this research. They drew a conclusion that animation movie can be the effective tools to help students in doing the writing of narrative. In other words, animation movie can improve students' writing skills. Therefore, after the result of the last cycle had shown a good improvement in students' writing skills, the researcher and the collaborator decided to stop the cycle. It can be seen from these data:

1. Qualitative Data

Qualitative data sources used by the researcher were observation in the form of field notes, interview transcripts, sample of students' work, and photographs. Those data sources gave the significant results of this research.

Based on the observation and interviews in the reconnaissance step, the students were not confident to write because they did not master vocabulary, ideas generation, and grammatical features well. To solve the students' problem, the teacher and the researcher made a strategic plan. The plan was carried out by applying animation movies in combination with pictures and also by arranging writing activities from the easier to more difficult level or from guided to free practice. Eventually, after the actions, students were motivated and more confident to write.

Furthermore, before the actions were given, the students had difficulties in writing. Their difficulties were in generating ideas, organizing sentences,

vocabulary, grammatical features, and mechanics. To solve the problems, the researcher and the English teacher made a strategic plan by using animation movies. After the actions, they got significant improvements in those aspects. The improvements of students' writing skills are supported by the quantitative data which is shown in the next part.

This conclusion is said to be valid and reliable because the process was done in line with the concept of process validity, outcome validity, time triangulation and theory triangulation. It means that there are some improvements which are supported by the data sources. Besides, there were more than one observer that involved in the research and the data sources show the same result and give the sense of the actions from time to time.

2. Quantitative Data

The quantitative data were acquired from the gain scores of the five writing aspects. However, to ease the interpretation, the researcher presents a conversion table consisting of six categories namely very poor, poor, fair, good, very good, and excellent. The table is presented as follows:

Table 9. Conversion table of students' writing scores

No	Class Interval	Categorization	Frequency			
			Cycle 1		Cycle 2	
			1	2	3	4
1.	17.5 – 19.9	Excellent	-	-	4	25
2.	15,0 – 17,4	Very Good	1	6	21	9
3.	12,5 – 14,9	Good	10	22	9	-
4.	10,0 – 12,4	Fair	15	6	-	-
5.	7,5 – 9,9	Poor	8	-	-	-
6.	5,0 – 7,4	Very Poor	-	-	-	-

Based on the table above, it can be interpreted that in the first meeting, there were still some students who were in the poor category, while in the second meeting, none of them were in that category. In the third meeting, there were nine students who were in the Good category, yet in the fourth meeting, none of them were in that category, there were only 9 students in very good and 24 students in Excellent.

CHAPTER V

CONCLUSSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter consists of three sections namely conclusions, implications, and suggestions. The discussion of each part is presented below.

A. Conclusion

The research is about improving students' writing skills of narrative through animation movie. In reference to the discussion in the previous chapter, it can be concluded that the use of animation movies in combination with group work is believed to be effective to improve students' writing skills of narrative. It can be seen as follows:

1. The English Teacher

As the collaborator, the English teacher got more knowledge about the teaching of writing animation movies. She realized that the students need many new things to direct their attention in all skills in English. She knew that she had to focus more in writing skill. In addition, she needs to be more creative in selecting and creating the media to support his teaching so the teaching and learning process would be more interesting.

2. Media

Before the actions were conducted, the students are unmotivated to participate in writing process. The writing learning process was

monotonous. The teacher only used the course book without any media. During the implementation of the actions, animation movies helped the teacher in the writing learning process; the students were interested and enthusiastic to improve their writing skill. The English teaching and learning process in the writing activities was more active and enjoyable than the previous condition. The classroom atmosphere was better so the students were easy to generate their ideas in a good generic structure, appropriate vocabularies, correct punctuation, and correct tense.

3. The students

The students became more interested and enthusiastic in the writing activities. They were motivated to all of the programs. The students did not come late. The number of students who did not bring a dictionary was getting smaller. Animation movies helped the students in the writing activities. They could generate ideas by looking at the slides from the movie. They did not have any difficulties to find the new vocabularies, because they brought dictionary.

B. Implications

The implications of the actions are described below.

1. In this research, it was revealed that animation movies could help the teacher to deliver the materials in the classroom. It implies that the English teacher have creativity, boarder knowledge in teaching

learning process. Moreover, the teachers need to design the appropriate media in order that the students understood and focused what the teacher explained.

2. Using the slides of the animation movie in playing games helped maintaining the students' attention. The students were also interested and enthusiastic in playing games by patching the slides on the whiteboard. This implies that the teacher should use media to support the activities in presenting materials. It means that the teachers must be creative in delivering the materials by using media. They have to know how to make the students interested.
3. Using animation movies in making the narrative texts could improve the students' writing skill. The students were easy to generate ideas, imagine what they would write, find the new vocabularies. The use of this media could attract the students' attention and could help the students comprehend the materials given. It does not mean that the teacher has to use animation movie in every meeting but sometimes the teacher can use it as one of good media to support the material. It is not only in writing activities, but also in all activities in English teaching and learning. It implies that the researcher must be creative in choosing and designing any kinds of animation movies that help the teaching learning process based on the SKKD and the learning objectives.

4. A dictionary could help the students finding the new words that would be used in their writing. In addition, the students could find the new words independently. It implies that the researcher had to give responsibility to the students to bring dictionary. The students could know how to use the dictionary well.

C. Suggestions

Based on the conclusion and implications that have been explained above, some suggestions will be directed toward the English teacher, the other researchers.

1. To the English teacher

It was essential for the teacher to improve the quality of English teaching learning process especially in writing activities. She should be more creative in using interesting media. Media should use optimally in using the facilities provided in this school that could support the teaching learning process. In addition, she should give more time in writing activities.

2. To the other English teachers

The result of the study could give them some ideas to improve the effectiveness of the teaching learning process in their class by using animation movies as the media to help them in delivering materials, making use of interesting activities, arranging interesting tasks and games, and showing good respect to the students. It is

expected that the other English teacher can apply similar things in the regular classes to improve the quality of the teaching and learning process.

3. To the other researchers

The researcher expects the other researchers who will conduct a similar research have better preparation before conducting the research. In addition, the other researchers must have sufficient knowledge related to his/ her research study.

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APPENDICES

APPENDIX A

INSTRUMENTS

OBSERVATION GUIDELINE

SPECIFICATION ASPECTS OBSERVED IN THE CLASSROOM

No	Observation Items	Observation Check	
		yes	No
1	The Teaching and Learning Process		
A	Pre-Teaching		
	1. The teacher greet the students		
	2. The students respond to the greeting		
	3. The teacher asks the students conditions		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher explains the goal of teaching and learning		
B	Whilst-Teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to read the materials		
	3. The students read the materials		
	4. The teacher gives chances to the students for asking questions		
	5. The students ask question		
	6. The students ask their classmates		
	7. The teacher checks the students understanding		
	8. The teacher gives enough time to the students to arrange their seat/to move in groups		
	9. The students cooperate well in groups		
	10. The students write English		
	11. The students use dictionary to help them		
	12. The students offer themselves to be the volunteer		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives reward and motivate the students to participate more in the next meetings		
D	Class Situation		
	1. Students enthusiasm/motivation		
	2. Students involvement		
	3. Time allocation		
	4. The use of media		
	5. The teachers instruction		

INTERVIEW GUIDELINE

Interview Guide

For the teacher.

Assalamualaikum bu, apa kabar hari ini? Apakah ibu tidak keberatan jika saya interview ibu sebentar?

1. Apa yang biasanya anda siapkan sebelum mengajar di kelas anda?
2. Bagaimana anda mengajar siswa/i anda (membuka kelas, metode, bahasa, penjelasan, pengaturan kelas, memotivasi siswa/i, membantu siswa, mengevaluasi kemajuan siswa/i, pekerjaan rumah, dan menutup)?
3. Apa pendapat anda tentang siswa/i anda?
4. Pada saat mengajar, apakah siswa selalu diwajibkan membawa kamus?
5. Media apa sajakah yg sering ibu gunakan saat mengajar?
6. Apakah hambatan dan kesulitan dalam mengajarkan *writing* di kelas?
7. Bagaimana cara anda mengatasi masalah-masalah tersebut?
8. Permasalahan apa yang biasanya di hadapi siswa/i dalam *writing*?
9. Apakah siswa/i termotivasi dalam *writing* di kelas?
10. Bagaimana anda membantu siswa/i anda dalam mengatasi kesulitan-kesulitan yang ada?
11. Apa yang anda pikirkan tentang hasil pembelajaran siswa/i, terutama dalam kemampuan *writing*?

Terima kasih untuk waktunya, bu. Saya harap infromasinya bisa berguna untuk kita. Wassalamualaikum.

Interview Guide

For the Students

Assalamualaikum. Bagaimana kabar nya hari ini dik? Minta waktu nya sebentar untuk interview ya dik.

1. Apakah adik senang belajar bahasa inggris? Mengapa?
2. Apakah adik suka menulis dengan bahasa inggris?
3. Seberapa sering adik menulis menggunakan bahasa inggris?
4. Bagaimana cara adik meningkatkan kemampuan menulis adik?
5. Bagaimana hasil ulangan adik selama ini?
6. Apakah adik mengerti penjelasan guru di kelas?
7. Apakah guru selalu menggunakan media pembelajaran, contohnya menggunakan tape, video atau gambar?
8. Apa yang adik lakukan apabila menemui vocabulary yang tidak adik pahami?
9. Apa adik selalu membawa kamus?
10. Aktivitas pembelajaran seperti apa yang adik sukai?
11. Selama ini, pernahkah guru melakukan aktivitas yang adik sukai?
12. Menurut adik, apa yang sulit dalam menulis bahasa inggris?
13. Bagaimana upaya adik untuk mengatasi masalah itu?
14. Apa yang adik lakukan jika tidak paham tentang materi pembelajaran? Seringkah berdiskusi dengan teman?
15. Apa adik bisa mengikuti dan menikmati pelajaran yang di berikan di kelas?

Terima kasih waktunya ya dik, sampai ketemu lagi. Wassalamualaikum.

WRITING RUBRIC

ASPECTS	CRITERIA	SCORES
CONTENT	Relevant to topic	4
	Mostly relevant to topic, but lacks detail	3
	Inadequate development of topic	2
	Not relevant to topic	1
ORGANIZATION	Ideas clearly stated and supported, well-organized, cohesive	4
	Loosely organized but main ideas stand out, not well-organized	3
	Ideas confused or even no main ideas, bad organization	2
	Does not communicate, no organization	1
VOCABULARY	Effective word/idiom choice and usage	4
	Occasional errors of word/idiom form, choice, and usage	3
	Frequent errors of word/idiom form, choice, and usage	2
	Little knowledge of English vocabulary, idioms, and word form	1
LANGUAGE USE	Few errors of agreement, tense, number, word order, articles, pronouns, or prepositions	4
	Several errors of agreement, tense, number, word order, articles, pronouns, or prepositions	3
	Frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, fragments, or run-ons	2
	Dominated by errors	1
MECHANICS	Few errors of spelling, punctuation, capitalization, and paragraphing	4
	Occasional errors of spelling, punctuation, capitalization, and paragraphing	3
	Frequent errors of spelling, punctuation, capitalization, and paragraphing	2
	Dominated by errors	1

Table 10. Writing Rubric

APPENDIX B

COURSE GRID

Course Grid

Sekolah :MAN YOGYAKARTA II

Kelas/Semester : XI/ Ganjil

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Kegiatan Belajar Mengajar	Indikator	Materi Pokok			Penilaian	Alokasi Waktu	Sumber/ Bahan/Alat
		Jenis Teks	Kegiatan	Materi			
1. Guru menjelaskan materi pembelajaran 2. Guru memutar film animasi 3. Siswa telah diberikan trancript pada film tersebut yang telah dihilangkan verbs nya 4. Siswa	1. Siswa dapat mengidentifikasi karakteristik dari teks <i>narrative</i> 2. Siswa dapat menggunakan <i>tense</i> dan <i>generic structure</i> teks <i>narrative</i> dengan benar 3. Siswa dapat menulis sebuah teks <i>narrative</i>	narrative	1. Menulis teks <i>narrative</i> sesuai dengan film yang diputar dengan berkelompok 2. Mengidentifikasi <i>structure</i> serta <i>language use</i> pada cerita tersebut	<i>Terlampir</i>	Tes tertulis	4x 40'	Buku <i>Look Ahead 2</i> Film animasi Laptop LCD Speaker

<p>mengidentifikasi structure dan language use pada cerita tersebut.</p> <p>5. Membahas tugas yang telah mereka kerjakan</p> <p>6. Guru memutar film animasi</p> <p>7. Siswa diharuskan menuliskan kembali cerita yang telah diputar secara berkelompok</p> <p>8. Guru meminta siswa untuk mengidentifikasi structure dan language use.</p>			secara individu.				
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Course Grid

Sekolah :MAN YOGYAKARTA II

Kelas/Semester : XI/ Ganjil

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari

Kompetensi Dasar : Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*

Kegiatan Belajar Mengajar	Indikator	Materi Pokok			Penilaian	Alokasi Waktu	Sumber/ Bahan/Alat
		Jenis Teks	Intrument	Materi			
1. Guru memutar film animasi 2. Guru dan siswa mendiskusikan cerita pada film tersebut. 3. Guru meminta siswa untuk menuliskan verbs dan language use yang digunakan	1. Siswa dapat mengidentifikasi karakteristik dari teks narrative 2. Siswa dapat menggunakan <i>tense</i> dan <i>generic structure</i> teks <i>narrative</i> dengan benar 3. Siswa dapat menulis sebuah teks <i>narrative</i>	narrative	1. Film animasi 2. Gambar cuplikan dari Film	<i>terlampir</i>	Tes tertulis	4 x 40'	Buku <i>Look Ahead 2</i> Film animasi Laptop LCD Speaker

<p>pada cerita tersebut.</p> <p>4. Guru memutar film animasi</p> <p>5. Guru memberikan slide pada masing-masing kelompok</p> <p>6. Setiap kelompok merangkai setiap slide sesuai dengan cerita film.</p> <p>7. Mereka diharuskan menulis cerita pada film tersebut secara berkelompok</p> <p>8. Siswa diharuskan mengidentifikasi structure</p>							
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<p>pada cerita tersebut.</p> <p>9. Secara individu, siswa mengidentifikasi penggunaan language use pada cerita tersebut.</p> <p>10. Siswa menukar hasil pekerjaan masing-masing untuk mengetahui kesalahan partnernya.</p> <p>11. Guru memutar film</p> <p>12. Secara individu , siswa diharuskan untuk menulis cerita</p>							
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tersebut, disertai generic structure nya. 13. Hasil pekerjaan siswa dikumpulkan .							
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APPENDIX C

LESSON PLANS

LESSON PLAN

(CYCLE I)

Sekolah : MAN 2 YOGYAKARTA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Alokasi waktu : 2x40 menit

Keterampilan : menulis (writing)

Jenis teks : *Narrative*

Standar Kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari

Kompetensi Dasar :

- 6.1 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Indikator :

1. Siswa dapat mengidentifikasi karakteristik dari teks *narrative*
2. Siswa dapat menggunakan *tense* dan *generic structure* teks *narrative* dengan benar
3. Siswa dapat menulis sebuah teks *narrative*

I. Tujuan Pembelajaran :

Pada akhir proses pembelajaran, siswa diharapkan mampu untuk membuat teks berbentuk *narrative* di kehidupan sehari-hari.

II. Materi Pembelajaran :

a. Teks narrative

Snow White	
Orientation	<p><u>Once upon a time</u> there <i>lived</i> a little girl named Snow White. <i>She lived</i> with her Aunt and Uncle because her parents were dead.</p>
Complication 1	<p><u>One day</u> <i>she heard</i> her Uncle and Aunt <i>talking</i> about leaving Snow White in the castle because they both <i>wanted to</i> go to America and they didn't have enough money to take Snow White.</p>
Resolution 1	<p>Snow White <i>did not want</i> her Uncle and Aunt <i>to do</i> this so <i>she decided</i> it would be best if <i>she ran away</i>. <u>The next morning</u> <i>she ran away</i> from home <u>when</u> her Aunt and Uncle were <i>having</i> breakfast. <i>She ran away</i> into the woods.</p>
Complication 2	<p><u>Then</u> <i>she saw</i> this little cottage. <i>She knocked</i> but no one <i>answered</i> so she <i>went</i> inside and <i>fell asleep</i>.</p>
Resolution 2	<p><u>Meanwhile,</u> the seven dwarfs <i>were coming</i> home from work. They went inside. There they found Snow White <i>sleeping</i>. <u>Then Snow White</u> <i>woke up</i>. <i>She saw</i> the dwarfs. The dwarfs said, what <i>is</i> your name? Snow White <i>said</i>, My name <i>is</i> Snow White.</p> <p>Doc, one of the dwarfs, <i>said</i>, If you <i>wish</i>, you <i>may live</i> here with us. Snow White <i>said</i>, Oh could I? Thank you. <i>Then Snow White told the dwarfs</i> the whole story and Snow White and the 7 dwarfs <i>lived</i> happily ever after.</p>

III. Metode Pengajaran: *Presentation, Practice, Production (PPP)*

IV. Langkah-Langkah Pembelajaran:

A. Kegiatan Pendahuluan

- 1) Membuka pelajaran
 - a. Guru membuka pelajaran dengan menyampaikan salam.
 - b. Guru memeriksa apakah murid telah siap untuk pelajaran.
 - c. Guru dan murid berdoa.
 - d. Guru mengecek presensi siswa.

B. Kegiatan Inti

- 1) *Presentation:*
 - a. Guru memberikan contoh cerita dalam bentuk gambar.
 - b. Guru memberikan sebuah teks *narrative* pada siswa.
 - c. Guru dan siswa mendiskusikan teks tersebut dan mengidentifikasinya berdasarkan ciri dan tense yang digunakan.
- 2) *Practice:*
 - a. Guru memberikan transkrip film cinderella yang telah dihilangkan verbnya.
 - b. Guru meminta siswa untuk memperhatikan alur cerita cinderella
 - c. Guru memutar film animasi Cinderella
 - d. Siswa diharuskan mengisi kata yang yg hilang sesuai pada film
 - e. Mencocokkan hasil kerja siswa dengan memutar kembali film animasi tersebut.
 - f. Guru meminta siswa untuk menulis kembali linguistics features pada cerita Cinderella.
 - g. Secara berkelompok, siswa mengidentifikasi structure pada cerita
- 3) *Production:*
 - a. Guru memutar sebuah film animasi
 - b. Siswa mengisi pertanyaan yang telah diberikan.
 - c. Guru memberikan cuplikan film berupa gambar
 - d. Siswa diharuskan menulis kembali cerita dalam film secara berkelompok, dan menyusun gambar yang telah diberikan.
 - e. Guru meminta siswa mengidentifikasi structure serta linguistics features pada cerita tersebut.

C. Kegiatan Penutup (10menit)

- 1) Merangkum apa yang sudah siswa pelajari
- 2) Menanyakan kesulitan yang siswa hadapi secara klasikal.
- 3) Menutup pelajaran dengan berdoa.

D. Sumber dan Alat Pembelajaran:

- a. www.youtube.com
- b. Scaffolding (English for Senior high School Grade XI)
- c. Look ahead

Pedoman Penilaian:

- Teknik: *Written test*
- Writing rubric.

Yogyakarta, 6 September 2012

Guru Bahasa Inggris

Mahasiswa

Jumiyasrini, S.Pd

Dyah Setya N.

Narrative

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

The generic structure of Narrative text :

➤ Orientation :

It set the scene and introduce the participants (it answers the question : who, when, what, and where).

➤ Complication :

Tells the problems of the story and how the main characters solve them.

➤ Resolution :

The crisis is resolved, for better or worse.

➤ Re-orientation :

The ending of the story.

➤ Evaluation :

The stepping back to evaluate the story or the moral message of the story

Language Features of Narrative

- Using verbal processes verbs (saying verbs)
Example: asked, said
- Using material processes (action verbs)
Example: ate, ran, laughed
- Using conjunctions and time connectives
To make story coherent, you have to put time connectives.
Example: one day, once upon a time, a week later, then, long time ago, when, a long, after that, a few days later, etc.
- Using Simple Past Tense
- Using adverb : Words that modify verbs are called adverbs.
Example: slow → slowly
 Bad → badly

contoh teks narrative

Snow White

Orientation

Once upon a time there *lived* a little girl named **Snow White**. **She** *lived* with **her Aunt and Uncle** because **her parents** *were* dead.

Complication 1

One day **she** *heard* **her Uncle and Aunt** *talking* about leaving **Snow White** in the castle because **they** both *wanted to go* to America and **they** *didn't have* enough money to take **Snow White**.

Resolution 1

Snow White *did not want* **her Uncle and Aunt** *to do* this so **she** *decided* it **would be** best if **she** *ran away*. The next morning **she** *ran away* from home when **her Aunt and Uncle** *were having* breakfast. **She** *ran away* into the woods.

Complication 2

Then **she** *saw* this little cottage. **She** *knocked* but no one *answered* so she *went* inside and *fell asleep*.

Resolution 2

Meanwhile, **the seven dwarfs** *were coming* home from work. **They** *went* inside. There **they** *found* **Snow White** *sleeping*. Then **Snow White** *woke up*. **She** *saw* **the dwarfs**. The dwarfs said, what **is** your name? **Snow White** *said*, My name **is** **Snow White**.

Doc, one of the dwarfs, said, If you *wish*, you *may live* here with us. **Snow White** *said*, Oh could I? Thank you. Then **Snow White** *told* **the dwarfs** the whole story and **Snow White** and the **7 dwarfs** *lived* happily ever after.

→

→

Task 2. Work in pairs. Watch and listen the story of Cinderella, while listening, fill in the blanks with the words you hear.

Cinderella

Once upon time, there _____ a gentleman, who after his beautiful and kind wife _____, married the proudest and meanest woman in all the land. She _____ two daughters from a previous marriage who were just as nasty and naughty as their mother. The gentleman also had a young daughter by another wife _____ Cinderella, who was filled with goodness and was one of the sweetest girls the kingdom had ever seen. Cinderella's step mother was extremely jealous of her beauty and charm and _____ her do the hardest and most dreadful work in the house.

Cinderella _____ the dishes, scrubbed the floor and made the bed all while her step sisters rested on fancy beds and had fun playing dress-up. Now it so _____ that the king's son _____ to give a ball, inviting all the young ladies in the land to attend. Cinderella's step mother and step-sisters were delighted, and would talk of nothing but the ball all day long. They _____ for the greatest designers in the kingdom to ensure that they _____ their best. Cinderella offered to help them get ready for the ball for she had excellent taste and despite how her step-sisters treated her, she always _____ them the best advice. As she helped them, the eldest sister asked, Cinderella, are you not going to the ball?. Cinderella sadly lowered her head and said, No, you're only teasing me because I have nothing to wear and wouldn't fit in. Perhaps I could borrow something?. Lend our clothes to such a dirty Cinderwench? We're not fools! they exclaimed. The sisters _____ cruelly and said, you would make everyone laugh at the sight of you, you Cinderwench!. When the big day finally came, Cinderella _____ her step mother and step-sisters to the Court, and couldn't help but burst into tears as she _____ them enter the beautiful ball.

As she wept, Cinderella's fairy godmother appeared. Cinderella, why are you crying?'' she asked. You wish to attend the ball, is that not so?. Yeess, cried Cinderella, between sobs. The fairy godmother smiled and said, Well, run into the garden and bring

me a pumpkin. When she brought it, her godmother struck the pumpkin with her wand, instantly turning it into a fine coach, plated with gold and silver. Next, she had Cinderella find some mice and when she _____ the furry little creatures back the fairy godmother _____ them each with her wand, turning them into six fine horses and a coachman. Well, what do you say? asked her godmother. Oh, yes! cried Cinderella, But should I go looking like this, in these rags?. Her godmother only touched her with her wand and instantly Cinderella's rag turned into a dress of white and silver, sparkling with jewels. To top it off, fairy godmother gave Cinderella a pair of glass slippers, the prettiest in the whole world. The spell only lasts until midnight, so promise you will leave the ball before then, warned the godmother. Cinderella promised to return before midnight, thanked her again and drove off to the ball. When Cinderella made her entrance the dancing and music _____ as everyone turned to gaze at her beauty. No one recognized her, she was a complete mystery. The prince rushed up to greet her, led her to the most honorable seat by his side and later took her out for a dance. Cinderella even made time to approach her step-sisters, who still did not recognize her, and _____ some of the oranges, the prince had presented to her as a gift. The prince never left her side, and Cinderella was enjoying herself so much that she completely forgot the time!. When the clock struck midnight, Cinderella was _____ and fled immediately, leaving one of her glass slippers behind in her haste. The prince _____ to follow her, but only managed to pick up the glass slipper she left behind.

Cinderella managed to get home, but was quite out of breath and in her dirty old clothes. She was resting in bed when her two step-sisters stumbled into her room. You _____ really late!" cried Cinderella, rubbing her eyes and stretching as if she had been sleeping. If you had been there you would have seen the most beautiful princess, exclaimed the eldest sisters, she was so nice to us and had the undivided attention of the prince. Her background is a mystery and the Prince would give anything to know who she was, said the youngest. A few days later the Prince _____ that he would marry the woman whose foot fit in the slipper. His soldiers began to try the slipper on all the princesses and duchesses in the Court, but it was all in vain.

Days later, it was brought to the two sisters who _____ with all their might to make the slipper fit. Cinderella, who saw this, politely asked to try it. Her sisters burst out laughing at the idea, but the Prince ordered that everyone in the kingdom should have a try. When Cinderella's foot slid perfectly into the slipper, her sisters were astonished. Cinderella's fairy godmother _____ and with the flick of her wand turned Cinderella into the beautiful girl from the ball. The step sisters dropped to their knees and begged for forgiveness for the awful way they treated her over the years. Cinderella lifted them up and embraced them, saying she _____ them with all her heart. Cinderella was then escorted to the Prince, dressed as beautiful as she was at the ball. A few days later they were married. Cinderella, who was no less good than beautiful, gave her two sisters rooms in the palace, and everyone _____ happily ever after.

Task 2. Study the story of Cinderella, find and write down the sentences that contain adverbs and processes verbs.

Adverbs	Verbal Processes	Material processes

Task 3. Work in groups of three or four to have a discussion on the elements of the story.

1. Describe in detail the elements below:
 - a. The characters (cinderella, step-mother, step-sisters, etc);
 - b. The setting;
 - c. The conflict of the story in the text.

Determine parts of the plot:

- a. Orientation;
- b. Complication;
- c. Resolution.

3. Mention the places where the story takes place.
4. Determine the point of view used in the story.

Task 4. Watch and listen the story of Sleeping Beauty carefully. Create a story based on the movie. First, complete the information below to help you write the story.

1. Where and when the story take place?
2. what was the problem?
3. What did the girl do after she met the old lady?
4. What happened with people arround castle?
5. How does the story end?

Task 5. After completing the information above, re-arrange the information into a good story. The slides of the movie will help you.

 <p>A long time ago, there lived a king and a queen.</p>	
 <p>Suddenly, a frog hopped on to a lily flower in front</p>	
 <p>A little girl was born to the King and Queen.</p>	
 <p>On the day of the celebration</p>	
 <p>the hall door flew open and the thirteenth fairy came in.</p>	
 <p>the needle pricked her finger and she fell into a deep sleep.</p>	

Task 6. In pairs, Identify its structure in the space provided, then underline the adverbs, time connectives and conjunctions.

LESSON PLANS

(CYCLE II)

Sekolah	: MAN 2 YOGYAKARTA
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Ganjil
Alokasi waktu	: 4x40 menit
Keterampilan	: menulis (writing)
Jenis teks	: <i>Narrative</i>

Standar Kompetensi :

7. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari

Kompetensi Dasar :

- 7.1 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Indikator :

1. Siswa dapat mengidentifikasi karakteristik dari teks *narrative*
2. Siswa dapat menggunakan *tense* dan *generic structure* teks *narrative* dengan benar
3. Siswa dapat membuat sebuah teks *narrative*

V. Tujuan Pembelajaran :

Pada akhir proses pembelajaran, siswa diharapkan mampu untuk membuat teks berbentuk *narrative* di kehidupan sehari-hari.

VI. Materi Pembelajaran :

- a. Film animasi The Wolf and the seven Goats
- b. Film animasi Thumbelina
- c. Film animasi Little Thumb
- d. Film animasi The Little Mermaid

VII. Metode Pengajaran: *Presentation, Practice, Production (PPP)*

VIII. Langkah-Langkah Pembelajaran:

A. Kegiatan Pendahuluan (5menit)

- a. Membuka pelajaran
- b. Guru membuka pelajaran dengan menyampaikan salam.
- c. Guru memeriksa apakah murid telah siap untuk pelajaran.
- d. Guru dan murid berdoa.
- e. Guru mengecek presensi siswa.

B. Kegiatan Inti (70 menit)

1. Presentation:

- a. Guru memberikan sebuah film animasi The Wolf and the seven Goats kepada siswa
- b. Guru dan siswa mendiskusikan film tersebut dan mengidentifikasinya berdasarkan ciri dan tense yang digunakan.
- c. Guru menyuruh siswa untuk menuliskan kata kerja yang berbentuk past tense ke whiteboard.

2. Practice:

- a. Siswa dibagi menjadi kelompok yang terdiri dari empat orang.
- b. Guru memutar film animasi
- c. Guru memberikan cuplikan film tersebut berupa gambar
- d. Siswa menyusun rangkaian cuplikan tersebut sesuai cerita yang ada di film.

- e. Mereka diharuskan menulis sebuah teks narrative sesuai dengan alur cerita pada film secara kelompok disertai structure text nya.
- f. Guru memberikan saran ketika mereka mengerjakan, terutama tentang penggunaan *tense*, *vocabulary*, dan *spelling*, dan penggunaan linguistics features
- g. Guru menyuruh siswa untuk mengidentifikasi penggunaan linguistics features secara individu
- h. Siswa mencari partner untuk mencocokkan hasil pekerjaan masing-masing.

3. *Production:*

- a. Guru memutar film animasi
- b. Secara individu, siswa diharuskan membuat sebuah teks *narrative* berdasarkan apa yang mereka lihat, dan memberikan generic structure nya.
- c. Setelah selesai, guru menyuruh siswa untuk mengumpulkan tulisan mereka.

E. Kegiatan Penutup (10menit)

- 4) Merangkum apa yang sudah siswa pelajari
- 5) Menanyakan kesulitan yang siswa hadapi secara klasikal.
- 6) Menutup pelajaran dengan berdoa.

F. Sumber dan Alat Pembelajaran:

- www.youtube.com
- scaffolding (English for Senior high School Grade XI)
- Look ahead

G. Pedoman Penilaian:

- Teknik: *Written test*
- Rubrik:

Yogyakarta, 20 September 2012

Guru Bahasa Inggris

Mahasiswa

Jumiyasrini, S.Pd

Dyah Setya N.

Task 1. Watch and listen the story of Thumbelina. Work in groups of four to discuss the story. Then, write down the story and identify the structure. The pictures on board, will help you.

Thumbellina

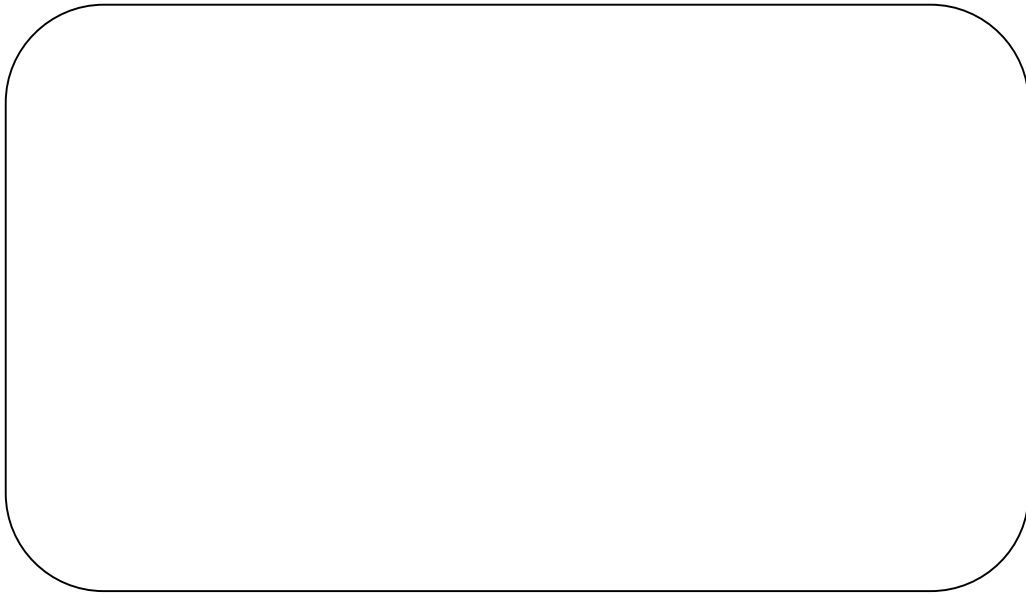
Task 2. After summarizing the story, find the adverbs, connectives and conjunctions individually.

adverbs	Connectives and conjunctions

Task 3. Find a partner and exchange your work with your partner. Read it, and underline any words, verbs, connectives or conjunctions that don't seem correct.

Task 4. Watch and Listen the story of Little Thumb. Work in pairs to discuss the story. Then, write down the story and identify the structure. The slides of the movie will help you.





Task 5. After summarizing the story, find the adverbs, connectives and conjunctions individually.

adverbs	Connectives and conjunctions

Task 6. Find a partner and exchange your work with your partner. Read it, and underline any words, verbs, connectives or conjunctions that don't seem correct.

Slides from Thumbelina Movie







Slides from Little Thumb movie



They had a child
called Little Thumb,



Little thumb had an idea.



The family went into the
forest and the woodcutter
began his work.



they began to cry.



he had thrown along the way.



But something bad happened.



There he saw a light
shining a little far away.



A large woman opened
the door and asked them
what they wanted.



The giant sat down
on the chair



"Give them enough food
and make them sleep".



When Little Thumb saw that
the giant was fast asleep,



and he decided to take rest.



Little Thumb returned with the
money and his brothers to his
father's house.



He also added that they
would kill the giant if he did
not give them all his money.

APPENDIX D

FIELD NOTES

Field Note 1

Perijinan 1

Tgl : 28 Agustus 2012

Tempat : Ruang Kepala Sekolah

Sekitar jam 8 pagi peneliti datang ke sekolah untuk menemui kepala sekolah guna meminta izin guna melaksanakan penelitian tindakan kelas di SMA N 2 Yogyakarta. Sesampainya peneliti di ruang kepala sekolah, ia di persilahkan duduk dikursi tamu yang ada dalam ruang kepala sekolah. Kepala sekolah menanyakan maksud kedatangan peneliti ke sekolah. Kemudian, peneliti mengutarakan maksudnya kepada kepala sekolah. Kepala sekolah menerima peneliti untuk melakukan penelitian di SMA N 2 Yogyakarta. Kepala sekolah meminta bukti izin dari walikota, setelah itu peneliti boleh melakukan penelitian di sekolah tersebut. Peneliti menyanggupi apa yang diminta oleh kepala sekolah. Kepala sekolah mengatakan bahwa surat diserahkan ke TU dahulu, setelah berpamitan dengan kepala sekolah, peneliti menuju ruang TU untuk menyerahkan surat ijin dari fakultas dan walikota. Pengurus TU menyuruh datang lagi esok pagi, agar surat ijin tersebut ditembuskan ke kepala sekolah dan bagian Humas.

Field Note 2

Perijinan 2

Tgl : 31 Agustus 2012

Tempat : Ruang TU

Peneliti datang ke sekolah pada jam 8 pagi. Peneliti langsung menuju ruang TU untuk mengkonfirmasi kelanjutan surat ijin yang telah diberikan sebelumnya. Kemudian, staff tersebut menyuruh peneliti datang lagi besok pagi karna pada saat itu kepala sekolah tidak ada di tempat. Peneliti menuruti semua intruksi yang disarankan oleh pihak sekolah.

Field Note 3

Perijinan 3

Tgl : 03 September 2012

Tempat : Ruang Humas

Peneliti datang ke sekolah lagi ke esokan harinya. Peneliti langsung menemui Bpk. Djohar selaku Humas di Man 2 Yogyakarta. Peneliti menemui Bpk. Djohar karena atas intruksi staff TU di sekolah tersebut. Peneliti langsung mengutarakan maksud dari kedatanganya ke sekolah tersebut. Bpk. Djohar sudah mengetahui maksud dari peneliti datang ke sekolah karena beliau sudah

membaca surat izin dari dinas perizinan pemerintahan kota Yogyakarta. Bp. Djohar langsung mempersilahkan untuk segera dapat melakukan penelitian dan bertemu dengan Ibu Jumiyasrini selaku Guru Bahasa Inggris yang akan membimbing si peneliti. Peneliti menemui Ibu Jumiyasrini di ruang guru. Bu Indah menyambut dengan baik dan kemudian mengajak peneliti untuk berbincang mengenai langkah apa yang akan peneliti lakukan selanjutnya. Peneliti mengutarakan kepada Bu Jumiyasrini bahwa dia akan melakukan observasi terlebih dahulu. Namun peneliti menjelaskan tindakan kelas apa yang akan peneliti lakukan. Peneliti menjelaskan bahwa dia akan berupaya meningkatkan kemampuan writing siswa kelas XI. Seperti hal yang sudah peneliti lihat sebelumnya pada saat KKN-PPL tahun lalu, bahwasanya kemampuan writing siswa pada saat itu sangat kurang. Dengan hal tersebut peneliti mempunyai ide untuk melakukan penelitian tindakan kelas di kelas XI IPA 1. Kemudian, Bu Jumiyasrini menyarankan pada peneliti untuk melakukan observasi pada esok hari Selasa 4 September 2012

Field Note 4

Observasi 1

Tgl : 4 September 2012

Tempat : Kelas XI IPA 1

Pukul 06.45 WIB peneliti dan guru bahasa inggris masuk ke ruang kelas XI IPA

1. Guru bahasa inggris langsung menyapa siswa-siswinya dengan kata-kata Good morning. Kemudian setelah menyapa siswa-siswinya, beliau memperkenalkan peneliti kepada murid-murid di kelas tersebut. Guru menjelaskan pada siswa bahwa tujuan dari kedatangan peneliti tersebut untuk mengobservasi kondisi dan suasana kelas saat proses pembelajaran berlangsung. Guru juga menjelaskan tujuan dari observasi tersebut untuk penelitian tindakan kelas dimana setelah mengobservasi kondisi kelas peneliti akan memberikan solusi supaya kondisi kelas ini jauh lebih baik dan tentunya kemampuan bahasa inggris kalian lebih meningkat.

Setelah guru menjelaskan maksud dan tujuan dari peneliti tersebut, lalu guru bahasa inggris menyuruh peneliti mengamati proses berlangsungnya pelajaran di bangku paling belakang karena masih ada satu bangku dan kursi yang belum terisi. Pada saat proses pembelajaran berlangsung sebagian siswa berbicara sendiri. Beberapa siswa main HP dan SMSan. Mereka tidak mendengarkan apa yang dijelaskan oleh guru bahasa inggris sehingga disaat ditanya dan diberi instruksi, mereka tidak bisa menjawabnya.

Field Note 5

Interview Siswa dan Guru

Tgl : 4 September 2012

Tempat : Kelas X 1

Peneliti mewawancarai beberapa siswa tentang apa yang telah mereka pelajari bersama Bu Jumiyasrini. Serta menanyakan masalah dalam belajar bahasa inggris khususnya menulis. Setelah itu peneliti mewawancarai Bu Jumiyasrini tentang keadaan murid-murid di kelas XI Ipa 1. Peneliti juga menyerahkan media dan RPP yang telah dibicarakan sebelumnya dengan guru bahasa inggris. Guru bahasa iggris kemudian membaca RPP tersebut lalu mengomentari hal yang tidak sesuai dengan pemikirannya.

Peneliti juga menyerahkan media berupa CD yang berisi film yang akan diputar pada cycle 1. Ada beberapa media yang diserahkan peneliti kepada guru bahasa inggris. Setelah selesai, peneliti pamit untuk pulang dan akan kembali di hari Kamis untuk mengikuti proses awal cycle 1 beserta pelaksanaan actionnya.

Field Note 6

Action (Pertemuan 1)

Tgl : 6 September 2012

Tempat : Kelas X1 IPA 1 dan Multimedia Room

Peneliti sampai di sekolah pukul 9.30 WIB. Peneliti langsung menuju ruang guru

untuk menemui guru bahasa inggris.

Pada jam 10.15 peneliti dan guru bahasa inggris menuju kelas. Mereka disambut baik oleh siswa. Guru membuka kelas dengan salam Good afternoon and How are you all today. Siswa menanggapi salam tersebut dengan serempak, kemudian siswa juga menjawab Fine mom.

Guru bahasa inggris menjelaskan pada siswa bahwa hari ini adalah awal peneliti akan memberikan pembelajaran guna peningkatan kemampuan writing siswa. Guru bahasa inggris juga menjelaskan bahwa dia akan tetap berada di kelas dan peneliti yang akan memberikan pelajaran kepada siswa.

Kemudian, guru menyuruh siswa untuk pindah ke ruang multimedia karena mereka akan menonton film. Siswa sangat gembira mendengar hal tersebut. Beberapa siswa ada yang mengungkapkan ekspersinya dengan mengatakan I LOVE U MOM pada guru bahasa inggris.

Peneliti membuka pelajaran dengan memberikan contoh gambar berupa putri Cinderella, Timun mas, Ugly Duckling, Malin Kundang. Siswa sangat antusias menjawab jenis cerita apa yang sesuai dengan gambar tersebut. Mereka serempak menjawab narrative, dan mereka mengetahui masing-masing cerita dari gambar yang telah diberikan oleh peneliti. Slide satu itu Cinderella, miss, menghibur, jadi termasuk cerita naratif jawab salah satu siswa.

Sebelum film di putar, peneliti menjelaskan materi yang dipelajari, yaitu narrative. Peneliti juga memberikan contoh teks narrative yang menceritakan kisah Snow White dan mengidentifikasi teks tersebut bersama sama. Setelah itu,

peneliti memberikan transkrip film animasi Cinderella yang akan diputar, yang telah dihilangkan kata kerjanya, sehingga siswa harus mengisi bagian kata yang hilang dengan memperhatikan dan mendengarkan film animasi Cinderella dengan seksama. Para siswa tampak sangat antusias menonton film animasi yang sangat menarik dan colourfull. Mereka memperhatikan dan tampak tenang saat menonton film Cinderella.

Setelah mereka mengisi kata-kata yang telah hilang, mereka mengidentifikasi Language Features pada teks tersebut secara berkelompok.

Field Note 7

Interview dengan guru bahasa Inggris

Tgl : 6 September 2012

Tempat : Ruang Guru

Setelah selesai melaksanakan action pertama, peneliti menemui guru bahasa Inggris ke ruang guru. Lalu peneliti meminta waktu guru bahasa Inggris untuk wawancara seputar implementasi yang tadi telah dilakukan. Setelah selesai wawancara dengan guru bahasa Inggris dan telah merefleksikan implementasi action pertama, peneliti meminta izin untuk mewawancarai siswa kelas XI IPA 1. Namun guru menyarankan peneliti untuk mewawancarai pada jam istirahat.

Field Note 8

Action (Pertemuan 2)

Tgl : 13 September 2012

Tempat : Kelas XI IPA 1

Peneliti sampai di sekolah pukul 10.00 WIB. Peneliti langsung menuju depan kelas XI IPA1, karena Bu Rini sedang ada keperluan, beliau menyerahkan kelas kepada peneliti. Setelah bel masuk berbunyi, peneliti masuk ke kelas dan menyiapkan proyektor, namun proyektor kelas sedang dalam keadaan error. Siswa meminta proses belajar pindah ke ruang mushola saja. Peneliti dan siswa menuju ruang mushola dan menyiapkan materi yang akan dipelajari. Peneliti meminta siswa untuk mengumpulkan tugas minggu lalu, yaitu tugas mengidentifikasi cerita Cinderella. Setelah tugas semua dikumpulkan, peneliti memberikan materi narrative dan memberikan tanya jawab kepada siswa tentang narrative.

Lalu peneliti memberikan tugas tertulis yang harus diisi oleh siswa setelah menonton film sleeping beauty. Mereka diharuskan menonton secara seksama agar dapat menjawab pertanyaan yang ada dalam kertas yang dibagikan sebelumnya. Para siswa menonton dengan sungguh sungguh agar dapat mengetahui isi dari cerita sleeping beauty. Setelah menonton film sleeping beauty, siswa mengerjakan tugas secara berkelompok yang telah dibentuk oleh peneliti. Mereka diharuskan menjawab pertanyaan seputar cerita yang telah mereka tonton. Para siswa sangat antusias mengerjakan soal secara

berkelompok.

Setelah selesai menjawab pertanyaan, para siswa diharuskan menulis kembali cerita sleeping beauty didalam box yang telah disediakan peneliti secara berkelompok. Didalam kelompok juga telah tersedia cuplikan dalam film sleeping beauty yang memudahkan siswa untuk menulis cerita tentang sleeping beauty. Para siswa antusias menulis cerita Sleeping beauty yang telah mereka tonton sebelumnya. Dengan berkelompok, mereka dapat mengembangkan ide bersama.

Selesai mengerjakan, peneliti menyuruh siswa untuk mengumpulkan tulisan mereka masing-masing. Lalu peneliti meminta pendapat siswa tentang pelajaran hari ini. Mereka sangat senang mengikuti pelajaran bahasa inggris kali ini. Setelah itu, peneliti menutup pelajaran.

Peneliti menuju ruang guru, namun Bu Rini belum kembali. Dan peneliti memutuskan untuk pulang.

Field Note 9

Action (cycle 2, meeting 1)

Tgl : 15 September 2012

Tempat : Kelas XI IPA 1

Peneliti datang ke sekolah pada jam 7.30 WIB. Seperti biasa peneliti langsung

menuju ruang guru dan menunggu guru bahasa inggris yang masih mengajar di kelas lain. Tepat jam 08.00 WIB guru bahasa inggris menemui peneliti dan langsung mengajak peneliti menuju kelas XI IPA1.

Guru bahasa inggris dan peneliti masuk ke kelas X1. Siswa masih sibuk menyelesaikan tugas mata pelajaran sebelumnya. Seperti biasa guru menyapa siswa seperti biasa Good morning and nice to meet you again. Guru bahasa inggris juga menanyakan kabarnya pada hari itu How are you all today?. Siswa selalu serempak menjawab Good morning mom and fine.

Peneliti memulai pelajaran dengan meminta siswa untuk mengingat film Sleeping Beauty yang telah mereka tonton 2 hari yang lalu. Dan memberikan tanya jawab apakah masih ada kesulitan dalam menulis narrative. Mereka menjawab lumayan. Para siswa dibagi menjadi 8 kelompok, masing-masing 4 atau 5. Sebelum memutar film yang ketiga, peneliti memberikan potongan slide pada setiap kelompok yang mana berisi adegan di film yang akan mereka tonton. Siswa sangat menyukai cuplikan film tersebut. cantik miss, ini film apa? tanya salah satu siswa. wah, pangerannya ganteng komentar siswa yang lain. Siswa diharuskan menonton dengan seksama dan harus mengetahui alur cerita pada film tersebut. Tampak para siswa merapatkan duduk mereka, dan sangat antusias untuk menonton.

Setelah menonton, peneliti mulai menerangkan cerita dari awal, dan mencocokkan slide mereka. Setelah itu, mereka menempelkan potongan slide tersebut ke depan kelas. Tampak siswa sangat tertarik dengan cerita tersebut.

Setelah menempelkan potongan slide film, para siswa diharuskan menulis kembali cerita thumbelina secara berkelompok. Siswa juga diharuskan menulis language feature yang ada pada cerita tersebut. Setelah selesai, tulisan para siswa dikumpulkan. Peneliti menanyakan kembali apakah ada pertanyaan, para siswa menjawab no, miss. Peneliti menutup pelajaran.

Field Note 10

Interview dengan guru dan siswa

Tgl : 15 september 2012

Tempat : Ruang Guru dan kelas XI IPA 1

Setelah mengajar, peneliti mewawancarai guru seputar implementasi yang baru saja dilakukan. Guru dan peneliti juga merencanakan untuk pertemuan berikutnya. Setelah mewawancarai guru, peneliti menuju kelas XI IPA 1 tepat pada saat istirahat untuk menanyakan tentang pelajaran tentang narrative sebelumnya.

Field Note 11

Action Cycle 2 meeting 2

Tgl : 20 September 2012

Tempat : ruang kelas XI IPA 1

Pukul 08.00, peneliti sampai disekolah dan langsung menuju ruang Guru. Setelah bel tanda pergantian jam berbunyi, peneliti dan kolabolator menuju kelas XI IPA. Setelah memberikan salam, berdoa dan mengecek absensi siswa, peneliti mereview pelajaran tentang narrative sebelumnya. Siswa masih mengingat pelajaran sebelumnya, dan sangat antusias untuk belajar lagi tentang narrative. Sebelum memutar film tentang Thumbelina, peneliti menanyakan apakah siswa pernah mendengar ato mengetahui cerita tentang thumbelina. Para siswa belom pernah mendengar atau mengetahui cerita tersebut. Lalu peneliti memberikan slide atau gambar potongan dari film tersebut. Mereka harus menonton film tersebut, sehingga mengetahui isi cerita tersebut, dan dapat merangkai slide tersebut.

Setelah menyusun slide tersebut, para siswa diharuskan menulis cerita tersebut secara individu. Sebelum mengerjakan, peneliti menanyakan cara atau langkah-langkah dalam menulis narrative, dan para siswa telah mengerti. Setelah selesai, siswa mengumpulkan pekerjaan mereka. Peneliti mereview pelajaran yang telah diajarkan, dan memberikan review cerita tentang thumbelina. Lalu, peneliti menutup pelajaran dengan berdoa, dan berpamitan kepada para siswa.

Field Note 12

Interview dengan guru

Tgl : 20 september 2012

Tempat : Ruang Guru

Peneliti menyerahkan video video yang telah diajarkan. Peneliti mengucapkan terima kasih, dan berpamitan kepada Guru.

Field Note 13

Pengambilan surat Keterangan penelitian

Tgl : 20 september 2012

Tempat : Ruang Humas MAN 2 Yk

Peneliti menuju ruang Humas dan meminta ijin untuk mengambil surat keterangan Penelitian. Peneliti berterima kasih dan berpamitan.

APPENDIX E

INTERVIEW TRANSCRIPTS

1. Interview 1

Tgl : 3 september 2012

Tempat : Ruang Guru Bahasa Inggris

P: Peneliti, **GB: Guru Bahasa Inggris**

P : Assalamualaikum Bu Rini.

GB: eh, mbak Dyah, Wangalaikumsalam. Gimana kabarnya koq lama nggak ke sekolah?

P : baik, Alhamdulillah bu. Iya, sebelumnya saya Magang dulu, jadi baru bisa sekarang melaksanakan penelitian.

GB : oh ya, mbak mau meneliti apa?

P : Saya berencana mau meneliti skill siswa dalam menulis bu, khususnya menulis Narrative.

GB : Wah, bagus itu, saya juga udah pengen banget lihat mbak Dyah ngajar lagi disini. Trus mau observasi kapan? Dikelas berapa?

P : hehe, iya bu. Saya berencana meneliti kelas XI bu. Menurut ibu, kelas mana yang cocok dengan jadwal ibu?

GB : oh, iya bisa. Di kelas XI IPA 1 saja ya. Anak-anaknya ngga terlalu nakal, ibu ada jadwal besok sabtu jam 3 dan 4. Kamis jam 5

dan 6. Gimana mbak?

P : oh, saya berarti besok bisa langsung ikut ibu ke kelas untuk observasi ya bu?

GB : iya, bisa mba. Nanti dilihat dulu anak-anaknya gimana waktu proses KBM.

P : iya bu. Besok saya datang jam 8 pagi untuk siap-siap masuk ke kelas IPA 1 ya bu.

GB : iya mbak, nanti langsung ikut saja. Saya tak ngajar kelas X dulu ya mbak, itu bel nya udah bunyi.

P : nggih, Bu. Saya juga pamit kalau begitu, terima kasih banyak bu.

GB : iya Mbak, bsk saya tunggu jam 8 ya mbak.

2. Interview 2

Tgl : 6 September 2012

Tempat : Kelas X1

P: Peneliti, SS: Students, S: Student

R : Kesulitannya apa, Dik?

Ss : Mm... itu lho mbak... kata-kata itu lho...

R : Vocab ya?

Ss : Iya itu, Mbak. Sama grammar juga.

Ss : Sama. Kalo bikin kalimat, opomeneh paragraf, ngeblank.

R : Maksudnya ngeblank? Susah mengembangkan ide gitu?

Ss : He'em. Mesti tu bingung tu lho mbak mau nulis apa. Salah tulisannya.

Ss : Sering nggak nyambung juga tulisannya.

R : hmm. Kalo pelajaran tadi, ada kesulitan nggak?

Ss : Ya itu tadi mbak, kalo nulis tu susah. Ngga ada gambar ato contoh gitu jadi bosan

R : Jadi menurut kalian yang paling susah tu writing ya? Kira-kira biar jadi gampang nulis gimana?, kalo kita nonton film animasi, trus kalian menuliskan apa yang telah kalian tonton gimana?

Ss : wow, dicontoin dulu no Mbak. Mosok njuk langsung suruh nulis paragraf.

Setuju sekali. Kalo pake film kan menarik. film nya yang bagus ya mbak biar nulisnya nggak kerasa susah.

3. Interview 3

Tgl : 6 September 2012

Tempat : Kelas X1

P: Peneliti, SS: Students, S: Student

R : Kalo pelajaran tadi gimana? Tadi disuruh nulis kan ya, gimana tuh dik, ada kesulitan ngga?

Ss : Ya, lumayan lah, Mbak, tapi kurang menarik kali ya.

Rada males gitu lah, Mbak.

Jadi ngantuk juga.

Iya. Monoton, Mbak.

Sama, Mbak.

Mm... Nulis tuh susah e.

R : O, gitu. Susahnya dimana?

Ss : Susah pokonya, Mbak. Pas baru mau nulis aja udah bingung.

Nyusunnya susah.

Iya, sama semua ini, Mbak. (tertawa bersama)

R : Mm... bingung tentang ide tulisannya sama susunannya gitu?

Ss : Iya, Mbak.

R : terima kasih ya dek''

4. Interview 4

Tgl : 6 September 2012

Tempat : Ruang guru

P: Peneliti, G: Guru

G : gimana mba menurut mbak Dyah?

P: sepertinya para siswa kurang memperhatikan ya bu, dan mereka cukup bosan dengan pelajaran, terutama menulis. Masih banyak kesulitan.

G : iya bener mbak, mereka bosen, dan masih banyak yang ngga memeperhatikan, maen HP juga.

P : iya bu. Maka dari itu saya akan merencakan menambah antusias dan kemampuan menulis mereka menggunakan animation movies.

G : wah, bagus sekali itu mba. Mulai Sabtu ya mbak ya, saya tunggu.
Saya mau ngajar lagi dikelas 1 ini.

G : oh iya bu, terima kasih.

5. Interview 5

Tgl : 8 September 2012

Tempat : Kelas X1

P: Peneliti, SS: Students, S: Student

R : namanya sapa aja nih?

S : aku Vishy, ini Dian, Isti, Jordan.

R : Gimana penjelasan naratif textnya? Sudah jelas belum?

Ss : Insya Allah, sudah.

Sedikit belum.

R : Tadi kan udah dijelaskan dari generic structurenya, dan language features, yang kurang jelas yang mana?

S : Mm... agak kecepeten aja njelasinnya, Mbak.

R : O gitu. Jadi yang mana yang masih belum jelas, Dik?

S : Mm... urutan jalan ceritanya.

R : Dibaca-baca lagi ya, kan di handout udah ada urutan-urutan sama contohnya. Kalo masih belum jelas besok tanya miss ya.

Diperhatikan ya. Oke kalo yang lain?

Ss :Udah jelas.

R : oke, makasi ya.

6. Interview 6

Tgl : 8 September 2012

Tempat : Kelas X1

P: Peneliti, SS: Students, S: Student

R : hai, namanya siapa aja nih?

Ss: aku Jenar. Ini Okta, Silma, Aryo sama Alfi.

R : Gimana dik penjelasan narrative textnya? Terlalu cepet nggak?

Ss : Nggak kecepetan kok, Mbak.

Mm... ya udah pas, Mbak.

Enggak, Mbak.

Enggak sih kalo aku.

Agak kecepeten sih, Mbak.

R : O gitu. Ada bagian yang belum jelas kah?

Ss : Mm... iya. Agak kecepeten aja.

Vocabnya ada yang asing. Ada beberapa yang baru tau.

R: oke, thanks ya.

7. Interview 7

Tgl : 13 September 2012

Tempat : Kelas X1

P: Peneliti, S: Student

R: Namanya siapa dek?

S: Jessica mbak

R: tadi gimana pelajarannya? Asyik ngga?

S : asyik banget mba, ak jadi tau apa yang harus tak tulis.

R: biasanya kalo pas pelajaran writing, disuruh nulis apa?

S: Biasanya sih nulis2 dari buku gitu mbak, trus sama kayak temen,
habis ngga punya ide mau nulis apa.

R : jadi, tadi dong ya kalo pake film gitu?

S : iya mbak, aku jadi ngerti mau nulis apa, trus tadi kata-katanya juga
jelas, trus filmnya menarik, tau ceritanya, tinggal nulis.

R : trus kesulitannya dalam menulis narrative dengan film ini kira-kira
apa?

S : itu lho mbak, masih sok keliru tense nya, kadang masih pake is atau
are gitu, hehe.

R : oww, trus kalo generic structure nya gimana?

S : lumayan sih mba, masih liat catetan kalo itu, hehhe.

R : nanti bisa tanya-tanya mbak lagi kalo masih blm jelas ya.

S : oke siap mba.

R : ya udah, makasi ya dek.

8. Interview 8

Tgl : 13 September 2012

Tempat : Kelas X1

P: Peneliti, S: Student

R : dek, namanya siapa?

S : djohar mba.

R: gimana tadi filmnya, bagus and membantu ngga?

S : apik mbak, mbantu banget.

R : bisa nangkep inti cerita nya kan?

S : bisa sih mbak, tapi masih bingung awal-awalnya gitu lho mbak, nulisnya. Tapi kan kita berkelompok, jadi bisa didiskusiin bareng.

R : language features nya gimana?

S : tadinya masih bingung gitu, tapi tadi kita bisa diskusi dan tanya yang udah tau, si caca itu udah dong tadi mba.

R : ow gitu. Makasi ya dek.

S : sama-sama, miss.

9. Interview 9

Tgl : 13 September 2012

Tempat : Kelas X1

P: Peneliti, S: Student

R : dek, sapa namanya?

S : okta mbak

R : gimana tadi pelajarannya? Udah 2 kali kan kita belajar pakai film animasi.

S : asik banget mba, seneng aku kalo nonton film, besok nonton lagi sih mba, hehhe

R : asiknya gimana? Tau ceritanya g tapi?

S : asik gitu mba, princess-princess gitu, jadi menarik, tau ceritanya mba.

R : jadi bisa kan kalo suruh nulis lagi ceritanya.

S : bisa mba, tapi masih bingung juga sih kalo nulis kembali gitu, awalnya gitu masih bingung mau nulis apa.

R : bingung gimana dek? Tense nya gitu?

S : tense nya sih iya mba, masih bingung verb 2 nya gitu, harus buka kamus.

R : okesip, makasih ya Okta.

S : sama-sama mbak.

10. Interview 10

Tgl : 13 September 2012

Tempat : Kelas X1

P: Peneliti, S: Student

P : halo dek, sapa namanya?

S : retno mbak.

P : Gimana tadi pelajaran nulis narrative nya?

S : asik mba, aku merhatiin terus lho, biasanya males banget mba, ngantuk.

P : trus, bisa ngga tadi nulis nya?

S : lumayan sih mba, masih mending gitu punya gambaran, tapi masih bingung nge inggrisin nya mbak. Biasane kan cuma suruh nulis langsung gitu, ngga punya gambaran.

P : suka ngga dek kalo pelajarannya kayak gini?

S : seneng banget mba, kalo nonton gini terus sih enak, jadi ngga ngantuk.

P : oke, makasi ya.

S : sama-sama miss.

11. Interview 11

Tgl : 13 September 2012

Tempat : Kelas X1

P: Peneliti, S: Student

R : namanya sapa dek?

S : iyon, miss

R : gimana filmnya? Nangkep ngga ceritanya?

S : nangkep sih mba, tapi kalo ngerjain sendiri masih ngeblank e.

R : ngeblank gimana?

S : susunan katanya gitu, udah tau ceritanya, tapi ya itu, enak diskusi,
jadi lebih ngerti mau nulis apa.

R : oke, thanks ya Iyon.

S : sama-sama miss

12. Interview 12

Tgl : 13 September 2012

Tempat : Kelas X1

R : researcher , T : Teacher

R : assalamualaikum Bu Rini.

T : eh, sini mbak Dyah. Wangalaikumsallam. Gimana mbak?

R : priapun wau Bu tentang pelajaran writing nya?

T : bagus mbak, anak-anak jadi tau nulis.

R : tentang filmnya bu?

T : filmnya bagus, jelas juga kata-katanya. Anak-anak jadi antusias.

Biasanya pada ribut sendiri, bagus sekali mbak.

R : kekurangannya apa ya bu?

T : ehmm, udah bagus sih mba, Cuma tadi anak-anak masih kurang jelas ya apa yang harus dikerjakan. Dari tulisannya, sudah luamyan mba, kita lihat saja siklus berikutnya.

R : iya bu, mereka masih belum jelas, dan tidak paham yang harus dikerjakan, jadi harus lebih pelan-pelan lagi.

T : iya, betul mba. Mbak Dyah besok sabtu ngajar lagi kan ya? Langsung masuk kelas saja, ngga usah nunggu saya, saya mau ada keperluan.

R : oiya bu. Saya langsung kekelas saja besok. Kalau begitu, saya pamit dulu ya bu.

T : iya mbak, hati-hati. Eh, ngga minum dulu ini, itu dibelakang ada aqua.

R : mboten bu, nanti diruamah saja sekalian. Terimakasih bu.

T : ya sama-sama mbak, hati-hati.

13.Interview 13

Tgl : 20 September 2012

Tempat : Kelas X1

R : researcher , S : Student

R : halo dek, gimana tadi filmnya?

S : bagus mbak, menarik banget.

R : trus, masih bingung ngga nulisnya?

S : tadi kan udah ada slide nya mba, jadi udah lumayan bisa, tinggal ngikutin slidenya.

R : kalo isi ceritanya udah tau?

S : tau mba. Tapi masih bingung gitu nulisnya, tapi udah agak bisa ding mba.

R : oke, makasi ya dek

S : sama-sama mbak.

14. Interview 14

Tgl : 20 September 2012

Tempat : Kelas X1

R : researcher , S : Student

R : halo, namanya sapa?

S : Ilham mbak

R : gimana tadi film animasinya?

S : apik mbak, enak ya kalo palajaran narrative nonton dulu gitu, jadi kan tau mau nulis apa.

R : jadi udah bisa, dgn bantuan film gitu?

S : iya mba, alurnya juga tau, dari orangnya, masalahnya, trus endingnya gitu.

S : oke, makasih ya Ilham

R : sama-sama Miss.

15. Interview 15

Tgl : 20 September 2012

Tempat : Kelas X1

R : researcher , S : Student

R : Namanya siapa dek?

S : Lintang mbak.

R : gimana, udah bisa nulis kan sekarang?

S : bisa miss, filmnya mbantu banget, jadi mudah untuk menulis, trus plot plot nya juga tau.

R : plot gimana maksudnya?

S : yang Orientasi, trus evaluasi nya gitu miss.

R : oh, struktur organisasi nya? Udah bisa sekarang?

S : sudah mbak, nulis nya juga bisa cepet, slide nya pas.

R : oke, makasih ya Lintang.

APPENDIX F

OBSERVATION CHECKLIST

FORMS

Observation Checklist

Date : September, 6th 2012

Cycle : 1

Meeting : 1

No	Observation Items	Observation check	
		yes	no
1	The Teaching and Learning Process		
A	Pre-Teaching		
	1. The researcher greet the students	√	
	2. The students respond to the greeting	√	
	3. The researcher asks the students conditions	√	
	4. The students tell their condition to the researcher	√	
	5. The researcher calls the roll		√
	6. The researcher explains the goal of teaching and learning	√	
B	Whilst-Teaching		
	1. The students are ready to learn the materials		√
	2. The researcher asks the students to read the materials	√	
	3. The students read the materials	√	
	4. The researcher gives chances to the students for asking questions	√	
	5. The students ask question	√	
	6. The students ask their classmates	√	
	7. The researcher checks the students understanding	√	
	8. The researcher gives enough time to the students to arrange their seat/to move in groups	√	
	9. The students cooperate well in groups	√	
	10. The students write English	√	
	11. The students use dictionary to help them	√	
	12. The students offer themselves to be the volunteer	√	
C	Post-Teaching		
	1. The researcher summarize and reflects the lesson	√	
	2. The students reflect their learning	√	
	3. The researcher previews on the upcoming materials	√	
	4. The researcher gives reward and motivate the students to participate more in the next meetings	√	
D	Class Situation		
	1. Students enthusiasm/motivation	√	
	2. Students involvement	√	
	3. Time allocation	√	
	4. The use of media	√	
	5. The researchers instruction	√	

Observation Checklist

Date : September, 13rd 2012

Cycle : 1

Meeting : 2

No	Observation Items	Observation check	
		yes	no
1	The Teaching and Learning Process		
A	Pre-Teaching		
	The researcher greet the students	√	
	The students respond to the greeting	√	
	The researcher asks the students conditions	√	
	The students tell their condition to the researcher	√	
	The researcher calls the roll		√
	The researcher explains the goal of teaching and learning	√	
B	Whilst-Teaching		
	The students are ready to learn the materials		√
	The researcher asks the students to read the materials	√	
	The students read the materials	√	
	The researcher gives chances to the students for asking questions	√	
	The students ask question	√	
	The students ask their classmates	√	
	The researcher checks the students understanding	√	
	The researcher gives enough time to the students to arrange their seat/to move in groups	√	
	The students cooperate well in groups	√	
	The students write English	√	
	The students use dictionary to help them	√	
	The students offer themselves to be the volunteer	√	
C	Post-Teaching		
	The researcher summarize and reflects the lesson	√	
	The students reflect their learning	√	
	The researcher previews on the upcoming materials	√	
	The researcher gives reward and motivate the students to participate more in the next meetings	√	
D	Class Situation		
	Students enthusiasm/motivation	√	
	Students involvement	√	
	Time allocation	√	
	The use of media	√	
	The researchers instruction	√	

Observation Checklist

Date : September, 15th 2012

Cycle : 2

Meeting : 3

No	Observation Items	Observation check	
		yes	No
1	The Teaching and Learning Process		
A	Pre-Teaching		
	The researcher greet the students	√	
	The students respond to the greeting	√	
	The researcher asks the students conditions	√	
	The students tell their condition to the researcher	√	
	The researcher calls the roll		√
	The researcher explains the goal of teaching and learning	√	
B	Whilst-Teaching		
	The students are ready to learn the materials		√
	The researcher asks the students to read the materials	√	
	The students read the materials	√	
	The researcher gives chances to the students for asking questions	√	
	The students ask question	√	
	The students ask their classmates	√	
	The researcher checks the students understanding	√	
	The researcher gives enough time to the students to arrange their seat/to move in groups	√	
	The students cooperate well in groups	√	
	The students write English	√	
	The students use dictionary to help them	√	
	The students offer themselves to be the volunteer	√	
C	Post-Teaching		
	The researcher summarize and reflects the lesson	√	
	The students reflect their learning	√	
	The researcher previews on the upcoming materials	√	
	The researcher gives reward and motivate the students to participate more in the next meetings	√	
D	Class Situation		
	Students enthusiasm/motivation	√	
	Students involvement	√	
	Time allocation	√	
	The use of media	√	
	The researchers instruction	√	

Observation Checklist

Date : September, 20th 2012

Cycle : 2

Meeting : 4

No	Observation Items	Observation check	
		yes	no
1	The Teaching and Learning Process		
A	Pre-Teaching		
	The researcher greet the students	√	
	The students respond to the greeting	√	
	The researcher asks the students conditions	√	
	The students tell their condition to the researcher	√	
	The researcher calls the roll	√	
	The researcher explains the goal of teaching and learning	√	
B	Whilst-Teaching		
	The students are ready to learn the materials	√	
	The researcher asks the students to read the materials	√	
	The students read the materials	√	
	The researcher gives chances to the students for asking questions	√	
	The students ask question	√	
	The students ask their classmates	√	
	The researcher checks the students understanding	√	
	The researcher gives enough time to the students to arrange their seat/to move in groups	√	
	The students cooperate well in groups	√	
	The students write English	√	
	The students use dictionary to help them	√	
	The students offer themselves to be the volunteer	√	
C	Post-Teaching		
	The researcher summarize and reflects the lesson	√	
	The students reflect their learning	√	
	The researcher previews on the upcoming materials	√	
	The researcher gives reward and motivate the students to participate more in the next meetings	√	
D	Class Situation		
	Students enthusiasm/motivation	√	
	Students involvement	√	
	Time allocation	√	
	The use of media	√	
	The researchers instruction	√	

APPENDIX G

STUDENTS' WRITING SCORES

Students' Writing Performance Task Score
Meeting I

No	S	Aspect															score
		Content			Organization			Vocabulary			Language use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	3	3	3	3	3	3	3	3	3	1	1	1	2,5	2,5	2,5	12,5
2	S2	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
3	S3	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
4	S4	2	2	2	2	2	2	4	4	4	3	3	3	2	2	2	13
5	S5	3	3	3	3	3	3	3	3	3	1	1	1	2	2	2	12
6	S6	3	3	3	3	3	3	3	3	3	1	1	1	2	2	2	12
7	S7	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
8	S8	2	2	2	2	2	2	2	2	2	1	1	1	2,5	2,5	2,5	9,5
9	S9	3	3	3	2	2	2	2	2	2	1	1	1	1	1	1	9
10	S10	4	4	4	3	3	3	3	3	3	1	1	1	2	2	2	13
11	S11	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	9
12	S12	4	4	4	4	4	4	2	2	2	2	2	2	2	2	2	14
13	S13	2	2	2	3	3	3	2	2	2	1	1	1	1	1	1	9
14	S14	2	2	2	3	3	3	2	2	2	1	1	1	1	1	1	9
15	S15	3	3	3	2	2	2	3	3	3	1	1	1	2	2	2	11
16	S16	3	3	3	2	2	2	2	2	2	1	1	1	2	2	2	10
17	S17	3	3	3	3	3	3	2	2	2	1	1	1	2	2	2	11
18	S18	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
19	S19	3	3	3	3	3	3	2	2	2	1	1	1	2	2	2	11
20	S20	4	4	4	3	3	3	3	3	3	1	1	1	2	2	2	13
21	S21	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
22	S22	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
23	S23	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
24	S24	4	4	4	2	2	2	2	2	2	2	2	2	2	2	2	12
25	S25	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	14
26	S26	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
27	S27	4	4	4	3	3	3	2	2	2	1	1	1	2	2	2	14
28	S28	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	11
29	S29	4	4	4	4	4	4	2	2	2	1	1	1	2	2	2	12
30	S30	3	3	3	3	3	3	2	2	2	1	1	1	2	2	2	11
31	S31	3	3	3	2	2	2	2	2	2	1	1	1	1	1	1	9
32	S32	3	3	3	2	2	2	2	2	2	1	1	1	2	2	2	10
33	S33	2	2	2	2	2	2	3	3	3	1	1	1	1	1	1	9
34	S34	3	3	3	2	2	2	2	2	2	1	1	1	1,5	1,5	1,5	9,5
Total		101			91			83			48			66,5			389,5
Mean		2,97			2,7			2,4			1,41			1,91			11,45

Students' Writing Performance Task Score
Meeting II

No	S	Aspect															score
		Content			Organization			Vocabulary			Language use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	3	3	3	3	3	3	3	3	3	1	1	1	2,5	2,5	2,5	12,5
2	S2	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
3	S3	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
4	S4	2	2	2	2	2	2	4	4	4	3	3	3	2	2	2	13
5	S5	3	3	3	3	3	3	3	3	3	1	1	1	2	2	2	12
6	S6	3	3	3	3	3	3	3	3	3	1	1	1	2	2	2	12
7	S7	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
8	S8	2	2	2	2	2	2	2	2	2	1	1	1	2,5	2,5	2,5	9,5
9	S9	3	3	3	2	2	2	2	2	2	1	1	1	1	1	1	9
10	S10	4	4	4	3	3	3	3	3	3	1	1	1	2	2	2	13
11	S11	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	9
12	S12	4	4	4	4	4	4	2	2	2	2	2	2	2	2	2	14
13	S13	2	2	2	3	3	3	2	2	2	1	1	1	1	1	1	9
14	S14	2	2	2	3	3	3	2	2	2	1	1	1	1	1	1	9
15	S15	3	3	3	2	2	2	3	3	3	1	1	1	2	2	2	11
16	S16	3	3	3	2	2	2	2	2	2	1	1	1	2	2	2	10
17	S17	3	3	3	3	3	3	2	2	2	1	1	1	2	2	2	11
18	S18	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
19	S19	3	3	3	3	3	3	2	2	2	1	1	1	2	2	2	11
20	S20	4	4	4	3	3	3	3	3	3	1	1	1	2	2	2	13
21	S21	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
22	S22	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
23	S23	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
24	S24	4	4	4	2	2	2	2	2	2	2	2	2	2	2	2	12
25	S25	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	14
26	S26	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
27	S27	4	4	4	3	3	3	2	2	2	1	1	1	2	2	2	14
28	S28	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	11
29	S29	4	4	4	4	4	4	2	2	2	1	1	1	2	2	2	15
30	S30	3	3	3	3	3	3	2	2	2	1	1	1	2	2	2	14
31	S31	3	3	3	2	2	2	2	2	2	1	1	1	1	1	1	13,5
32	S32	3	3	3	2	2	2	2	2	2	1	1	1	2	2	2	15
33	S33	2	2	2	2	2	2	3	3	3	1	1	1	1	1	1	135
34	S34	3	3	3	2	2	2	2	2	2	1	1	1	1,5	1,5	1,5	13,5
Total		130			116			85			66			69			466,5
Mean		3,8			3,41			2,51			1,94			2,01			137

Students' Writing Performance Task Score
Meeting III

No	S	Aspect															score
		Content			Organization			Vocabulary			Language use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	3	3	3	3	3	3	3	3	3	1	1	1	2,5	2,5	2,5	12,5
2	S2	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
3	S3	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
4	S4	2	2	2	2	2	2	4	4	4	3	3	3	2	2	2	13
5	S5	3	3	3	3	3	3	3	3	3	1	1	1	2	2	2	12
6	S6	3	3	3	3	3	3	3	3	3	1	1	1	2	2	2	12
7	S7	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
8	S8	2	2	2	2	2	2	2	2	2	1	1	1	2,5	2,5	2,5	9,5
9	S9	3	3	3	2	2	2	2	2	2	1	1	1	1	1	1	9
10	S10	4	4	4	3	3	3	3	3	3	1	1	1	2	2	2	13
11	S11	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	9
12	S12	4	4	4	4	4	4	2	2	2	2	2	2	2	2	2	14
13	S13	2	2	2	3	3	3	2	2	2	1	1	1	1	1	1	9
14	S14	2	2	2	3	3	3	2	2	2	1	1	1	1	1	1	9
15	S15	3	3	3	2	2	2	3	3	3	1	1	1	2	2	2	11
16	S16	3	3	3	2	2	2	2	2	2	1	1	1	2	2	2	10
18	S18	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
20	S20	4	4	4	3	3	3	3	3	3	1	1	1	2	2	2	13
21	S21	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
22	S22	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
23	S23	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
24	S24	4	4	4	2	2	2	2	2	2	2	2	2	2	2	2	12
25	S25	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	14
26	S26	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
27	S27	4	4	4	3	3	3	2	2	2	1	1	1	2	2	2	14
28	S28	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	11
29	S29	4	4	4	4	4	4	2	2	2	1	1	1	2	2	2	12
30	S30	3	3	3	3	3	3	2	2	2	1	1	1	2	2	2	11
31	S31	3	3	3	2	2	2	2	2	2	1	1	1	1	1	3	19
32	S32	3	3	3	2	2	2	2	2	2	1	1	1	2	2	2	18
33	S33	2	2	2	2	2	2	3	3	3	1	1	1	1	1	1	17
34	S34	3	3	3	2	2	2	2	2	2	1	1	1	1,5	1,5	1,5	18
Total		125,5			122			114			107,5			113			
Mean		3,8			3,67			3,45			3,25			3,4			

Students' Writing Performance Task Score
Meeting IV

No	S	Aspect															score
		Content			Organization			Vocabulary			Language use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	3	3	3	3	3	3	3	3	3	1	1	1	2,5	2,5	2,5	12,5
2	S2	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
3	S3	3	3	3	2	2	2	3	3	3	2	2	2	2	2	2	12
4	S4	2	2	2	2	2	2	4	4	4	3	3	3	2	2	2	13
5	S5	3	3	3	3	3	3	3	3	3	1	1	1	2	2	2	12
6	S6	3	3	3	3	3	3	3	3	3	1	1	1	2	2	2	12
7	S7	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10
8	S8	2	2	2	2	2	2	2	2	2	1	1	1	2,5	2,5	2,5	9,5
9	S9	3	3	3	2	2	2	2	2	2	1	1	1	1	1	1	9
10	S10	4	4	4	3	3	3	3	3	3	1	1	1	2	2	2	13
11	S11	2	2	2	2	2	2	2	2	2	1	1	1	2	2	2	9
12	S12	4	4	4	4	4	4	2	2	2	2	2	2	2	2	2	14
13	S13	2	2	2	3	3	3	2	2	2	1	1	1	1	1	1	9
14	S14	2	2	2	3	3	3	2	2	2	1	1	1	1	1	1	9
15	S15	3	3	3	2	2	2	3	3	3	1	1	1	2	2	2	11
16	S16	3	3	3	2	2	2	2	2	2	1	1	1	2	2	2	10
17	S17	3	3	3	3	3	3	2	2	2	1	1	1	2	2	2	11
18	S18	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
19	S19	3	3	3	3	3	3	2	2	2	1	1	1	2	2	2	11
20	S20	4	4	4	3	3	3	3	3	3	1	1	1	2	2	2	13
21	S21	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	13
22	S22	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
23	S23	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
24	S24	4	4	4	2	2	2	2	2	2	2	2	2	2	2	2	12
25	S25	3	3	3	3	3	3	3	3	3	2	2	2	3	3	3	14
26	S26	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	12
27	S27	4	4	4	3	3	3	2	2	2	1	1	1	2	2	2	14
28	S28	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	11
29	S29	4	4	4	4	4	4	2	2	2	1	1	1	2	2	2	12
30	S30	3	3	3	3	3	3	2	2	2	1	1	1	2	2	2	11
31	S31	3	3	3	2	2	2	2	2	2	1	1	1	1	1	1	9
32	S32	3	3	3	2	2	2	2	2	2	1	1	1	2	2	2	10
33	S33	2	2	2	2	2	2	3	3	3	1	1	1	1	1	1	9
34	S34	3	3	3	2	2	2	2	2	2	1	1	1	1,5	1,5	1,5	9,5
Total		101			91			83			48			66,5			389,5
Mean		2,97			2,7			2,4			1,41			1,91			11,45

APPENDIX H

SAMPLES OF STUDENTS’ WRITING

Softhon Syahril Oku

Task 2. Work in pairs. Watch and listen the story of Cinderella, while listening, fill in the blanks with the words you hear.

Cinderella

Once upon time, there lived a gentleman, who after his beautiful and kind wife had, married the proudest and meanest woman in all the land. She had two daughters from a previous marriage who were just as nasty and naughty as their mother. The gentleman also had a young daughter by another wife named Cinderella, who was filled with goodness and was one of the sweetest girls the kingdom had ever seen. Cinderella's step mother was extremely jealous of her beauty and charm and made her do the hardest and most dreadful work in the house.

Cinderella did the dishes, scrubbed the floor and made the bed all while her step sisters rested on fancy beds and had fun playing dress-up. Now it so happened that the king's son decided to give a ball, inviting all the young ladies in the land to attend. Cinderella's step mother and step-sisters were delighted, and would talk of nothing but the ball all day long. They sent for the greatest designers in the kingdom to ensure that they looked their best. Cinderella offered to help them get ready for the ball for she had excellent taste and despite how her step-sisters treated her, she always gave them the best advice. As she helped them, the eldest sister asked, "Cinderella, are you not going to the ball?". Cinderella sadly lowered her head and said, "No, you're only teasing me because I have nothing to wear and wouldn't fit in. Perhaps I could borrow something?". "Lend our clothes to such a dirty Cinderwench? We're not fools!" they exclaimed. The sisters laughed cruelly and said, "you would make everyone laugh at the sight of you, you Cinderwench!". When the big day finally came, Cinderella accompanied her step mother and step-sisters to the Court, and couldn't help but burst into tears as she watched them enter the beautiful ball.

As she wept, Cinderella's fairy godmother appeared. "Cinderella, why are you crying?" she asked. "You wish to attend the ball, is that not so?". "Yeess", cried Cinderella, between sobs. The fairy godmother smiled and said, "Well, run into the garden and bring me a pumpkin". When she brought it, her godmother struck the pumpkin with her wand, instantly turning it into a fine coach, plated with gold and silver. Next, she had Cinderella find some mice and when she brought the furry little creatures back the fairy godmother tapped them each with her wand, turning them into six fine horses and a coachman. "Well, what do you say?" asked her godmother. "Oh, yes!" cried Cinderella, "But should I go looking like

this, in these rags?". Her godmother only touched her with her wand and instantly Cinderella's rag turned into a dress of white and silver, sparkling with jewels. To top it off, fairy godmother gave Cinderella a pair of glass slippers, the prettiest in the whole world. "The spell only lasts until midnight, so promise you will leave the ball before then," warned the godmother. Cinderella promised to return before midnight, thanked her again and drove off to the ball. When Cinderella made her entrance the dancing and music stopped as everyone turned to gaze at her beauty. No one recognized her, she was a complete mystery. The prince rushed up to greet her, led her to the most honorable seat by his side and later took her out for a dance. Cinderella even made time to approach her step-sisters, who still did not recognize her, and shared some of the oranges, the prince had presented to her as a gift. The prince never left her side, and Cinderella was enjoying herself so much that she completely forgot the time!. When the clock struck midnight, Cinderella was shocked and fled immediately, leaving one of her glass slipper behind in her haste. The prince ran to follow her, but only managed to pick up the glass slipper she left behind.

Cinderella managed to get home, but was quite out of breath and in her dirty old clothes. She was resting in bed when her two step-sisters stumbled into her room. "You stayed really late!" cried Cinderella, rubbing her eyes and stretching as if she had been sleeping. "If you had been there you would have seen the most beautiful princess," exclaimed the eldest sisters, "she was so nice to us and had the undivided attention of the prince." "Her background is a mystery and the Prince would give anything to know who she was," said the youngest. A few days later the Prince learned that he would marry the woman whose foot fit in the slipper. His soldiers began to try the slipper on all the princesses and duchesses in the Court, but it was all in vain.

Days later, it was brought to the two sisters who tried with all their might to make the slipper fit. Cinderella, who saw this, politely asked to try it. Her sisters burst out laughing at the idea, but the Prince ordered that everyone in the kingdom should have a try. When Cinderella's foot slid perfectly into the slipper, her sisters were astonished. Cinderella's fairy godmother reappeared and with the flick of her wand turned Cinderella into the beautiful girl from the ball. The step sisters dropped to their knees and begged for forgiveness for the awful way they treated her over the years. Cinderella lifted them up and embraced them, saying she forgave them with all her heart. Cinderella was then escorted to the Prince, dressed as beautiful as she was at the ball. A few days later they were married. Cinderella, who was no

less good than beautiful, gave her two sisters rooms in the palace, and everyone lived happily ever after.

Task 2. Study the story of Cinderella, find and write down the sentences that contain adverbs and processes verbs.

Adverbs	Processes Verbs	Material Processes
happily Sadly Completely Extremely Immediately Finally Politely	Agreed Said appeared Inviting decided Declared Ordered	Work Scrubbed Sleepy Brought talk Married Playing dancing

Task 3. Work in groups of three or four to have a discussion on the elements of the story

1. Describe in detail the elements below:

- The characters (cinderella, step-mother, step-sisters, etc);
- The setting;
- The conflict of the story in the text.

Determine parts of the plot:

- Orientation;
- Complication;
- Resolution.

3. Mention the places where the story takes place.

4. Determine the point of view used in the story.



Nama Kelompok : 1. Dian Pradib S. (11) XI IPA 1
2. Farnita Kurniasari (13)
3. Fathimah Az-Zahra (14)
4. Vishy Arsy Rahma Yuni (34)

1. a. The characters

- Cinderella = kind, patient, friendly
- Step mother = fierco, evil, errel
- Step sister = naughty, cruel
- The prince = kind, understanding
- The angel = kind, helper.

b. The setting

- In the kingdom
- Once upon time

c. The conflict of the story in the text

The step mother and her step sister not like with Cinderellas.

2.

2. Di kertas masing-masing

3. Mention the places where the story takes place

- In the Kingdom
- In the village

4. Determine the point of view used in the story

- Should not be jealous
- Be a good people.








Guruli Prakoso Riera
XII PA I
16

Task 4. Watch and listen the story of Sleeping Beauty carefully. Create a story based on the movie. First, complete the information below to help you write the story.

1. Where and when the story take place?
2. what was the problem?
3. What did the girl do after she met the old lady?
4. What happened with people around castle?
5. How does the story end?

Task 5. After completing the information above, re-arrange the information into a good story. The slides of the movie will help you.

	A long time ago, there lived a king and a queen. They were sad because didn't have children.
	Suddenly, a frog hopped on to a lily flower in front. Frog said the queen would soon have a child.
	A little girl was born to the king and queen. King and Queen will host a party and invite the fairies.
	On the day of the celebration the fairies to congratulate the queen and king of the birth of his daughter.
	The hall door flew open and the thirteenth fairy came in party and needle sleeping beauty.



And then, Sleeping beauty
were sleep for a hundred
years



The prince came in castle
for save sleeping beauty



And the prince kissed
sleeping beauty and then
she woke up.



Finally, Prince and Sleeping
beauty got married.

A little girl was born to the
king and Queen. King and
Queen will have a party
and invite the prince.

On the day of the celebration
the prince will congratulate
the queen and king of the
birth of his daughter.

The hall door was open and
the prince and queen came
in and the prince and queen
were happy.

Task 1. Watch and listen the story of Thumbelina. Work in groups of four to discuss the story. Then, write down the story and identify the structure. The pictures on board, will help you.

Thumbelina

Long time ago there lived old woman. The old woman wanted to have a children. The old woman lived alone. The old woman planted seeds of rose. The rose grew rapidly. From the roses appear a little child. The little child was called Thumbelina. When the old woman asleep, Thumbelina was kidnapped by a frog. Thumbelina crying she wanted to go home. The frog wanted thumbelina marry his son. But thumbelina ignored, thumbelina just want to go home. Thumbelina rescued by rat. The rat is very kind but the rat wants thumbelina to married with a rich mole. But thumbelina refuse, because she just wanted to go home. Thumbelina forcing the rat but managed to escape and met with a bird with a broken wing and Thumbelina helped to treat the injured bird back to health. And then, the bird taking home Thumbelina around the circle of flowers. Finally thumbelina met with the prince they fall in love and get married. The old woman was happy and they lived happily ever after.

Nama : Nana Retno W

Kelas : XI IPA 1

No. 25

Little Thumb.

once upon a time, there lived woocuter and his wife they had seven children. They are poor people, and the last children was named little thumb.

One night their parent want to leave their children and little thumb had idea to took a bit of bread in his pocket, they went jungle. and they

one day Parents and seven children went into the woods to make a plan that had been planned by his parents left them. they wept except the little thumb. Little thumb is not desperate, he scour the trail of bread he was crying, but the bread had been eaten by birds, little thumb climbed in a tree and see the light of a house

A large woman pending the plan of large man, after that little thumb and his brothers ran away from the house but the large man race little thumb put on of the large man boot's. Then little thumb pick the large woman and told that the large man would killed - by plunderer and the plunderer asked much money and gold as compensation. Then, Little Thumb and his brothers back to father's home and brought much money and gold.

name = Jidani Rijanto

no = 21

class = XI IPA 1

No
Date

Little Thumb

Once upon a time, there lived a pair of wife and husband. They were very poor and they had a children called Little Thumb. One night, the wife and his husband think for decided their children in forest, but little thumb knew the plan and had a good idea.

When the all children was eating, little thumb didn't eat the bread but saved into the pocket. One day when little thumb and his brothers invited to the forest by their parents, the decided by the parents in forest. The children then was cry but little thumb had piece the bread till their home. But something bad happened. The piece of bread was eat by bird. The little thumb climbed in a tree he saw a light.

After that, he and his brothers moved to the light and saw a big house. In the big, had a large woman then they gave by women same food. But, when the large man till that home, he wanted to ate them but the large woman pending the plan large man. Then, little thumb and his brothers runaway from the house. But the large man take little thumb. Then the large man felt tired than he slept.

After that, little thumb put on of the large man boot's. Then little thumb pick large ~~man~~ woman and told that the large man would killed by plunderer asked much money and gold as compensation, then little thumb and his brothers back to Fat her's home and brought much money and ~~gold~~ gold.

APPENDIX I

PHOTOGRAPHS

1. The researcher explains about narrative.



2. Students are doing the task cooperatively



3. Students work in group in doing the task



4. A student asks the researcher about the task.



5. The researcher is re- telling the story of thumbelina.



6. The reseacher asks a student about the movie



7. The researcher checks a student's work



8. Students are writing about the story of little thumb, based on the movie.



APPENDIX J

PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRMFBS/33-01
10 Jan 2011

Nomor : 1000/UN.34.12/PP/III/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

10 Agustus 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Significance of Using Animation Movie in Improving Students' Writing Skills of Narrative of Second Grade of MAN 2 Yogyakarta

Mahasiswa dimaksud adalah :

Nama : DYAH SETYA NUR ASTITI
NIM : 07202244016
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Agustus – September 2012
Lokasi Penelitian : MAN 2 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
Kepala MAN 2 Yogyakarta



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/7308/V/8/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY
Tanggal : 09 Agustus 2012
Nomor : 1000/UN.34.12/PP/VIII/2012
Perihal : Permohonan Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : DYAH SETYA NUR ASTITI
Alamat : Karangmalang, Yogyakarta
Judul : SIGNIFICANCE OF USING ANIMATION MOVIE IN IMPROVING STUDENTS WRITING SKILLS OF NARRATIVE OF SECOND GRADE OF MAN 2 YOGYAKARTA
Lokasi : - Kota/Kab. KOTA YOGYAKARTA
Waktu : 13 Agustus 2012 s/d 13 November 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 13 Agustus 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Provinsi DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang Bersangkutan



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682

EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

SURAT IZIN

NOMOR : 070/2221
5859/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/7308/V/8/2012 Tanggal : 13/08/2012
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor: 38/I.2/2004 tentang Pemberian izin/Rekomendasi Penelitian/Pendataan/Survei/KKN/PKL di Daerah Istimewa Yogyakarta.

Dijijinkan Kepada : Nama : DYAH SETYA NUR ASTITI NO MHS / NIM : 07202244019
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Drs. G. Suharto, M. Pd
Keperluan : Melakukan Penelitian dengan judul Proposal : SIGNIFICANCE OF USING ANIMATION MOVIE IN IMPROVING STUDENTS' WRITING SKILLS OF NARRATIVE OF SECOND GRADE STUDENTS OF MAN 2 YOGYAKARTA.

- Lokasi/Responden : Kota Yogyakarta
Waktu : 13/08/2012 Sampai 13/11/2012
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

DYAH SETYA NUR ASTITI

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala MAN 2 Yogyakarta
5. Ybs.

Dikeluarkan di : Yogyakarta
pada Tanggal : 13-08-2012

An. Kepala Dinas Perizinan
Sekretaris

Drs. HARDONO
NIP 195804101985031013



**KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI (MAN) YOGYAKARTA II**

JALAN K.H. A. DAHLAN 130 YOGYAKARTA 55261 TELEPON/FAX : 0274-513347

Website: <http://www.manjogjadua.net> Email : man_jogja2@yahoo.com

SURAT KETERANGAN

No : Ma.12.2/TL.00/448/2012

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri Yogyakarta II dengan ini menerangkan bahwa:

Nama : DYAH SETYA NUR ASTITI ✓
NIM : 07202244016
Prog. Studi : Pendidikan Bahasa Inggris
Fakultas/Perti : FBS/Universitas Negeri Yogyakarta

Berdasarkan surat Dinas Perizinan Kota Yogyakarta No. 070/2221/5859/34 tanggal 13 Agustus 2012 perihal izin penelitian untuk penulisan skripsi yang berjudul "**Significance of Using Animation Movie in Improving Students Writing Skills of Narrative Second Grade Students of MAN Yogyakarta II**" dengan ini kami mengizinkan mahasiswa tersebut di atas untuk melaksanakan penelitian di MAN Yogyakarta II mulai 13 Agustus s.d 13 November 2012.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 17 September 2012



Dr. Subiyantoro, M. Ag.
NIP. 19590410 198503 1 005

Tembusan Yth:

1. Ketua Jurusan Pendidikan Bahasa Inggris UNY;
2. Wakil Dekan I FBS UNY;
3. Humas MAN Yogyakarta II.