



**USING ANIMATION MOVIE TO IMPROVE
STUDENTS' ABILITY IN WRITING
NARRATIVE TEXT AT GRADE XI
MAN 1 PADANGSIDIMPUAN**

A THESIS

*Submitted to Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirements for the Degree of
Islamic Educational Scholar (S.Pd.I) in English*

Written by:

AHMAD MARTUA
Reg. No. 11 340 0002

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Ahmad Martua**, entitle "*Using Animation Movie to Improve Students' Ability in Writing Narrative Text at Grade Xi Man 1 Padangsidimpuan*". We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd.I), in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

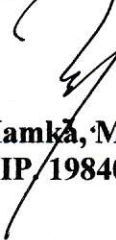
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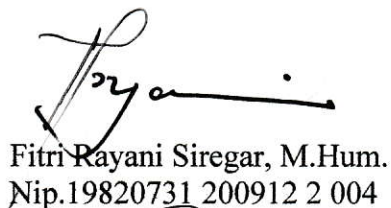


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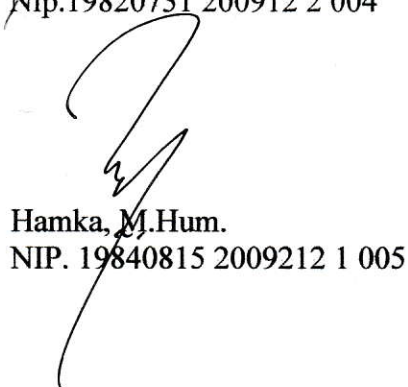
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LEGALIZATION

**Thesis : USING ANIMATION MOVIE TO IMPROVE STUDENTS'
ABILITY IN WRITING NARRATIVE TEXT AT GRADE XI
MAN I PADANGSIDIMPUAN**

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ABSTRACT

This research concerned about using animation movie to improve students' ability in writing narrative text at grade XI MAN I Padangsidimpuan. Most of students' lack of mastering vocabulary makes the students facing difficulties' in choosing appropriate word in writing narrative text, students need media to improve their writing. This research purposed to describe the students' achievement in writing ability In narrative text and students' activities in learning process by using Animation Movie at Grade XI MAN I Padangsidimpuan.

The methodology used in this research was classroom action research, by implementing the Kemmis design which consisted four steps; they were planning, acting, observing, and reflecting. In this research, the researcher used two cycles and each cycle consisted of two meetings. In addition, the participants of this research were the class of XI IPA-1 consisted of 22 students and also there was collaboration with an English Teacher. Meanwhile, the data were derived among from writing tests, observation notes, and also interview.

Based on the research result showed the improvement mean score of the students in first test in the first cycle was 70.13 (22.72%) and second test in the second cycle was 93.31 (100%). In addition, it can be seen from test of significance of students' improvement. It can be concluded that the mean score in the second cycle was higher than the first cycle. Moreover, Based on observation notes stated that the students got improvement and the students were more active and interested in learning process. Related to the interview result, it could be known that students' writing ability in narrative text had improved. It asserted that by using Animation Movie to improve students' writing ability in narrative text.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 6th July 2015

Researcher



AHMAD MARTUA
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CHAPTER 1

INTRODUCTION

A. The Background of the Problems

Writing is one of language ability that necessary to be mastered by students. It is an ability that is the exclusive domain of scribes and scholars in educational or religious institutions. In this case, the communication occurred between writers and readers.

The first, writing is the of language ability that necessary to be mastered by students. It will improve the writing students' program in Senior High School was conditioned by what has been and was being done about writing experiences and the encouragement that is given to students to explore and to expand their environment.

The second, Writing is an ability that is the exclusive domain of scribes and scholars in educational or religious institutions. It is independent upon both the natural ability and the educational or religious institutions of individual.

The last, the communication occurred between writers and readers. The writer transferred his/her opinions or comment in written form. This was expected to be comprehended by the readers. The students are expected to be able to express their mind in written form systematically.

English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking,

computing, and tourism. By writing English, The writer transferred his/her opinions or comment in written form, which was expected to be comprehended by the readers. Based on illustration above, even though writing is important ability especially for students, in fact writing is the one of problem at class XI IPA-1 MAN 1 in Padangsidimpuan.¹

The First, the students was lack of mastering vocabulary made the students facing difficulties in choosing the appropriate word in writing a narrative text. The second, students did not interest to write narrative text because they felt difficult to write narrative text without using animation movie. This problem made their score is low. Based on the constitution of National Education System, passing grade of English in senior high school is 75 for all subjects and skills include writing skill. However, the data found at XI IPA-1 in MAN 1 Padangsidimpuan asserted that the score of students' writing ability of grade XI IPA-1 are about 60-70. The third, students need media to improve their writing in narrative text. The designed was not provided to support the writing narrative text activities. Media really influenced on students to write narrative text as it was intended. English teacher only gave the lesson just from course book. The Fourth, media was not suitable to write the narrative text and make students felt difficult to write the narrative effectively. To improve their writing in narrative text, researcher

¹ Interviewing Abnita Warni as an English Teacher, (Padangsidimpuan: MAN 1 Padangsidimpuan, January 16th, 2015 at 09.00 a.m January 16th, 2015 at 09.00 a.m

gave the text based on their interests, their experiences and their senses of satisfaction or value in actual writing in narrative text.

Considering about the way to solve those problems, the researcher recommended type of media that can be applied in written narrative text class for using animation movie. It would motivate students to write narrative text according to their experiences or view.

An animation movie is an animated narrative that includes (or at least aspires to include) all six of Aristotle's elements of drama: a true plot, fully developed characters, a theme or message, language, songs and music, and visual spectacle.

Based on the statements above, the researcher is interested to apply this media to teach and to overcome the students' in writing will conduct a Classroom Action Research for students who need the facility in learning English class at eleventh grades MAN 1 Padangsidimpuan. Researcher believed that this research can motivate students to study English and improve their writing in narrative text. Researcher entitles this research by **Using Animation Movie to Improve Students' Ability in Writing Narrative Text at Grade XI MAN 1 Padangsidimpuan.**

B. The Identification of the Problems

Problems of the research based on the above background are needed to be identified in order to be characterized as they should be presentation of the identification makes writer being easier to search them intensively. Identification of the problems based on the above background were: the students' difficulties in choosing the appropriate word in writing a narrative text, the students felt difficult to write narrative text without using animation movie, the students need media to improve their writing in narrative text and the media not suitable to write the narrative text.

C. The Limitation of the Problem

Based on identification of the problems above, the researcher limited the problem of students' writing ability narrative text. The researcher also limited the writing ability in narrative text into narrative text. So, the researcher supposed to find out what extent of using animation movie to improve the students' writing ability in narrative text in academic year 2014-2015 in second semester at grade XI MAN I Padangsidempuan.

D. The Formulation of the Problem

Based on limitation of problem mentioned above, the problem of the research can be formulated as "To what extend does using animation movie can improve the students' ability in writing narrative text at grade XI MAN I Padangsidempuan?"

E. The Objective of the Research

Based on the above research question, so the purpose of the research was “To describe the improving students’ ability in writing narrative text by using animation movie at grade XI MAN I Padangsidempuan”.

F. The Significances of the Research

Significances of the research are the large contributions depending on where and whoever a result of the research for being useful in terms of education. The significances of the research are:

1. Headmaster of MAN I Padangsidempuan, to develop and encourage English teachers, and to teach English well.
2. Teachers of MAN I Padangsidempuan, to develop their capability in teaching writing as result of this research hopefully will be a source guidance to conduct the more effective writing ability in class to improve student’s writing ability.
3. Students and readers, to broaden or extend their knowledge of writing ability.
4. This researcher will be the one of the research literatures that can be source to get information about the research focus for other researchers who are interesting in conducting research relates to this research.

G. The Indicator of Action

Classroom action research is the process of studying a real school or classroom situation to understand and improve the quality of action or

instruction.² It means that action research is a systematic way for teachers to observe their practice or to explore a problem and a possible course of action through planning, action, observation and reflection. Action research is any systematically inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in the teaching learning environment to get the information about the ways how they teach, and how their students learn.

Action means the activities that will be done by someone. The researcher will make teaching program, lesson plan, and also using strategy in teaching writing in the classroom. Additionally, researcher will collaborate with the English teacher to become a teamwork who work together to solve the students' problem in using animation movie to improve students' ability in writing narrative text at grade XI MAN I Padangsidimpuan.

Actually, an animation movie is an animated narrative that includes (or at least aspires to include) all six of Aristotle's elements of drama: a true plot, fully developed characters, a theme or message, language, songs and music, and visual spectacle.

Moreover, the researcher gave writing test to know how far the students can improve their ability in writing narrative text by using animation movie at grade XI MAN I Padangsidimpuan. In addition, the researcher used observation notes and interview to support this research.

² Andrew P. Johnson, *A Short Guide to Action Research Second Edition*, (America: Pearson Education, 2005), p. 21.

H. The Definition of the Operational Variables

1. Improving

Improving is a verb that has made something or became better.³ So improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. Crossing these in a step by step process is called improving. In this research, researcher adopted to increase students writing ability better through the process of teaching from cycle to cycle.

2. Animation Movie

An animation movie is an animated narrative that includes (or at least aspires to include) all six of Aristotle's elements of drama: a true plot, fully developed characters, a theme or message, language, songs and music, and visual spectacle. In this research, animation movie used to improve students' writing ability in writing narrative text.

3. Students' Ability in Writing Narrative Text

a. Student

Student is a person who is studying ata school, college, University,etc.A.S. Hornby states: "Student means: Anyone who

³ A. S. Hornby. *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000),p.682.

studies or who is devoted to the acquisition of knowledge”.⁴ In this research adopted to be the student who will be increase the writing ability.

b. Ability

Ability is the fact able to do something.⁵ Ability according to Kamus Synonym-Antonym, ability, is skill, talent, qualification, competence, power and cleverness to do something. In this research, ability is the power to improve writing.

c. Writing

Writing is a process of revision and raw writing the concept of writing based prose has proved to a break trough concept because the difference between a text that communicate a reader and writer. Writing is a process, means process of writing.⁶ In this research writing is process and product with make a writer to write narrative text.

d. Narrative Text

According to George E. Wishon and Julia M. Burks narrative is the form of writing used to relate the story of acts events. Narration places occurrences in time and tells what happened according to natural time

⁴ *Ibid.*, p. 1525.

⁵ A.S. Hornby, . *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000), p. 2.

⁶ Sabarti Akhadiah, *Pembinaan kemampuan Menulis*, (Jakarta: Erlangga,1988) , p.2.

sequence. Types narration includes short stories, novels, and news stories, as well a large part of our everyday social interchange in the form of letters and conversation.⁷ According to Gorys Keraf said that narrative is texts which to effort to describe entirely to the readers about the events have happened.⁸ In this research, narrative text is to improve students' ability in writing.

So, students' ability in writing narrative text is the power of students' at XI IPA-I in MAN 1 Padangsidempuan in writing narrative text. It means an ability to express the writing ability in narrative text.

⁷ George E. Wishon And Julia M. Burks, *Lets Write English* (New York: Litton Educational Publishing, 1980), p. 378.

⁸ Gorys Keraf. *Argumentasi dan Narasi*, (Jakarta: PT. Gramedia Pustaka, 2003), p. 136.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. The Concept of Writing Ability

a. Nature of writing

Language skills are divided into two skills; receptive and productive skills which are intended to be achieved by students. According to David Nunan language generated by the students (in speech or writing) is referred to as productive. Language directed at the students (in reading and listening) is called receptive.¹ So, writing is referred to as productive language skills

In addition according to David Nunan, Writing is one of the most important skills in language learning besides reading, speaking and listening.² Writing as one of the four language skills requires a number of conditions to be mastered. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, or diction and cultural understanding of the target language. Writing is also a creative process and creatively means making something out of nothing. When students write composition,

¹ David Nunan. *Practical English Language Teaching* (New York : Mc Gran Hill, 2003), p.48.

² *Ibid.*, p. 49

for example, they are being creative. Writing for the students is a process that should not only improve their language ability but also stimulate thinking, and thus develop their cognitive ability.³ So, writing is the one of ability that transferred our mind about what have we known and done to convert it into the written.

According to A.S Hornby, writing is written works of author or person's handwriting.⁴ In addition, according to David Nunan, Writing is both a physical and a mental act.⁵ At the words or ideas to some medium, whether it is hieroglyphics inked on to parchment or one e-mail message typed in to a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to be a reader. It is both process and product. The writer images, organizes, drafts edits, reads, and rereads. It means that we should combine the physical and mental in writing.

While, David Nunan makes interpretation about writing; Writing is clearly complex process, and competent writing is

³ *Ibid.*, p.48.

⁴ A.S.Hornby, *Oxford Learner's Pocket Dictionary*, (New York: University Press, 2000), p.502.

⁵ David Nunan, *Practical English Language Teaching* (New York : Mc Gran Hill, 2003), p.48.

frequently accepted as being the last language skill to be acquired.⁶ Further, writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience.⁷ Writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.⁸ Next, according to Hamp-Lyons, writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated” topics.⁹ So, writing is the process of giving information by texts that involved in generating the letters, words and sentences. Typically one will use a writing utensil (such as a pen/ pencil) to write characters on paper or computer (type writer).

So, based explanation above, the writer concludes writing is a process where a writer needs his ability in transforms what he thought into verbal symbols and to transfer the ideas and expressing thought by experiences in draft of the paper.

⁶ David Nunan, *Language Teaching Methodology; A textbook for teachers*, (Sydney: Macquarie University, 2000), p.91.

⁷ Mary Louise Holly and friends, *Action Research for Teachers*, (New Jersey: Colombus, Ohio, 2005), p. 235.

⁸ J. Michael O. Malley and Friends, *Authentic Assessment for English Language Learners* (USA: Addison-Wesley Publishing Company,1996), p.136.

⁹ Addison Wesley, *Authentic Assessment for English Language Learners* (Virginia: Fairfax County Public Schools, 1994), p. 136.

b. The purposes of writing

As the guide line there are three purposes of writing, they are:
informative, narrative persuasive.¹⁰

- 1) Informative writing, it means that the purpose are to give information, directions, or ideas.
- 2) Narrative writing, it gives purposes a personal or imaginative expression in which the writer procedures stories or essays.
- 3) Persuasive writing, it means that writers attempt to influence others and imitiate action or change.

c. The Characteristics Writing Ability

Some characteristics of written language from perspective of a reader is described below. Let's revisit those from a writer's review point.

1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to with draw. Whatever you can do as a teacher and guide and facilitator to help your students to revise and refine their work before final submission will help to give them confidence in their work.

¹⁰ O. Malley at all, J. Michael. *Authentic Assessment for English Leaner's*, (Addison Wesley Publishing Company, 1996), p. 139.

2) Production time

The good news is that, given appropriate stretches of time, a writer can indeed become a “good” writer by developing efficient processes for achieving the final product. One of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing, you can help your students to deal with time limitations.

3) Distance

The distance factor requires what I have called cognitive empathy, in good writers can “read” their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge, cultural, and literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4) Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.

5) Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.¹¹

8) Coherence

Coherence is traditionally described as the relationships that link the ideas in a text to create meaning. It is important that students be taught alternative strategies to improve their writing¹²

¹¹ H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall,1994), p .325-326

¹² Zainil and Rusdi, *Language Teaching Seminar (Compiler)*, (Padang: Universitas Negeri Padang, 2006), p. 1.

So, from explanation above can be known that there are 8 characteristics of written language to improve your writing ability.

d. The Process of Writing

In order be to easier to understand the writing ability, it is important to know process of writing. Writing is a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product. To have an effective performance-oriented teaching program would mean that we need to systematically teach students problem solving skills connected with the writing process that will enable them to realize specific goals at each stage of the composing process. Thus process writing in the classroom may be construed as a program of instruction which provide students with a series of planned learning experiences to help them understand the nature of writing at every point.¹³

Process writing as a classroom activity incorporates the four basic writing strategies-planning, drafting (writing), revising (redrafting), and editing-and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.¹⁴ Process writing in the classroom is highly structure as it necessitates the orderly teaching of process skills, and thus it may not,

¹³ Harry Greene, *Developing Language Skills in Elementary School* (Boston: London), p. 17.

¹⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (USA :Cambridge University Press,2002), P. 316.

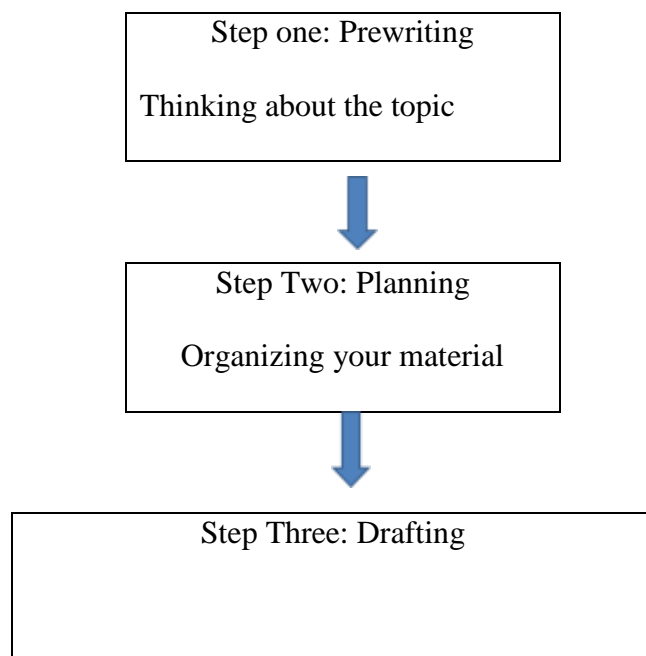
at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage.

The planned learning experiences for students may be described as follows:

- 1) Planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.
- 2) Drafting, at the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft
- 3) Responding to student writing the teacher has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising.
- 4) Revising, when students revise, they review their text on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader

- 5) Editing students edit their own or work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is referred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages
- 6) Evaluating. In evaluating student writing, the scoring may be the analytical (based on specific aspects of writing ability) or holistic (based on global interpretation of the effectiveness of that piece of writing).

The criteria for evaluation should be made known to students in advance.



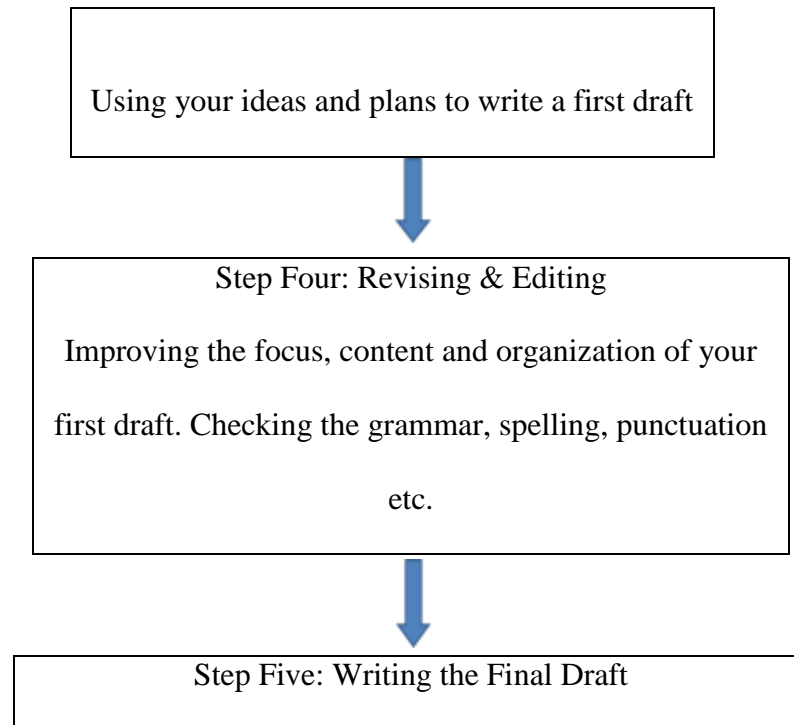


Figure 1. The chart of writing process¹⁵

To make a good writing there are the writing process, according to Penny Ur the writing process has three stages:¹⁶

- 1) Stages 1: writing
- 2) Stages 2: reflection

Reflecting on the writing process

- a) Preparation
- b) Process

¹⁵ Jack C. Richards and Willy A. Renandaya, *Methodology in Language Teaching: An Anthology of Current Practice*, (USA: Cambridge University Press, 2002), P. 22.

¹⁶ Penny Ur, *A Course in Language Teaching* (USA: Cambridge University Press, 1991), p. 167-168.

c) Product

3) Stages 3: conclusion

While the writing process according to Mary Louise Holly and friends states that writing process related to research: 1) Free-writing, 2) Proposal writing, 3) Writing down, 4) Writing up, 5) Writing about.

To develop what is now term the process approach to writing instruction. Process approaches do most of the following:

- a. Focus on the process of writing that leads to the final written product;
- b. Help student writers to understand their own composing process;
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say as they write;
- g. Give students feedback throughout the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback both from the instructor and peers;
- i. Include individual conferences between teacher and student during the process of composition;

While process writing added a valuable new dimension to language classrooms, it has also attracted criticism. One such criticism is that the

process approach confines student largely to narrative forms and that this represents a serious limitation on their ability.

David Nunan said that the unfettered writing process approach has been just as artificial as the traditional high school research paper. Writing without structure accomplishes as little as writing a mock structure, students need structure, they need models to practice, they need to improve even mechanical skills, and they still need time to think through their ideas, to revise them, and to write for real audiences and real purposes.¹⁷

From the above explanation writer concludes that the process of writing must have a good role, they are planning (pre-writing), drafting, responding, revising, editing, evaluating and in process of writing there are writing, reflecting, and conclusion.

e. Principles for Teaching Writing

The following are a few principles that every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can (and should) be adapted to the many different learning situations.

- 1) Understand your students' reasons for writing.

The greatest dissatisfaction with writing instruction comes when the teachers' goals do not match the student's, or when the teacher's goals do not match those of the school or institution in

¹⁷ David Nunan, *Language Teaching Methodology: A text book for teachers*, (Malaysia: Longman, 2000), p .87.

which the student works. It is important to understand both and to convey goals to students in ways that make sense to them.

2) Provide many opportunities for students to write.

Writing almost always improves with practice. My students groan when they see how much writing is required, but I draw an analogy for them: since writing is in part a physical activity, it is like other physical activities-it requires practice, and lots of it. When practice writing sessions are integrated regularly into your syllabus, students will become more comfortable with the act of writing.

Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of writing you find useful in your class should be practiced in class.

3) Make feedback helpful and meaningful.

Students crave feedback on their writing, yet it does not always have the intended effect. If you write comments on student papers, make sure they understand the vocabulary or symbols you use. Take time to discuss them in class. Be cautious about the tone of your comments. When writing short comments, we tend to leave out the words that soften our message. Feedback need not always be written in the margins. You can experiment with different

forms: individual conferences, taped responses, typed summary responses and so forth.

Finally, feedback should not entail “correcting” a students writing. In order to poster independent writers, you can provide summary comments that instruct students to look for problems and correct them on their own.

- 4) Clarify for yourself, and for your students, how their writing will be evaluated.

Students often feel that the evaluation of their writing is completely subjective. Teachers often hear,” I just don’t understand what you want”. One way to combat that feeling is to first develop statement for yourself about what is valued in student writing, either in your classroom or in your institution as a whole.¹⁸

So, from explanation above can be known that there are 4 principles of written teaching to improve writing of students.

¹⁸ David Nunan. *Practical English Language Teaching* (New York : Mc Gran Hill,2003), p.92-94.

f. The Assessment Criteria of Writing Ability in Narrative

The assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study.

There are some criteria of writing assessment:

- 1) Orientation
Orientation is parts of text give setting or opening about the Narrative
- 2) Complication
Complication is parts of text to inform about the conflict in Narrative
- 3) Resolution
Resolution is parts of text to describe about the reaction to solve the problem.
- 4) Coda
Coda is the describe reflection or evaluation the conflict about the Narrative.¹⁹

2. Narrative Text

A.S Hornby in *Oxford Advanced Learner's Dictionary* defined: narrative is a description of events, especially in a novel or story, the act or process of feeling a story.²⁰ It similarly with John Langan said "Narration is a writer tells the story of something that happened" through narrative, we make a statement clear by relating in detail something that has happened to us.²¹ Narrative is kinds of text which appropriate to talk

¹⁹ Otong Setiawan Djuharie, *Genre dilengkapi...*, p. 20-22

²⁰ A.S Hornby, *Oxford Advanced...*, p.1013.

²¹ John Langan. *Collage Writing Skills With Readings*, (New York: MC Graw-Mill Book Company, 1986), p. 111.

the past activities or events which order to problematic experience and resolution to amuse and to give lesson to readers.

Based on the explanation above, the researcher concluded that narrative is a special kind of text which talks about events with problematic and unexpected outcome that entertains and instructs the reader or listener, such as: novels, poems, comics, movies and other.

a. Generic Structure of Narrative

According to Otong Setiawan Djuharie, to write the narrative, there are four generic structures that should be care:²²

1) Orientation

Orientation is parts of text give setting or opening about the Narrative

2) Complication

Complication is parts of text to inform about the conflict in Narrative

3) Resolution

Resolution is parts of text to describe about the reaction to solve the problem

4) Coda

Coda is the describe reflection or evaluation the conflict about the Narrative.

The function generic structure of Narrative:

1) Orientation

a) Content of topic an activity or event which wonderfully will be talked.

b) Should be interest and can provoke the readers to know specially.

c) Using adjective to describe personal attitude generally.

2) Complication

²² Otong Setiawan Djuharie, *Genre dilengkapi...*, p. 20-22

- a) Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax.
- b) Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text is also used sequence. Makers: first, second, third, etc. or first, next, after, that, then, finally, and so on.
- 3) Grammatical features
 - a) Using predicate with the verb which past tense forming, past perfect tense, past continuous tense.
 - b) Using verb of doing on predicate, such as ran out, got and bent. which describe the activities.
 - c) Using adjective which the function to show the personal attitude, such as frightened, quiet, calm, worried, confused, anxious, happy, and so on.
 - d) Repenting subjective pronoun is same in text is general such as: First *my aunt* was very frightened, but *she* tried manage herself to be quiet.
 - e) Using conjunction is also found such as: first, my aunt was very frightened but she tried to manage herself to be quiet.
- 4) Resolution
 - a) Content problem solving has told until the climax
- 5) Coda
 - a) Content about moral lesson which is possible can be taken at the events, such as: my aunt was so relieved to see the snake leaving the room without making my harm to anybody.²³

b. The Indicator of the Research in Narrative Text

Researcher used the generic structure of the narrative text as the indicators. There are 4 indicators below:

²³Pardiyono, *Teaching Genre...*, p. 97-98.

Table 1
The Indicators of Narrative Text

No.	The Indicator	Score
1.	Orientation	25
2.	Complication	25
3.	Resolution	25
4.	Coda	25

c. Language Elements of Narrative

According to Otong Setiawan Djuharie, the language elements used in writing narrative paragraph are, nouns, individual participant, past tense, conjunction, action verb, and saying verb.²⁴

1) Nouns

Nouns are a word used as the name of a person, place or thing.²⁵

Example:

Johan was our **teacher**
There was a **table** in the **class**
I saw a **man** in the **market**

²⁴ Otong Setiawan Djuharie, *Genre dilengkapi...*, p. 25

²⁵ Wren and Martin, *High School...*, p. 5.

2) Individual Participant

Individual participant means that the subject which takes part in a situation or the story of specific subject.²⁶ Such as story about a bad camping, island of Liliput.

3) Past Tense

The simple past is used of a complete action that happened at one spesific time in the past.²⁷ According to Betty Schrampfer Azar, simple past tense is used to talk about activities or situations that began and ended at a particular time in the past.²⁸ Meanwhile, according to Jayanthi Dakshina Murthy, simple past tense is when a verb is used to shown that an action was completed.²⁹

4) Conjunction

Conjunction is a word which is used to join one word to another word, or one sentence to another sentence. There are two types of conjunction coordinating conjunction and subordinating conjunction.³⁰ According to Slamet Riyanto dkk,

²⁶ Otong Setiawan Djuharie, *Genre dilengkapi...*, p. 26

²⁷ Michael A. Pyle and Mary Ellen Munoz *TOEFL Preparations* , (India: Willey Dreamtech, 2005), p. 59.

²⁸ Betty Schrampfer Azar. *Fundamentals of English Grammar*, (Jakarta: Bina Rupa Aksara, 1993), p. 32.

²⁹ Jayanthi Dakshina Murthy. *Contemporary English Grammar*, (New Delhi: Book Palace, 2003), p. 151.

³⁰ Wren and Martin, *High School...*, p. 151-153.

conjunctions are words that are used to connect words or a group of words or sentence.³¹

5) Action verbs

The action verb divided into two forms, they are regular verb and irregular verb:

a) Regular verb

A regular verb is a verb which has a normal inflection or normally added by “ed” or “d” to the infinitive.³²

Table 2
Regular Verb

V. I	V. II	V. III
Help	Helped	Helped
Want	Wanted	Wanted
Open	Opened	Opened
Study	Studied	Studied

b) Irregular verb

An irregular verb is a verb which does not have a normal inflection or nor normally added by “ed” or “d” to the infinitive form.

³¹ Slamet Riyanto dkk. *A Complete Course to the Toeic Test*, (Jogjakarta: Pustaka Belajar, 2008), p. 80.

³² Ahmad Kardimin. *Fundamental English Grammar*, (Jakarta: Pustaka Belajar, 2009), p. 30-36

Table 3
Irregular Verb

V. I	V. II	V. III
Become	Became	Become
Beat	Beat	Beaten
Begin	Began	Begun

6) Saying verbs

It is about verb which to show the report or say such as *said, told promised, thought, understood*.³³ According to Jayanthi Dakshina Murthy, verb is described as a word which is used to indicate an actions, a state of being of existence or possession. Example, *bought, save, handed, lent, offered, paid, played, promised, showed, sang, made, told, sent, sold, got*.³⁴

Example I of Narrative Paragraph

Cinderella

Once upon time there was young girl her name is Cinderella. She lived with step mother and step sisters. Every day she had to do all the house work.

Orientation

³³ Otong Setiawan Djuharie, *Genre dilengkapi...*, p. 68-69

³⁴ Jayanthi Dakshina Murthy, *Contemporary English...*, p. 86-87.

The step mother and step sisters were very bossy.

Cinderella had to do all the house work.

One day, the king arranged the party in the castle. Her step mother and step sister didn't let her go to the party.

Fortunately, the fairy came and helped Cinderella to could go to party. In the castle, Cinderella danced with the king and the king fall in love with her. When time 12 o'clock Cinderella went leave the party and leave her glass shoes.

Complication

The king search who have glass shoes until the king find Cinderella, the king married with Cinderella.

Resolution

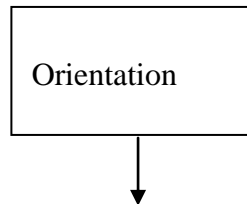
They lived happily forever.³⁵

Coda

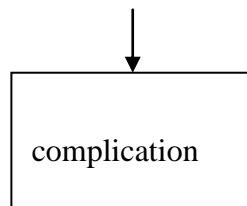
³⁵ Sanggam Siahaan & Kisno Shinoda. *Generic Text Stucture*. (Jogjakarta: Graha Ilmu, 2008), p .74.

Example II of Narrative

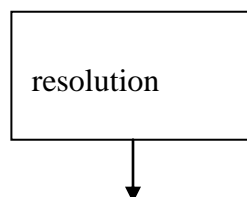
The Myth of Malin Kundang.



A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.



One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.



Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a

beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

coda

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to

apologize. He was thrown by the wave out of his ship.

He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

3. Animation Movie

a. Definition of Animation Movie

An animation movie is an animated narrative that includes (or at least aspires to include) all six of Aristotle's elements of drama: a true plot, fully developed characters, a theme or message, language, songs and music, and visual spectacle.³⁶

b. The Advantages of Animation Movie

The advantages of animation movie are:

- 1) To develop of taught and students' opinion.
- 2) To add absorbing power students' lesson.
- 3) To develop of students' power fantastic.
- 4) To develop students' interest and students' motivation.
- 5) To break away delimitation of the time.
- 6) To explain distance of the time.
- 7) To explain something abstract.
- 8) To give experience figures more realistic.³⁷

c. The applications of animation movie

The application of animation movie:

- 1) Step of preparations of teacher.
- 2) Step of preparations of class.
- 3) Step of preparation animation movie.
- 4) Next step and applicated.³⁸

³⁶ [Http//www.edu.Quantum Teaching](http://www.edu.Quantum Teaching), Accesed 15 January 2015 at 09:00 am.

³⁷ Ahmad Sabri, *Strategi Belajar Mengajar*, (Ciputat:Quantum Teaching), 2010.,p. 111

From the explanations, it can be concluded that animation movie can be used to develop students' interest and students' motivation in learning process. It can be more realistic thing and the teacher can explain something abstract to the students.

B. Conceptual Framework

Conceptual framework was necessary used to show a certain assumption about research topic in order to arrange or organize the research problems, resolution, and its evidence criteria. The research problems are most of students cannot write English well. This caused by Firstly, the students lack of mastering vocabulary make the students facing difficulties in choosing the appropriate word in writing a narrative text.

Secondly, Students did not interest to write narrative text because they felt difficult to write narrative text without using animation movie. This problem make their marking is low.

Thirdly, students need media to improve their writing in narrative text. Its designed was not provided to support the writing narrative text activities. Media really influenced on students to write narrative text as it was intended. English teacher only gave the lesson just from book.

Fourthly, media was not suitable to write the narrative class and make students cannot be thought to write the narrative effectively. To improve their

³⁸ *Ibid.*, p. 112

writing in narrative text, researcher opened their experiences by using animation movie.

To solve the problem, the writer conducted classroom action research, by application animation their background knowledge. The writer applied two cycles in this research. Each cycle consist of three meetings. After conducting animation movie, writer would do reflection to analyze what will have been happened in the classroom whether animation movie improves or does not. If there will be a students' writing ability achievement staying in low, write conducts the second and the next animation movie by considering the influential factors to be eliminated so that writing ability would be achieve comprehensively.

Therefore, the researcher plans to do research based on the framework

bellows:

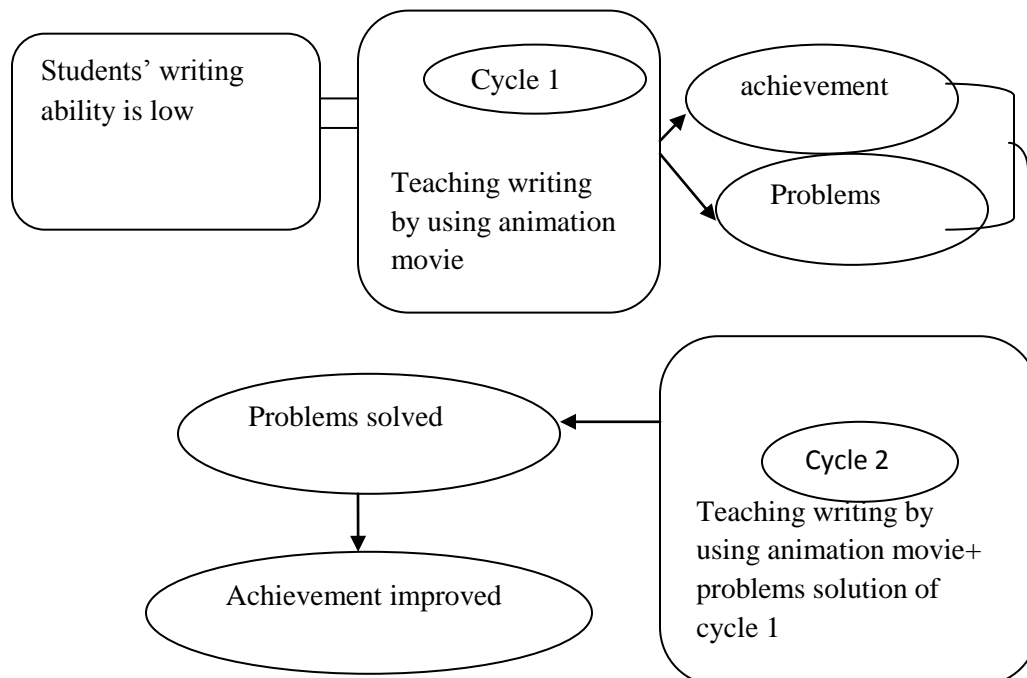


Figure 2. Research Conceptual Framework

The result of this research hopefully would be a source guidance to conduct the more effective writing class to improve students' writing ability.

C. Review of Related Findings

Research is the study about certain object to find out new facts about it. There have been many researchers done regard to this research problem, writing ability improvement. They are shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings are firstly, a script of Sakiah "An Analysis on the Students' Ability in Writing Narrative based on Pictures". The kind of research is qualitative research. Research found that pictures are a good media in writing ability. Then, the conclusions are: the students achievement in writing narrative based on pictures is 7.2.³⁹

Secondly, a script of Tiarma Marpaung "The Influence of the Students Structure Ability to the Writing Skill" is quantitative research by gathering data through samples' testing students of SMK Swasta Ekasatria. Research

³⁹ Sakiah, An Analysis on the Students Ability in Writing Narrative based on Pictures, (Unpublished Script UMTS Padangsidempuan, 2005).

found that students writing ability influenced the writing skill of the students.

Then, the conclusions are: the students achievement in writing is 7.30.⁴⁰

Finally, Yusuf Siregar in his script: An analysis on the ability of the students in writing personal letter to the grade IX students at SMP Negeri 4 Sipirok in 2007/2008 Academic Year. He stated that the students' ability in writing personal letter is enough with the value is (65.50). So, the students able to write personal letter.

Based on these researchers presentations, researcher found there were researchers had done for improving writing ability at vocational. Hopefully, this research would complete and contribute a finding in writing teaching focus to enrich knowledge in teaching literature for students in specific schools.

D. Hypothesis of the Action

The hypothesis is needed to show the researcher thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: "animation movie can improve students' in writing narrative text ability at XI grade MAN 1 Padangsidimpuan.

⁴⁰ Tiarma Marpaung, The Influence of the Students Structure Ability to the Writing Skill, (Unpublished Script UMTS Padangsidimpuan, 2005).

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The research conducted at MAN 1 Padangsidempuan that is located on Jln. STN. Soripada Mulia No. 31 V Padangsidempuan. This research was beginning on 02 January 2015 until ACC thesis.

This time determination refers to the educational calendar of Padangsidempuan. The research actions are accomplished in the classroom only a half of semester to be sufficient for research completion that needs an effective learning as usually in the classroom.

B. The Research Design

This research has a purpose to improve students' writing ability by using Animation Movie, it is called Classroom Action Research (CAR). "Classroom action research is something that many language teachers seems to have heard about, but often they have only a hazy idea of what it actually is and what doing involve."¹

"Action research is a type of practitioner research that is used to improve the practitioner's practice, action implies doing or changing something. Practitioner research means that the research is done by practitioners about their own practice. It is a process in which individual or

¹ Anne Burns, *Doing Action Research In English Language Teaching*, (Sydney: Macquarie University, 2009), p.1

several teachers collect evidence and make decision about their own knowledge, performance, beliefs and effects in order to understand and improve them”.²

So, it can be concluded that classroom action research that is known by CAR is done to improve aspect of teaching or to decide appropriates of certain activities or procedures or it is undertaken in a class or school setting and absolutely done by practitioners. Accordingly, this research is conducted which is used to improve the teacher’s practice in the classroom for teaching writing in narrative ability, teaching applies of the animation movie or changing students’ prior writing ability at low competence to the better competence by its criteria.

Action research is any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operated how they thought, and how well their students learnt.³

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the

² L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (New Jersey: Prentice Hall, 2000), p.593.

³ Geoffrey E. Mills. *Action Research a guide for the Teacher Researcher*, (New Jersey: Prentice Hall, 2000), p. 6.

classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

This action research followed the model that is developed by Kemis and Robin. It was a famous representation of the action research “spiral” that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:

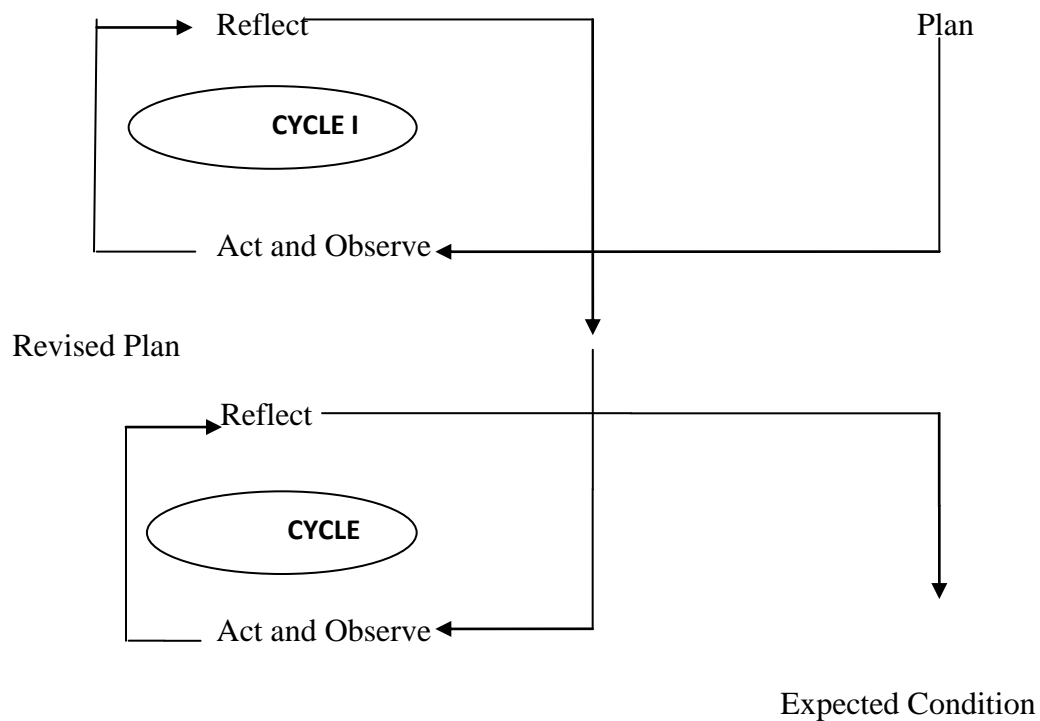


Figure: 3 Action Research Spiral by Kemmis⁴

⁴ Anne Burns, *Doing Action...*, p. 9.

C. The Participants

The participants are the students at Grade XI IPA-1 MAN I Padangsidempuan in academic year 2014/ 2015 where totally 22 students. Researcher chooses it because the researcher found the problems of writing ability in this class. Another participant is an English teacher of MAN I Padangsidempuan. The researcher observes the execution while the teacher is doing an action in this class. Then, teacher also helps the researcher analyzed the data from the observation and makes plans for each cycle.

D. The Instrumentations

There are three instrumentations in the research. They are:

- a. Test: researcher used writing test, which is give the question and then give the time to watch animation movie. Brown defined test” a method of measuring a person’s ability; knowledge or performance in a given domain.”⁵ Test in writing is rubric writing. The indicator of test are;
 - 1) To identify of orientation in narrative text
 - 2) To identify of complication in narrative text
 - 3) To identify of resolution in narrative text
 - 4) To identify of coda in narrative text
- b. Observation: researcher used observation type field notes. Gay and Airasian pointed out field notes “are the observer’s record of what s/he

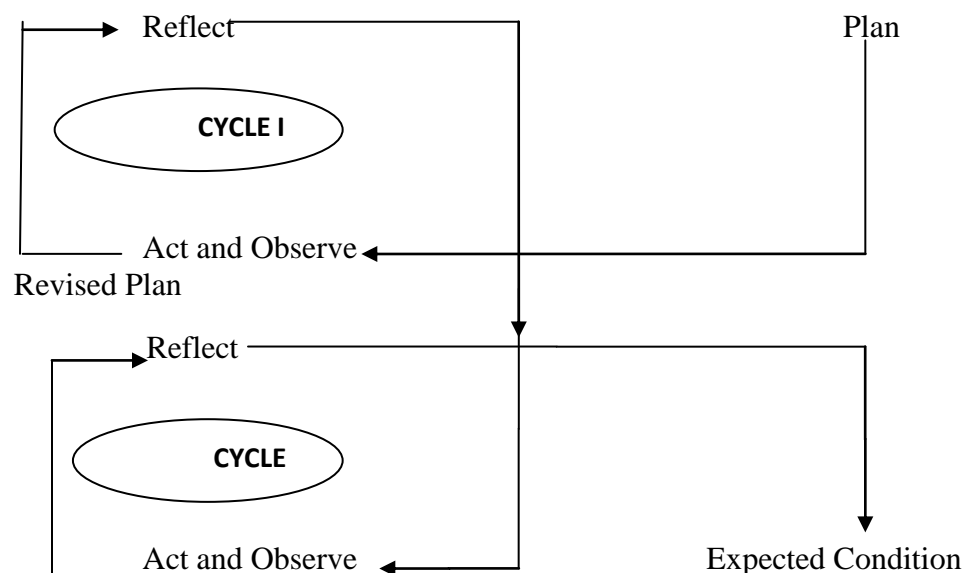
⁵ H. Douglas Brown, *Language Assessment...*, p. 3.

will have been seen, heard, experienced, and thought about during an observation session.”⁶

- c. Interview: the researcher used the interview to know the condition of the students. Hornby stated that interview “is to talk somebody and asked them questions at a formal meeting to find out if they are suitable for job or study.”⁷

E. The Procedures for Classroom Action Research

This action research followed the model that is developed by Kemis and Robin. It was a famous representation of the action research “spiral” that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:



⁶ Mary Louse Holly, et al, *Action Research For Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merrill Prentice Hall, 2005), p. 144.

⁷ Hornby, *Ibid*, p. 788.

Figure 4: Action Research Spiral⁸

In this research, the researcher applied two cycles. Each cycle consists of two meetings. Each meeting consists of 90 minutes. So, there were four meetings during research process. Each cycle consisted of four steps; planning, acting, observing, and reflecting.

CYCLE 1: in the cycle 1 consist of two meeting, the research procedures were:

First meeting

- a. Planning
 - 1) Arranging the lesson plan
 - 2) Determining the lesson material is about writing ability, which is about narrative text.
 - 3) Designing a procedure teaching writing by using animation movie
 - 4) Preparing the test first meeting.
 - 5) Preparing instruments to be used by students.
 - 6) Preparing instruments for teacher and observers' observation.
- b. Action
 - 1) Arranging the class.
 - 2) Telling the purposes of learning.
 - 3) Giving the topic for the students.

⁸ Ortrun Zuber-Skerrit. *New Direction in Action Research*, (London: The Falmer Press, 1996), p. 14.

- 4) Introducing the procedures of animation movie.
 - 5) Giving students film of animation movie.
 - 6) Tasking students to execute the activity to test the students' writing in narrative text ability.
 - 7) Discussing together about animation movie.
 - 8) Encouraging and concluding learning
 - 9) Observing the classroom.
- c. Observation
- 1) Observing the execution of the animation movie.
 - 2) Observing the students' writing ability.
 - 3) Evaluating students' by taking the score of students' writing ability based on animation movie.
- d. Reflection
- 1) Discussing with co-teacher about the action
 - 2) Making any decision for the next meeting
 - 3) Developing another environment of the animation movie
 - 4) Analyzing the found data
 - 5) Clarifying the found problems in the activity whether in the case of students or teacher.

Second meeting

a. Planning

- 1) Arranging the lesson plan
- 2) Determining the lesson material is about writing ability, which is about generic structure of narrative text
- 3) Designing a procedure teaching writing by using animation movie.
- 4) Preparing the test second meeting.
- 5) Preparing instruments to be used by students.
- 6) Preparing instruments for teacher and observers' observation.

b. Action

- 1) Arranging the class.
- 2) Telling the purposes of learning.
- 3) Giving the topic for the students.
- 4) Re- explains the procedures of animation movie activity.
- 5) Giving students to watch animation movie .
- 6) Tasking students to execute the activity to test the students' writing ability.
- 7) Discussing together of the animation movie.
- 8) Encouraging and concluding learning
- 9) Observing the classroom.

c. Observation

- 1) Observing the execution of the animation movie technique.
- 2) Observing the students' writing ability.

- 3) Evaluating students' by taking the score of students' writing ability based on animation movie.

d. Reflection

- 1) Discussing with co-teacher about the action
- 2) Making any decision for the next meeting
- 3) Developing another environment of the animation movie
- 4) Analyzing the found data
- 5) Clarifying the found problems in the activity whether in the case of students or teacher.

CYCLE 2: in the cycle 2 consist of two meeting, the research procedures are:

Third meeting

- a. Planning: researcher arranged the lesson plan based on the reflection in the cycle1. Those are :
 - 1) Arranging lesson plan.
 - 2) Determining the lesson material is about language elements of narrative text.
 - 3) Designing procedures of teaching.
 - 4) Preparing the instrument for students, teacher and observer.
- b. Action: researcher applied animation movie based on the lesson plan that is the result of reflection in cycle 2.

- 1) Eliminating found problems in cycle 1 by motivating, encouraging, controlling and managing the class.
 - 2) Rearranging the classroom arrangement.
 - 3) Changing the new scenario.
 - 4) Explaining that the students; students' writing ability must be better than cycle 1.
 - 5) Celebrating the achievement together.
 - 6) Helping students to keep their writing ability that just are gotten.
- c. Observation: both teacher and observer observed students' writing ability and activity of the learning by using animation movie.
- 1) Observing the procedure that had been arranged whether worked.
 - 2) Observing students' writing ability is that better than before or not.
 - 3) Observing students' writing ability by using the instrument.
- d. Reflection
- 1) Discussing with co-teacher about the action
 - 2) Making any decision for the next meeting
 - 3) Developing another environment of the animation movie
 - 4) Analyzing the found data
 - 5) Clarifying the found problems in the activity whether in the case of students or teacher.

Fourth meeting

- a. Planning: researcher arranged the lesson plan based on the reflection in the cycle1. Those are :
 - 1) Arranging lesson plan.
 - 2) Determining the lesson material is about language elements
 - 3) Designing procedures of teaching.
 - 4) Preparing the instrument for students, teacher and observer.
- b. Action: researcher applied animation movie based on the lesson plan that is the result of reflection in cycle 2.
 - 1) Eliminating found problems in cycle 1 by motivating, encouraging, controlling and managing the class.
 - 2) Rearranging the classroom arrangement.
 - 3) Changing the new scenario.
 - 4) Explaining that the students; students' writing ability must be better than cycle 1.
 - 5) Celebrating the achievement together.
 - 6) Helping students to keep their writing ability that just are gotten.
- c. Observation: both teacher and observer will observe students' writing ability and activity of the learning by using animation movie.
 - 1) Observing the procedure that had been arranged whether worked.
 - 2) Observing students' writing ability is that better than before or not.

- 3) Observing students' writing ability by using the instrument.
- 4) Reflection: Research reflects the all cycles and analyzes to have conclusion of the using animation movie in improving students' writing ability in English learning.

F. The Techniques of Data Analysis

In analyzing the data, the writer used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text and image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.⁹ The qualitative data is analyzed from observation sheet.

Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of writing test. To know the means of students' score for each cycle, the writer will apply the following:¹⁰

$$\bar{x} = \frac{\sum x}{N} \times 100$$

Where:

$\sum x$: The mean of the students

$\sum \bar{x}$: The total score

N: the number of the students

⁹*Ibid.*,p. 190.

¹⁰ Sudjana, *Metode Statistika ed. 6* (Bandung: Tarsito, 2000), p. 67.

Moreover, to count the percentage of students through Story Mapping Technique, the researcher used the formula as follow:¹¹

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of students who get the score

R : the number of students who get the score up

T : total numbers of students do test

G. Thesis Outline

Thesis outline of this research could be divided into five chapters. Moreover, every chapter consists of sub chapters with detail as follow:

Chapter I introduction that consists of background of the problem, identification of the problem, focus of the problem, definition of the key terms, formulation of the problem, purposes and significances of the research, and the last is indicator of action.

Chapter II consists of theoretical descriptions which explain about writing ability, narrative text, conceptual framework and also hypotheses of action.

Chapter III is research methodology, and it consists of location and schedule of the research, research design; and participants of the research.

Then instruments of collecting data are: writing test, observation notes,

¹¹ Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. Yrama Widya, 2008), p. 205.

and interview use to collect the data and procedures of classroom action research, and technique of analyzing data.

Chapter IV consists of the result of the research. The result of the research consisted of the description of the data, comparing the action result, and last analyzing the research result.

Finally, Chapter V is consisted of conclusion and suggestion.

CHAPTER IV

RESEARCH RESULT

This chapter presents the research result. The research data are presented the process of improvement students' writing ability and the result of students' writing ability by using Animation Movie at grade XI-1 MAN 1 Padangsidempuan in academic year 2014/2015. The descriptions are as follow:

A. The Data Description

1. First Cycle

The first cycle was conducted for two meetings. Every meeting was done for 2 x 45 minutes or 90 minutes. So, two meetings were done for 4 x 45 minutes or 180 minutes. Here, the researcher made the activities and gave the process of improvement students' writing ability in the first cycle as follow:

a. Improvement Students' Writing Ability in the First Meeting

In the beginning of students' learning process, the researcher and the English teacher came to the class. The English teacher took a seat and gave the researcher a chance to handle the class. Firstly, the researcher greeted the students and ordered the students to pray together and it was led by the chief of the class. After that, the researcher gave students' observation note sheet and indicator lists of teacher to the collaborator.

Secondly, the researcher read the students' attendance list. The researcher started introducing the teaching learning process by using animation movie for activating students' motivation in learning.

For the first step, the researcher gave a topic about narrative text, then researcher asking students' understanding about narrative text. Some students could understand about orientation, complication, resolution and coda in narrative text. Some students could not understand about it. Some students could not understand language elements of narrative text they didn't understand for using regular and irregular verb. So, the researcher re-explained the topic clearly. Then, researcher gave a short animation movie, asking the students for identifying orientation, complication, resolution and coda in narrative text, asking the students' for identifying language elements in narrative text.

Finally, the researcher evaluated every student to know students' writing ability. So, the researcher gave motivation for all students to improve their writing ability.

1) Students' Learning Process in the First Meeting

In the first meeting, the researcher found some problems of students' learning process. Some students were not ready to study and they did not have motivation for writing ability. Furthermore, the learning process consisted of four steps for doing research, such as

planning, action, observation, and reflection. It would be explain as follow:

a) Planning

In this step, the researcher prepared the material, Determined the topic about narrative text includes; orientation, complication, resolution, coda and language elements, Prepared the instruments, such as instrument for observation note sheet to the collaborator, rubric of writing ability, and students' evaluation.

b) Action

In this step, the researcher applied Animation Movie to improve students' writing ability. It focused on students' problem in writing narrative text. The researcher ordered the students to know and understand about narrative text and to tell everything that they had known about the material. And the researcher also motivated the students to write clearly.

Next, the researcher tried to explain about the purposes of teaching learning process by using Animation Movie. The researcher gave some materials that would be given to the students. The material was about "Narrative Text". When researcher was teaching, the collaborator observed the students' activities.

After that, the researcher started giving some examples of learning material. Then, the researcher practiced the material in the text. It was very useful to make the students familiar with the words of orientation, complication, resolution, coda and they knew the language elements.

c) Observation

In this step, when the students were learning by using Animation Movie, the researcher monitored the steps of students' activities. It started from the learning materials, time allocation of introduction, explanation, and evaluation. Even though it had been arranged, but there were some students were not ready to study.

The condition of class was influenced by some factors, such as the students who made disturbance, walked in the class, made noise, and did not have full attention to learn. The factors were because their English words mastery were low. That was the learning process in the first meeting of first cycle.

Moreover, it did not depend on the students them selves, based on the indicator list of teacher in teaching learning process, the teacher had not been clear in:

- (1) Standing and writing face to students.
- (2) Writing nicely and readable.

- (3) Writing is read from all room side.
- (4) Having certain sequence system.
- (5) Explaining the steps teaching writing by using Animation Movie.
- (6) Monitoring time allocation.
- (7) Making a note in every activity.
- (8) Analyzing the weakness.
- (9) Sharing some experience about how to write well.
- (10) Doing celebration.
- (11) Rhythm.
- (12) Neatness control
- (13) Class noise control.
- (14) Class formation arrangement.

It was because the first meeting and the researcher still felt nervous to teach the students.

d) Reflection

In this step, the researcher and the collaborator discussed about the implementation of action, analyzed the finding of observation, reflecting the students' learning activity to determine the followed up of activity.

2) Students' Learning Process in the Second Meeting

a) Planning

The day after giving the material in the first meeting, the researcher came to the class to continue the second meeting of learning process in the first cycle. It means that the researcher wanted to know the students' achievement in writing ability.

b) Action

The procedure of the second meeting was the same as the first meeting. But, in the second meeting, the researcher just reviewed the previous material to engage students' knowledge. Then, the researcher gave a test to students. So, the researcher explained more about the important thing of this research. The researcher told the students that the researcher would note everything that was done by the students. The researcher told the students to be natural when they were writing, and that would be a reward for the students who active and sportive in the class.

For starting the test, the researcher gave individual test students writing ability. To measure students' writing ability the researcher gave individual test about *identifying orientation, complication, resolution, coda and language elements of Cinderella*.

c) Observation

In this step, the students were still not ready to write. Based on the observation, students have problems in learning process.

The condition of class was influenced by some factors, such as the students who made disturbance, walked in the class, made noise, and did not have full attention to learn. The factors were because their English words mastery was low. That was the different condition in the first meeting of first cycle.

It did not depend on the students themselves, based on the indicator list of teacher in teaching learning process, the teacher had not been clear in:

- (1) Standing and writing face to students.
- (2) Writing is read from the all room side.
- (3) Having certain sequence system.
- (4) Explaining the steps teaching speaking by using Animation Movie.
- (5) Monitoring time allocation.
- (6) Analyzing the weakness.
- (7) Sharing some experience about how to write well.
- (8) Rhythm.
- (9) Neatness control.
- (10) Class noise control.

It was because the researcher wrote face to the white board and sometimes faces to the students. And then, the researcher felt difficult to monitor the timing because the classes were far from office room. It made the bell did not hear to the class.

Table IV
The Students' Problems in the First Cycle and the Solution

No.	Students' Problems	The Solution
1	The students lack of mastering vocabulary make the students facing difficulties in choosing the appropriate word in writing a narrative, for identifying orientation, complication, resolution and coda.	Teacher gave some vocabularies to add their English words mastery and give vocabularies key for identifying orientation, complication, resolution and coda.
2	Students did not interest to write narrative text because they felt difficult to write narrative text without using animation movie for tasking identify orientation, complication, resolution and coda	Teacher ordered students to write narrative text by using animation movie and carefully identifying orientation, complication, resolution and coda.
3	Students need media to improve their writing in narrative text. Its designed was not provided to support the writing narrative text activities, especially for identifying generic structure of narrative text.	Teacher used media to improve students writing ability in narrative text, especially for identifying generic structure of narrative text.
4	Media was not suitable to write the narrative class and make students cannot be thought to write the narrative effectively.	Teacher gave media by using animation movie to make the topic more suitable.
5	Students were passive in the class because they did not know how to write narrative text.	Teacher invited the students to understand the context of the text.

3) Student's Writing Ability in Narrative Scores in the First Cycle

After doing the test, the researcher had analyzed students' achievement based on their test in writing. The researcher had found the students' writing ability in narrative text scores as the following table below:

Table V
Students' Writing Ability Scores in the First Cycle

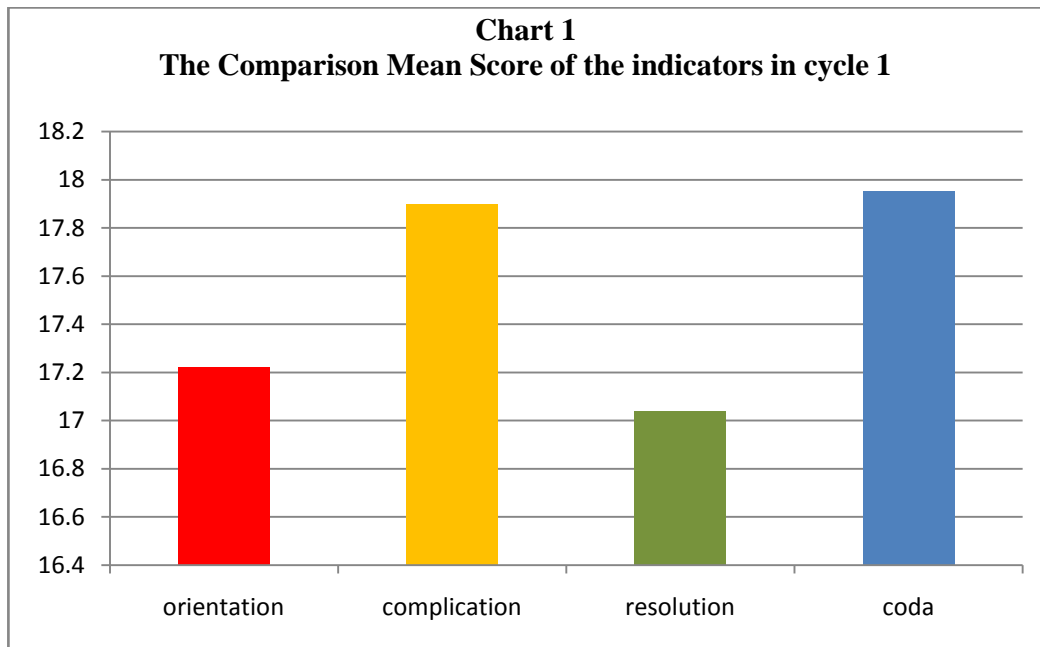
No	Name	Writing Score				Scores
		Orientation	Complication	Resolution	Coda	
1.	AS	17	18	16	17	68
2.	AN	19	19	20	20	78*
3.	AF	17	16	13	16	62
4.	AR	16	22	16	19	73
5.	RK	19	21	20	21	81*
6.	AM	17	15	16	15	63
7.	B	17	17	18	18	70
8.	DM	17	17	17	16	67
9.	FH	17	18	18	18	71
10.	FC	17	19	16	16	68
11.	PS	15	17	16	17	65
12.	IL	14	17	18	19	68
13.	MI	15	15	14	16	60
14.	MA	17	16	16	17	66
15.	NB	17	18	16	19	70
16.	NW	18	18	18	19	73
17.	PL	18	17	16	18	69
18.	RR	16	19	16	19	70
19.	RA	17	16	17	20	70
20.	RL	20	20	20	20	80*
21.	SK	19	19	18	19	75*
22.	TA	20	20	20	22	82*
TotalScore		379	394	375	395	1543/22
Mean		17,22	17,90	17,04	17,95	70,13
Percentage		22.72%				

**The students who passed the KKM (75) in the first cycle.*

Based on the data in the table, the researcher could explain that the mean score of students were 70.13 as the ideal mean score. There was one student got 60 score, one student got 62 score, one students got 63 score, one student got 65 score, one student got 66 score, one student got 67 score, three students got 68 score, four students got 70 score, one student got 71 score, two students got 73 score, one student got 75 score, one student got 78 score, one student got 80 score, one student got 81 score, one student got 82 score. From the scores of students, it could be concluded that were only five students who passed the KKM.

After getting students' writing scores in the first cycle, the researcher found the students' achievement were categorized into enough category. It means that, the students had some problems in writing. There were four categories in writing narrative text that focused of research such as, orientation, complication, resolution and coda.

Based on the data finding, the mean score of the indicators would be described on the chart below:



In this case, each student had distinctive problems. So, the solutions of the problems should be different. After asking the students about their difficulties in writing, the researcher found the problems and the reasons, as the following explanation:

a) Students' problems Orientation

Orientations of students' writing ability in narrative text were low, because many students usually didn't understand the first word of orientation. They were very rarely to write the first word of orientation in sentences. So, students were still low in Orientation. In order to make orientations of students improved, the teacher had

to give explanation about the orientation to the students to make it better.

b) Students' problems in Complication

Complications of students' writing ability in narrative text score were low, because they still misunderstanding about complication in the text. In order to make complications of students improved, the researcher had to more explain which are related to the action.

c) Students' problem in Resolution

Resolutions of students' writing ability in narrative text score were low, because, when the researcher gave questions about where is the resolution of the text, they answered the questions with different answer. It means that, they need more explanation. So, students were still low in resolution.

d) Students' problem in coda

Codas of students' writing ability in narrative text were low, because some students didn't understand about the end of the story or the conclusion of the story. So, students were still low in coda. In order to make the students could understand the end of the story; the researcher had to give more explanation about the coda.

2. Second Cycle

The second cycle was conducted for two meetings. Every meeting was done for 2 x 45 minutes or 90 minutes. So, four meetings were done for 4x 45 minutes or 180 minutes. Here, the researcher made the activities and gave the students' improvement in first learning process as follow:

a. Students' Learning Process in the Third Meeting

1) Planning

The day after giving the material in the first meeting and second meeting, the researcher came to the class to continue the third meeting of learning process in the first cycle. It means that the researcher wanted to know the students' achievement in writing ability.

2) Action

The procedures of the third meeting were the same as the first meeting and second meeting. But, in the third meeting, the researcher just reviewed the previous material to engage students' knowledge.

In this step, the researcher gave the topic to students. The researcher explained about the material, gave the material about the language elements of narrative text, and gave some vocabularies about the material.

In this step, the researcher gave some clues to the students and gave directions to practice in their writing.

The teacher gave appreciation to the students' writing, commented their writing, and gave the assesment and motivate the students for the sucessfull learning of contextual teaching and learning.

3) Observation

In this step, the students were ready to write. The condition of class was influenced by some factors, such as the students who made disturbance, walked in the class, made noise, and did not have full attention to learn. The factors were because their English words mastery was low. That was the different condition in the first meeting of first cycle.

It did not depend on the students themselves, based on the indicator list of teacher in teaching learning process; the teacher had not been clear in:

- (1) Standing and writing face to students.
- (2) Writing is read from the all room side.
- (3) Having certain sequence system.
- (4) Explaining the steps teaching speaking by using Animation Movie.
- (5) Monitoring time allocation.

- (6) Analyzing the weakness.
- (7) Sharing some experience about how to write well.
- (8) Rhythm.
- (9) Neatness control.
- (10) Class noise control.

b. Students Learning Process in the Fourth Meeting

In the fourth meeting, the researcher reviewed the first and the second material for a while. It had a purpose to remind the students about the material. Then, to measure students' achievement, the researcher had done the second test.

For the test, the researcher gave individual to test students writing ability in narrative text. To measure students' writing ability in narrative text, the researcher gave individual test about identifying orientation, complication, resolution or coda and language elements of The Myth of Malinkundang.

c. Student's Writing Ability in Narrative text Scores in the Second Cycle

After doing the test, the researcher had analyzed students' achievement based on their performance in front of the class. The researcher had found the students' scores as the following table below:

Table VI
Students' Writing Ability Scores in the Second Cycle

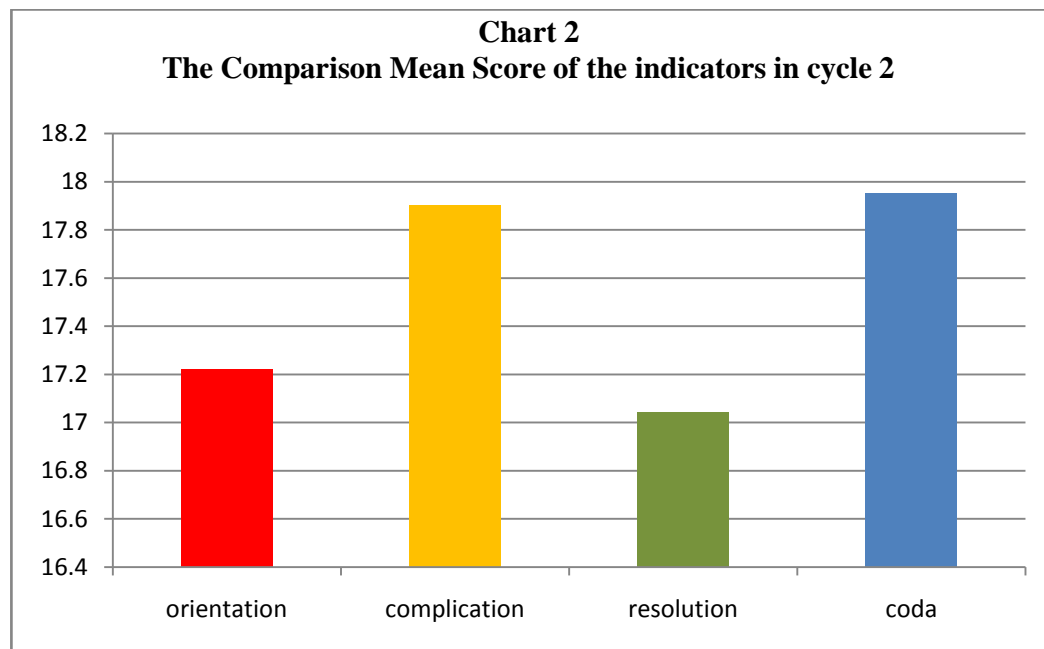
No.	Name	Orientation	Complication	Resolution	Coda	Score
1.	AS	22	23	23	23	91
2.	AN	22	23	25	25	95
3.	AF	23	24	24	21	92
4.	AR	24	24	23	24	95
5.	RK	24	24	24	24	96
6.	AM	25	22	23	23	93
7.	B	22	22	22	24	90
8.	DM	22	23	23	24	92
9.	FH	23	23	23	23	92
10.	FC	23	23	24	24	94
11.	PS	22	24	23	23	92
12.	IL	23	22	22	22	89
13.	MI	23	25	23	25	96
14.	MA	25	23	25	23	96
15.	NB	23	23	25	23	94
16.	NW	23	24	23	23	93
17.	PL	23	25	23	25	96
18.	RR	23	22	21	24	90
19.	RA	23	23	24	22	92
20.	RL	25	25	25	20	95
21.	SK	23	23	24	23	93
22.	TA	24	25	25	23	97
Total Score		510	515	517	511	2053/22
Mean		23.18	23.40	23.50	23.22	93.31
Percentage		100%				

**The students who passed the KKM (75) in the second cycle.*

Based on the data in the table, the researcher could explain that the mean score of students were 93, 31 as the ideal mean score. There was one student got 89 score, two students got 90 score, one student got 91 score, five students got 92 score, three students got 93 score,

two students got 94 score, three students got 95 score, four students got 96 score, and one student got 97 score.

Based on the data finding, the comparison of the indicators would be described on the chart below:



From the scores of students, it could be concluded that all the students pass the KKM. And they were categorized into very high category.

After getting students' speaking scores in the second cycle, the researcher found the students' achievement were categorized into good category. It means that, the students who had some problems in writing

in the first cycle were improved and could solve the problems in the second cycle.

Based on test and observation note sheet, the students' achievement in writing ability could be described as follow: first, students' orientation on writing ability were good because the students who usually didn't understand about orientation was better because the researcher often explained orientation to all the students. Second, Complications of students' writing ability score were good, because, the researcher gave many explanations to students every meeting. Third, of students' resolutions writing ability score were also good. Because, the researcher had gave more explanation clearly. Fourth, codas of students' writing ability were good, because students understand the end of the story.

From the description of students' achievement, it could be concluded that the students' problem in learning process had been resolved and it had improved.

B. The Comparative Result of the Action

Based on the first and the second observations of students writing ability, it can be concluded that students' writing ability had improved by using Animation Movie. To compare the test result of the action between first and second cycle, the researcher used some steps. Those steps are

calculating the students mean score of the test, calculating the percentage students' improvement score from first and second cycle.

In the first cycle, the students lack of mastering vocabulary make the students facing difficulties in choosing the appropriate word in writing a narrative text. Then, Students did not interest to write narrative text because they felt difficult to write narrative text without using animation movie. Then, students need media to improve their writing in narrative text. The last is media not suitable to write the narrative class and make students cannot be thought to write the narrative effectively.

The result of the test are there was one student got 60 score, one student got 62 score, one students got 63 score, one student got 65 score, one student got 66 score, one student got 67 score, three students got 68 score, four students got 70 score, one student got 71 score, two students got 73 score, one student got 75 score, one student got 78 score, one student got 80 score, one student got 81 score, one student got 82 score.

In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$\bar{x} = \frac{\sum x}{N} \times 100$$

$$\bar{x} = \frac{1543}{22} \times 100$$

$$\bar{x} = 70.13$$

Based on the calculation, the mean score of the class in first test was 70.13. It showed that the students' writing ability in narrative text were categorized into enough category. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{5}{22} \times 100\%$$

$$P = 22.72 \%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result.

There was one student got 89 score, two students got 90 score, one student got 91 score, five students got 92 score, three students got 93 score, two students got 94 score, three students got 95 score, four students got 96 score, and one student got 97 score.

In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

$$\bar{x} = \frac{\sum x}{N} \times 100$$

$$\bar{x} = \frac{2053}{22} \times 100$$

$$\bar{x} = 93.31$$

Based on the calculation, the mean score of the class in second test was 93.31. It showed that the students' writing ability were categorized into high category. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

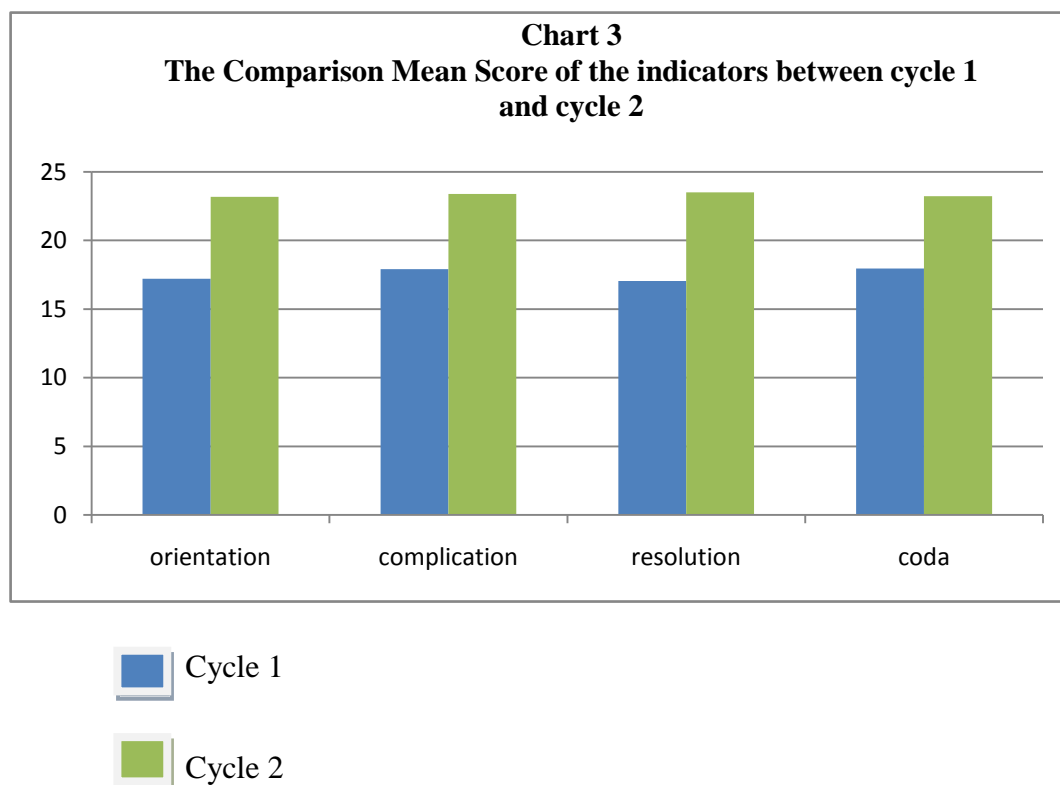
$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{22}{22} \times 100\%$$

$$P = 100\%$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test the improvement from the first test; in the first test the mean score was 70.13 (22.72%), it was included enough category. The improvement of mean score in second test was 93.31 (100%), it was included into high category. The differences showed that there was an improvement of students' writing ability in narrative text by using animation movie.

So, the comparison of the mean score indicators between cycle 1 and cycle 2 could be shown on the chart below:



Based on the above chart, it can be concluded that the hypothesis Animation Movie could improve students' writing ability in narrative text at grade XI- IPA 1MAN -1 Padangsidempuan was accepted.

C. Discussion

Classroom action research in using Animation Movie Media should increase the students' writing ability in narrative text to use target language for meaningful purposes. The aim of this research is to describe the result improving students' ability in writing narrative text by using animation movie at grade XI MAN I Padangsidempuan.

Here, the researcher found the improvement of students' mean scores in writing ability in narrative text by using Animation Movie based on first cycle and second cycle. It was 70.13 in first cycle, and it was 93.31 in second cycle. The improvement of mean scores between first cycle and second cycle was 23.18. Therefore, it could be concluded that Animation Movie could improve students' achievement in writing narrative text by using animation movie at grade XI MAN I Padangsidimpuan.

D. Threats of the Research

In doing the research, the researcher found some threats in this research. The researcher found the students' problems in the classroom teaching learning process. The students still did not familiar with animation movie media and could not active yet in learning process by using Animation Movie. Therefore, it would make them passive to write and make them just fun to watch the animation movie. The students noise uncontrolled and made the class noisy.

Even though, Animation Movie gave chance to the students to use target language for meaningful purposes. Animation Movie could develop students' Writing Ability in Narrative Text and could make the learning process closer to real life, and also improved their concentration in reading a text so that they could be more active and interested in Writing. Additionally, by using Animation Movie the students had improved students writing ability in narrative text at grade XI-IPA1 MAN-1 Padangsidimpuan.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. The Conclusion

Based on the result of the classroom action research, it could be concluded that Animation Movie improved students' writing ability in narrative text at grade XI IPA-1 MAN 1 Padangsidimpuan.

The result of the research, based on the writing ability score, the mean score in the first cycle was 70.13 (22.72%) and in the second cycle was 93.31 (100%). It could be concluded that the score and percentage of the second cycle was bigger than the first cycle. From the comparison of mean score between first cycle and second cycle could be seen improved. So, the hypothesis could be accepted.

The factor which influences students' ability in writing text by using animation movie are students grammar, students vocabulary, students mechanics, students fluency, and students form/organization.

Therefore, the hypothesis in this research could be accepted because the score of students and the students' activity in learning process by using Animation Movie the good improvement at grade XI IPA-1 MAN 1 Padangsidimpuan.

B. The Suggestion

Based on the explanation of the conclusion above;

1. It had been described Animation Movie improved students' writing ability, and the implication of the result goes to English teachers of Senior School.
2. The English teachers can use Animation Movie in teaching and learning process in the classroom. By using Animation Movie, the students could
3. explore their ability in writing narrative text by checking for grammar, vocabulary, mechanics, fluency and form/organization.

The suggestions are special for the teachers, students and other researchers. The suggestions will be explained as follow:

1. For the teacher, it is to use Animation Movie in teaching learning process. Because the important thing of this research is to make the students have writing competence.
2. For the students, it is good to make the students more fun and enjoy in writing.
3. For other researcher, it is needed to expand the findings for literature the source. Getting information much more than this result will give comprehend about the teaching English. So, with all the research limitation, it must be omitted in the other related research.

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CURRICULUM VITAE



1. Personal Data

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Phone : 0877 6704 6522
Fb : Ahmad Martua Siregar / Mart
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2. Parents Data

Father's Name : Muh. Raudah Sayuti Siregar
Mother's Name : Masniari Pohan

3. Educational Background

Primary School : SD Negeri 3 Padangsidempuan (2005)
Junior High School : MTs Muhammadiyah 22 Padangsidempuan
(2008)

Senior High School : MAN 1 Padangsidempuan (2011)
Institute : Institute Agama Islam Negeri
Padangsidempuan (2015)

APPENDIX I

LESSON PLAN 1

SCHOOL : MAN 1 Padangsidempuan

CLASS : XI IPA I

DURATION : 2x45 Minutes

MEETING : 1&2 (First & Second Meeting)

- A. Standard of Competencies : Writing ability
- B. Basic Competencies : Writing
- C. Indicator : 1. Students are able to identify of narrative text.
2. Students are able identify generic sturcture of narrative text.
- D. Source : English Zone
- E. Material : Narrative Text
- F. Learning Activities
 - 1. Pre Teaching
 - a. Greetings
 - 2. While Teaching
 - a. Step preparation of teacher
 - b. Step preparation of class
 - c. Step of preperation animation movie
 - d. Next step and applicated
 - 3. Post Teaching
 - a. Conclusion
 - b. Closing
- G. Learning Evaluation
 - 1. Media : Animation Movie
 - 2. Form : Written Form
 - 3. Instrument : Use Assesment Criteria
- H. The Instrument Test
 - a. To identify of orientation, complication, resolution and coda/reorientation.
 - b. To identify language generic structure of the text “Cinderella”
- I. The Indicator of Value

NO	CRITERIA	HIGH SCORE	TOTAL SCORE
1	GRAMMAR	20	
2	VOCABULARY	20	
3	MECHANICS	20	

4	FLUENCY	20	100
5	FORM(ORGANIZATION)	20	

Total = 20x5 =100

English Teacher

Researcher

Afnita Warni,S.Pd

NIP.19770423 2005012 004

Ahmad Martua

NIM.11 340 0002

Headmaster of MAN I Padangsidempuan

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APPENDIX II

LESSON PLAN 2

SCHOOL : MAN 1 Padangsidempuan

CLASS : XI IPA I

DURATION : 2x45 Minutes

MEETING : 3&4 (Third & Fourth Meeting)

- J. Standard of Competencies : Writing ability
- K. Basic Competencies : Writing
- L. Indicator : 1. Students are able to identify of narrative text.
2. Students are able to identify generic structures of narrative text.
- M. Source : English Zone
- N. Material : Narrative Text
- O. Learning Activities
4. Pre Teaching
 - b. Greetings
 5. While Teaching
 - e. Step preparation of teacher
 - f. Step preparation of class
 - g. Step preparation animation movie
 - h. Next step and applicated
 6. Post Teaching
 - c. Conclusion
 - d. Closing
- P. Learning Evaluation
4. Media : Animation Movie
 5. Form : Written Form
 6. Instrument : Use Assesment Criteria
- Q. The Instrument Test
- c. To identify of orientation, complication, resolution and coda/reorientation.
 - d. To identify generic structures of text “The Myth of Malin Kundang”
- R. The Indicator of Value

NO	CRITERIA	HIGH SCORE	TOTAL SCORE
1	GRAMMAR	20	
2	VOCABULARY	20	
3	MECHANICS	20	

4	FLUENCY	20	100
5	FORM(ORGANIZATION)	20	

Total = 20x5 =100

English Teacher

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APPENDIX III

Observation Note Sheet Students' Activity in Teaching Learning Process Classroom Action Research

Subject Matter : English

Class / Semester : XI IPA-1/II

Cycle : I (First Meeting)

Observer : Mrs. Afnita Warni as Collaborator

No.	Activities	Students																						Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1.	Students are not ready to study				-			-			-			-			-							5
2.	Students do not have motivation to speak		-			-				-									-					4
3.	Students do not have confidence to speak			-				-					-						-					4
4.	Students can not produce words directly	-		-	-		-			-														5
5.	Students are passive in the class	-															-		-			-	-	5
6.	Students are walking around the class									-			-					-					-	4

7.	Students use bataknese to speak in the class	-					-				-				-									4
8.	Students disturb other	-				-			-				-											4
9.	Students are not able to practice the conversation		-			-			-				-			-								5
10.	Students are sleepy in the class	-	-								--		-		-									5
11.	Students who have not full attention when learning speaking by using animation movie										-	-			-		-		-					5
12.	Students make noise												-	-			-	-						4
13.	Students go permission												-	-			-		-			-		5
14.	Students who do not attend												-			-			-			-		4
15.	Condition of class	So far so good																						

English Teacher

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Observation Note Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter : English

Class / Semester : XI IPA-1/II

Cycle : II (Second Meeting)

Observer : Mrs. Afnita Warni as Collaborator

[illegible]

Observation Note Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter : English

Class / Semester : XI IPA-1/II

Cycle : III (Third Meeting)

Observer : Mrs. Afnita Warni as Collaborator

No.	Activities	Students																						Total students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1.	Students are not ready to study								-				-											2
2.	Students do not have motivation to speak						-						-											2
3.	Students do not have confidence to speak						-									-								2
4.	Students can not produce words directly															-					-			2
5.	Students are passive in the class																-			-				2
6.	Students are walking around the class																-	-						2

7.	Students use bataknese to speak in the class													-		-									2
8.	Students disturb other										-			-			-								3
9.	Students are not able to practice the conversation										-			-			-								3
10.	Students are sleepy in the class										-					-		-							3
11.	Students who have not full attention when learning speaking by using animation movie																-			-		-			3
12.	Students make noise																-			-		-			3
13.	Students go permission											-		-			-								3
14.	Students who do not attend							-			-		-												3
15.	Condition of class	So far, so good																							

English Teacher

Researcher

Headmaster of MAN I Padangsidempuan

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Observation Note Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter : English

Class / Semester : XI IPA-I/II

Cycle : IV (Fourth Meeting)

Observer : Mrs. Afnita Warni as Collaborator

[illegible]

OBSERVATION SHEET
Indicator list of teacher classroom procedures the second cycle -1*

Physic appearance and written	Checklist	
	Yes	No
1. Dressing cleanly and neatly.	√	
2. Standing and writing face to students.	√	
3. Energetic and enthusiasm.	√	
4. Writing and explaining integratedly.	√	
5. Writing is nice and readable.	√	
6. Writing is read from the all roomside.	√	
7. Having certain sequence system.	√	
Procedures	Checklist	
	Yes	No
1. Explaining targeted language context.	√	
2. Explaining the intended text criteria to be produced and giving prop.	√	
3. Asking students to prepare oral performance draft.		√
4. Asking students to execute the performance in the class and evaluating directly.	√	
Material	Checklist	
	Yes	No
1. Learning objectives are explained.	√	
2. Related to the students experience or famous.	√	
Reinforcement and interaction with students	Checklist	
	Yes	No
1. Group performance reward.	√	
2. Celebration.	√	
3. Stimulating students' responses.		√
4. Stimulating students' questions	√	
5. Responding students' questions.	√	
Sound and classroom management	Checklist	
	Yes	No
1. Talking intelligibly.	√	
2. Fluently: every word sounded clearly.		√
3. Rhythm : it is clear in the important part.		√
4. Neatness control.	√	
5. Class noise control.	√	
6. Class formation arrangement .	√	
7. Efficiency time and learning	√	

*Observed by: C0-teachers

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OBSERVATION SHEET

Indicator list of teacher classroom procedures the second cycle -1*

Physic appearance and written	Checklist	
	Yes	No
8. Dressing cleanly and neatly.	√	
9. Standing and writing face to students.	√	
10. Energic and enthusiasm.	√	
11. Writing and explaining integratedly.	√	
12. Writing is nice and readable.	√	
13. Writing is read from the all roomside.	√	
14. Having certain sequence system.	√	
Procedures	Checklist	
	Yes	No
5. Explaining targeted language context.	√	
6. Explaining the intended text criteria to be produced and giving prop.	√	
7. Asking students to prepare oral performance draft.	√	
8. Asking students to execute the performance in the class and evaluating directly.	√	
Material	Checklist	
	Yes	No
3. Learning objectives are explained.	√	
4. Related to the students experience or famous.	√	
Reinforcement and interaction with students	Checklist	
	Yes	No
6. Group performance reward.	√	
7. Celebration.	√	
8. Stimulating students' responses.	√	
9. Stimulating students' questions	√	
10. Responding students' questions.	√	
Sound and classroom management	Checklist	
	Yes	No
8. Talking intelligibly.	√	
9. Fluently: every word sounded clearly.	√	
10. Rhythm : it is clear in the important part.	√	
11. Neatness control.	√	
12. Class noise control.	√	
13. Class formation arrangement .	√	
14. Efficiency time and learning	√	

*Observed by: C0-teachers

Afnita Warni, S.Pd

NIP: 19770423 200501 2 004

Students' Writing Ability Scores in the First Cycle

No	Name	Writing Score					Scores
		Grammar	Vocabulary	Mechanics	Fluency	Form	
1.	AS	14	15	14	13	12	68
2.	AN	15	15	16	16	16	78*
3.	AI	14	13	10	13	12	62
4.	AR	12	18	12	15	16	73
5.	AN	15	17	16	17	16	81*
6.	AM	13	12	13	12	13	63
7.	BA	13	14	14	15	14	70
8.	DI	12	13	13	14	15	67
9.	FA	13	14	14	14	16	71
10.	FL	13	15	10	14	16	68
11.	IR	12	14	13	14	12	65
12.	IL	10	13	14	15	16	68
13.	MI	12	12	11	13	12	60
14.	MA	12	14	12	14	14	66
15.	MB	14	15	12	16	13	70
16.	NW	15	13	14	16	15	73
17.	PL	13	14	13	14	15	69
18.	RF	12	15	12	15	16	70
19.	RK	13	13	14	15	15	70
20.	RL	15	14	16	17	18	80*
21.	SK	16	13	17	16	13	75*
22.	TA	15	18	18	16	15	82*
Total Scores		293	314	298	318	320	1543/22 = 70.13
Mean							
Percentage							

**The students who passed the KKM (75) in the first cycle.*

In analyzing the data of first test, the researcher calculated the mean score of the class and also calculating the percentage of first test in first cycle. It was calculated as following:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\bar{x} = \frac{1543}{22} \times 100\%$$

$$\bar{x} = 70.13$$

The Classification of Students' Writing Ability Scores in the First Cycle

No	Classification	Predicate	Total of Student
1	0- 20	Very Low	0
2	21-70	Low	14 students
3	71 -74%	Enough	3 students
4	75 - 80%	High	3 students
5	81% - 100%	Very High	2 students

Students' Writing Ability Scores in the Second Cycle

No	Name	Writing Score					Scores
		Grammar	Vocabulary	Mechanics	Fluency	Form	
1.	AS	17	18	18	18	20	91
2.	AN	17	18	20	20	20	95
3.	AI	18	19	19	18	20	92
4.	AR	19	19	18	19	20	95
5.	AN	20	18	20	19	19	96
6.	AM	20	17	18	20	18	93
7.	BA	17	17	17	19	20	90
8.	DI	17	18	18	20	19	92
9.	FA	18	18	18	18	20	92
10.	FL	18	18	19	19	20	94
11.	IR	17	19	20	18	20	92
12.	IL	18	17	17	19	18	89
13.	MI	16	20	18	20	20	96
14.	MA	18	20	19	20	19	96
15.	MB	18	18	20	18	20	94
16.	NW	17	19	20	19	18	93
17.	PL	18	20	18	20	20	96
18.	RF	16	20	17	18	19	90
19.	RK	18	18	18	18	20	92
20.	RL	19	17	19	20	20	95
21.	SK	19	18	18	20	18	93
22.	TA	19	19	19	20	20	97
Total Scores		394	405	406	420	428	2053/22 = 93.31
Mean							
Percentage							

**The students who passed the KKM (75) in the second cycle.*

In analyzing the data of first test, the researcher calculated the mean score of the class and also calculating the percentage of first test in first cycle. It was calculated as following:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\bar{x} = \frac{2053}{22} \times 100\%$$

$$\bar{x} = \mathbf{93.31}$$

The Classification of Students' Writing Ability Scores in the Second Cycle

No	Classification	Predicate	Total of Student
1	0- 20	Very Low	0 0
2	21-70	Low	0
3	71 -74%	Enough	0
4	75 - 80%	High	0
5	81% - 100%	Very High	22 students

Interview

1	KENAPA GRAMMAR KAMU	RENDAH	APA MASALAHNYA?
2	KENAPA VOCABULARY KAMU	TINGGI	BAGAIMANA CARANYA?
3	KENAPA MECHANICS KAMU	RENDAH	APA MASALAHNYA?
4	KENAPA FLUENCY KAMU	RENDAH	APA MASALAHNYA?
5	KENAPA FORM (ORGANIZATION) KAMU	TINGGI	BAGAIMANA CARANYA?

English Teacher

Researcher

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Students' Interview

1. AS : kenapa vocabulary kamu rendah, apa masalahnya?
Jawab: karena saya pusing belajar bahasa inggris
2. AN: kenapa grammar kamu tinggi, bagaimana caranya?
Jawab: karena saya rajin belajar
3. AI: kenapa grammar kamu tinggi, bagaimana caranya?
Jawab: saya rajin menghafal rumus-rumus past tense
4. AR: kenapa vocabulary kamu tinggi, bagaimana caranya?
Jawab: karena saya rajin menghafal setiap hari
5. AN: kenapa mechanics kamu rendah apa masalahnya?
Jawab: karena saya malas belajar
6. AM: kenapa grammar kamu rendah, apa masalahnya?
Jawab: karena saya lupa menggunakan V2 pada past tense
7. BA: kenapa fluency kamu tinggi, bagaimana caranya?
Jawab: saya sering latihan di rumah
8. DI: kenapa form kamu rendah, apa masalahnya?
Jawab: karena saya jarang buka buku
9. FA: kenapa mechanics kamu rendah, apa masalahnya?
Jawab: karena saya sering mencontek
10. FL: kenapa form (organization) kamu rendah, apa masalahnya?
Jawab: karena saya lupa apa yang harus saya tuliskan
11. IR: kenapa fluency kamu tinggi, bagaimana caranya?
Jawab: karena saya sering latihan mengucapkan kata dalam bahasa inggris
12. IL: kenapa grammar kamu rendah, apa masalahnya?
Jawab: karena saya lupa rumus dan waktu penggunaanya
13. MI: Kenapa fluency kamu rendah, apa masalahnya?
Jawab: karena saya jarang berbahasa inggris
14. MA: kenapa mechanics kamu tinggi, bagaimana caranya?
Jawab: saya sering mengulang dan membaca pelajaran di rumah
15. NB: kenapa vocabulary kamu tinggi, bagaimana caranya?
Jawab: karena saya selalu membawa kamus kemana saya pergi
16. NW: kenapa vocabulary kamu rendah, apa masalahnya?
Jawab: karena saya malas menghafal
17. PL: kenapa form kamu tinggi, bagaimana caranya?
Jawab: saya sering belajar kelompok membahas form menulis
18. RF: kenapa grammar kamu rendah, apa masalahnya?
Jawab: karena saya kurang paham dengan penjelasan di papan tulis
19. RK: kenapa grammar kamu tinggi, bagaimana caranya?
Jawab: karena saya belajar
20. RL: kenapa fluency kamu rendah, apa masalahnya?

- Jawab: karena saya malas berbicara bahasa inggris
21. SK: kenapa grammar kamu tinggi, bagaimana caranya?
Karena saya sering mengulanginya di rumah
22. TA: kenapa vocabulary kamu tinggi, bagaimana caranya?
Jawab: karena saya sering baca buku

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Documentation of first cycle
(meeting 1 & 2)

*moment introduction of my self with the students



*moment teaching the topic



*moment of answer & explain the question of the students about the topic



*moment prepared the media of the research and order the student to watch animation movie & writing narrative text of cinderella



*moment collect the task of the students



*Documentation of second cycle (meeting 3 & 4)

*moment teaching again about the topic (explained again the problem writing of the students)

*order again the students watching the animation movie & writing again the next animation movie







*moment collect the task



