AN UNDERGRADUATE THESIS

THE USE OF ANIMATION FILM MEDIA TO INCREASE THE
NARRATIVE WRITING ABILITIES AMONG THE TENTH GRADE OF
SMK PGRI 1 PUNGGUR IN ACADEMIC YEAR OF 2017/2018

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English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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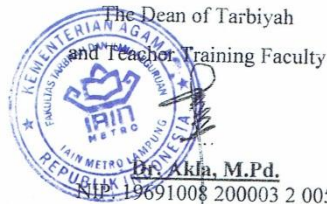
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THE USE OF ANIMATION FILM MEDIA TO INCREASE THE NARRATIVE WRITING ABILITIES AMONG THE TENTH GRADE OF SMK PGRI 1 PUNGGUR IN ACADEMIC YEAR OF 2017/2018

ABSTRACT

BY : PARIYANTI

The objective of the study is to find out whether the use of Animation Film media will be able to increase the students writing ability in narrative paragraph at the SMK PGRI 1 Punggur. Writing is the expression of language in the form of letters, symbols, and words. Through writing someone can share their knowledge, conveying idea, feeling and intention to the other people. In teaching learning process, the teacher should be able to create or choose the suitable and good media. The researcher found some problem related to the writing mastery such as most of the students found difficulty to express their ideas into the paragraph and the student seldom asked the question, had not other media.

Animation Film media is one of the media that can be applied in the teaching English, especially teaching writing ability in narrative paragraph. Animation Film media is one of the visual media.

The research uses classroom action research which was done in two cycle. Each cycle consist of planning, acting, observing and reflecting. The subject of this research is X AP class. In collecting the data the researcher used test (pre test, post test 1 and post test 2), observation and documentation.

The result of this research showed that *Animation Film media as a media* had positive result in increasing students' writing ability in narrative paragraph at the tenth grade of SMK PGRI 1 Punggur. It can be proven by the students' average score from pre-test to post test. The average score in pre-test was 49, post-test 1 was 67,8 and post-test 2 was 75,8. It mean that the using of Animation Film media as a media could increase the student's writing ability in narrative paragraph.

Keyword : *Narrative Writing, Animation Film Media, and Classroom Action Research*

PENGGUNAAN MEDIA FILM ANIMASI UNTUK MENINGKATKAN KEMAMPUAN MENULIS NARATIF UNTUK KELAS SEPULUH DI SMK PGRI 1 PUNGGUR PADA TAHUN AJARAN 2017/2018

ABSTRAK

OLEH : PARIYANTI

Tujuan peneilitian ini adalah untuk mengetahui apakah penggunaan dari media Film Animasi akan dapat meningkatkan kemampuan menulis paragraf naratif di SMK PGRI 1 Punggur. Menulis adalah ungkapan bahasa dalam bentuk tulisan ,simbol, dan kata-kata. Seseorang dapat berbagi pengetahuan, menyampaikan ide, perasaan dan perhatian kepada orang lain. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah media yang baik dan sesuai dengan keadaan siswa. Peneliti menemukan beberapa masalah yang terkait dengan penguasaan menulis seperti sebagian besar siswa menemukan kesulitan untuk mengekspresikan gagasan mereka ke dalam paragraf dan siswa jarang mengajukan pertanyaan, dan tidak mempunyai media lain.

Film Animasi merupakan salah satu media yang biasa digunakan dalam pembelajaran bahasa inggris khususnya mengajarkan kemampuan menulis siswa pada paragraf naratif. Film Animasi merupakan salah satu media dari bentuk media visual.

Penelitian ini menggunakan metode penilitian tindak kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah sebelas X AP. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test 1 and post test 2), observasi dan dokumntasi.

Hasil dari penelitian ini menunjukan bahwa media Film Animasi sebagai media memiliki hasil positif dalam meningkatkan kemampuan menulis siswa di paragraf naratif kelas sepuluh SMK PGRI 1 Punggur. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 49, post-test 1 adalah 67,4 dan post-test 2 adalah 75,8. Ini berarti bahwa penggunaan media Film Animasi sebagai media dapat meningkatkan kemampuan menulis siswa pada paragraf naratif.

Kunci : *Menulis Naratif, Film Animasi, dan Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originaly the result of the researcher's research, in axception of certain parts which are expected from the bibliography mentioned.

Metro, January 2018
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian peneliti kecuali bagian-bagian tertentu yang dirujuk dalam daftar pustaka yang telah disebutkan.

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MOTTO

... قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ۗ

إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ ﴿٩﴾

…Say: "Are those equal, those who know and those who do not know?

It is those who are endued with understanding that receive admonition.

(QS: Azzumar : 9)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents Mr. Suyadi and Mrs. Lasimah

2. My Beloved Young Sister and Nephew Bella Amellya and Reyhan Pratama

3. My Beloved Friends Desi Ika P., Siti Fatimah T. J., Ariesti Wulandari, Siti Muzkiyah, Riza H., Wahyuningsih, Sri Wahyuni, Nafiatul K., Tia Eka S., and so on)

4. Absolute (SOLLER) Class of TBI and My Beloved Campus IAIN Metro

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the words whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this proposal entitles "THE USE ANIMATION FILM MEDIA TO INCREASE THE NARRATIVE WRITING ABILITY AMONT THE TENTH GRADE OF SMK PGRI 1 PUNGGUR IN ACADEMIC YEAR OF 2017/2018"

Regarding to the undergraduate thesis , the writer offers her big thank to the as Mr. Dr. Mahrus As'ad, M.Ag the sponsor and to Mrs. Syahreni Siregar, M.Hum as the co-sponsor . May Allah SWT give them His better reward for their spending time to support and guide during the proposal writing process.

As human being, the writer completely realize that this proposal still has a plenty of weaknesses . The writer do apologizes for all mistake he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this proposal can be a meaningful benefit for the writers especially and for our campus and all readers generally .

Metro,   ,January 2018

The Writer,

Pariyanti
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is the most interesting in human life that is to help their communication for supported everything their doing. Everybody use language to express their idea or something which want to submit from their mind. In order to facilitate their effort to provide themselves with the necessities of life, human being have to cooperate with another, wich can only be carried out in community.

In English there are four language skills, they are listening, speaking, reading and writing. The students must master the four of language skills so they can use English actively and also passively. Writing as a part of the language skills besides listening, speaking, and reading, must be taught maximally by the teacher to the student. Besides that, good writers who master writing well can become good professions in their jobs for example a novelist, a journalist and a book author. Although writing is very useful for human being, writing skill is more complex and difficult to be taught and mastered not only of grammatical and theoretical but also it has difficulties in its activity and process especially for the students.

Learning how to write English in important for many language learners. Writing will help students mastering the other skills and of course in mastery English completely. Although, writing is very important for us,

it is a difficult subject especially for the students. The reason is because writing is a mixture of our idea, vocabulary and also grammar.

We can see the importance of writing in dailylife and also in our social life, like in education and business aspect, for example when we write letter or application letter. Writing also gives some other benefits. Besides being means of communication, writing can also create a jobs. In beginning writing, it is just an activity to express our idea, opinion, or feeling in the text. Writing can also be a hobby to spend our time, but finally in this modern life, people can get money from doing their writing.

Indicate that writing is very important subject because in writing we must also be clever to choose and combine to vocabulary to create something that is meaningful. Writing help students mastering the other skills and of course in mastery English completely. We also must pay attention to the grammar, so it is normal if the students think that writing is a difficult subject.

Components of written text. And the other statement writing is the activity or occupation of writing like a books, stories and articles. From the explanation above, the writer concludes that writing refers to the process of making words which has several supplies, kinds and the writing is one of the important skills in learning English. Writing also the difficult subject than another subject.

The writer chooses increasing the students' narrative writing ability in the senior high school because teaching in the senior high school

different from teaching English in elementary school or junior high school. The writer must grow their motivation in order to be happy to study.

When the researcher did her preliminary research in SMK PGRI 1 Punggur, she did it by observing English teachers and the students. One of the problems that had been got is lack of medium in teaching process. Whereas, SMK PGRI 1 Punggur almost of all English teachers there have laptop. The data of students, writing score can be seen below.

Table 1

Students' Writing Scores

No	Name	Scores
1	A	75
2	AY	60
3	CW	60
4	DPS	85
5	D	60
6	ES	65
7	E	65
8	FA	60
9	IS	40
10	KNW	60
11	LN	55
12	MA	85
13	MPR	85
14	NAPW	75
15	PJR	75
16	RM	60
17	RJ	60
18	SNA	65

19	SVV	70
20	SSN	60
21	SDP	70
22	S	65
23	TM	75
24	YIA	65
25	ZPP	75

Source: Teacher archive, English Writing Score at the Tenth Grade of SMK PGRI 1 Punggur, in Mei 8th, 2017

In teaching English, the teacher also has to increase her teaching ability by using suitable media. It is be done because the teacher not use more technique or media in teaching narrative writing. Beside that, the condition of teaching learning process in there is still done passive. Teacher only gave the students explanation and gave the test. So the students feel bored, it is caused the students have not creativity and low motivation. By improving teacher's teaching skill, it is expected that the students writing in narrative writing ability will increase.

Table 2

Data pra survey the Students' Writing Achievement of the Tenth Grade in

English Learning of SMK PGRI 1 Punggur

No	Students' Score	The Number of the Students	Percentage	Category
1	<75	17	68.00%	Incomplete
2	75	5	20.00%	Complete
3	>75	3	12.00%	Complete

Total	25	100%	

Source: The score take from pra survey of SMK PGRI 1 Punggur

From the result above, it can be seen from 25 students of one class, there were 17 got score that is below the specified standard that has been set. Because the English teacher said that the criteria of minimum mastery (KKM) score for English subject at the school is 75. It means that 68.00% students felt difficult in writing narrative paragraph.

The writer interviewed the English teacher of the tenth grade of SMK PGRI 1 Punggur (Asri Puji Astuti, S.Pd) who said in each meeting she asks the students to work on the exercise book. She said that the lesson must be taken from exercise book in order that students can do it at home. From the interview, it can be seen that the teacher teaches the students only based on the work book. She does not use various techniques to make students interested in studying.

To solve that problem, the writer uses media in teaching learning process. Media in teaching have many kinds. One of media that can be used in teaching and learning writing is film. Using animation film media in teaching is one way to enhance lesson plans and give students additional ways to process subject information especially to support teaching narrative paragraph writing ability, so that the students will develop their writing in writing class. Based on the phenomenon, the writer wants to apply animation film to increase students' ability in writing narrative paragraph. The writer hoped that this study will be successful and give

positive contribution for the process of English language teaching and learning make lessons more fun.

Increasing the students narrative writing ability using animation film media can help the students understand the conditions in their around and can develop their ideas using animation film media. By using this media the writer assumes that the teaching learning process in the classroom can be interesting and enjoyable.

Moreover animation film has an important function that the teacher can use it in teaching and learning process. It can also give the students an opportunity to expand their writing especially narrative writing ability. It also can introduce the students to unfamiliar cultural aspects and new vocabularies, change situations quickly and easily in making narrative paragraph and amuse the students to learn happily in the classroom.

To know the implementation of animation film media in increasing students' writing ability in narrative paragraph, the researcher conducted a classroom action research with under title "The Use of Animation Film Media to Increase the Narrative Writing Abilities Among at the Tenth Grade of The SMK PGRI 1 Punggur"

B. Problem Identification

Based on the background above, the researcher identified the identifications of problem as follows:

1. The students find difficulties in writing a narrative paragraph

2.   No variety of media is used by teacher in teaching writing

3.   The students' writing ability are low

4. The students' get bored while learning

5. Some students' knowledge in writing ability of narrative paragraph is still less, but other students have enough knowledge.

C. Problem Limitation

Based on the identification of problem above, the researcher limited the research on the students find difficulties in writing a narrative paragraph. So, I limit my problem on the lack of students writing score at the tenth grade of SMK PGRI 1 Punggur have not interesting media.

D. Problem Formulation

Based on the background of the problem above, the problem can be identified as follows:

Can animation film increase students' narrative writing ability and students' learning at SMK PGRI 1 Punggur in narrative paragraph?

E. Objectives and Benefits of the Study

1. Objectives of the Research

Based on the formulation of the problem above, the objective of the research is as follows:

a. To increase the implementation of students writing narrative abilities using animation film media in teaching narrative paragraph at SMK PGRI 1 Punggur.

b. To increase the ability of students learning activity at SMK PGRI 1 Punggur in writing narrative paragraph before and after using animation film media.

2. Benefits of the Research

a. For the Students

As the motivation for the students in learning English, they are more interested in learning English by providing them with using animation film media in teaching narrative paragraph writing. Furthermore, they can increase from the material given by the teacher.

b. For the English Teacher

As the information for the teachers' about the importance of the using animation film in teaching learning process. By doing this classroom action research, the result of this research is hoped able to increase the English teachers' ability in teaching learning process.

CHAPTER II

THEORITICHAL REVIEW

A. The Concept of Narrative Writing Abilities

1. The Concept of Writing

a. Definition of Writing

Hammond in Knapp and Watkins stated that in writing we arrange clauses into a sentence: the main idea becomes the main clause; subsidiary ideas become subordinate clauses and so on.[1] Writing is more than picking up a pen and putting words on paper. Writing requires thought and planning if it is to mean anything to the receiver who reads it. Beginning writers run into difficulties because they often consider only themselves when they write.[2]

Harmer said that Writing is not time-bound in the way conversation is.[3] Writing is also used in questionnaire-type activities. Once again, writing is used to help students perform a different kind of activity.[4]

Writing is re-writing; that re-vision-seeing with new eyes- has central role play in the act of creating text.[5] Furthermore, Brown argues that writing is, in fact, a transaction with word whereby you free yourself

[1] Peter Knapp and Megan Watkins, *Genre, Teks, Grammar : Technologies For Teaching and Assessing Writing*, (Australia: UNSW Press, 2005), p. 15.

[2] Winter, *Writing Paragraphs & The Writing Process,* (Bathurst: CASP, 1999), p. 24.

[3] Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p. 31

[4] *Ibid., p.33*

[5] Jeremy Harmer, *The Practice of English Language Teaching*, (Camberly: Longman, 2000), p. 258

from what you presently think, feel, and perceive.[6] Also Ann Raimes said that the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second language syllabus.[7]

From the definition above the writer can conclude that writing is a way to produce language that comes from our thought. Writing refers to the process of making words which has several supplies, kinds and the writing is one of the important skills in learning English. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal attituds and social experience that the writer brings to write and the impacts of the particular political and institutional contexts.

b. The Process of Writing

When people write, they use graphic symbols, that is letter or combination of letter that relate to the sound they make when they speak. The written productive language is called writing. It is the skill of a writer to communicate information to a reader or group of readers.[8]

Generally the writing process is seen as consisting of five stages: Pre-writing, drafting/writing, revising, editing, and publishing. The five stages of the writing process are a framework for writing well and easily.

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[6] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* (San Francisco: Longman, 2001), p. 337

[7] Ann Raimes, *Techniques in Teaching Writing*, (New York NY 10016 USA: Oxford University press, 1983), p.3.

[8] Sanggam Siahan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008) p. 2

Rather, writers constantly maneuver between these steps as their work progresses. The following is a brief description of each stage as follows:

a) Planning

According to Winter planning is "Arrange the ideas from your brainstorming in some order. If you are writing a paragraph to persuade someone, it is often a good idea to put the strongest reason last as the reader is usually most influenced by what he/she has read most recently."[9]

When planning, the writer has to think about three main issues. *The first* is the purpose of the writing, it includes the type of the text the writer wants to product, the language the writer use, and the information the writer choose. *The second* is the audience, who are the reader of the writing. So the writer must attend the choice of the language informal or formal writing. *The last* is the content structure that is how sequence the facts, ideas, or argumentation which the writer decided to included.[10]

b) Drafting

"Drafting is a series of strategies designed to organize and develop a sustained piece of writing."[11] The drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also it is finding the

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[9.] Winter, *Writing Paragraphs.,* p.25.
[10.] Jeremy Harmer, *How To Teach Writing*,(England: Pearson Longman, 2007), p. 4-5.
[11.] Ibid., p. 5

connection among those clusters and discovers the relationship that links the connection.

    c) Revising

When you are ready to go on to the revising stage, reread the first draft. The revising stage of the writing means fine-tuning and organizing the content. This means making the ideas you want to communicate as effective as possible as well as adjusting them to meet the needs of a particular audience.[12]

2. The Concept of Narrative

a. Definition of Narrative

A narrative paragraph is a paragraph story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in difference ways. A narrative text is a writing that tells about a story. Narrative is a fundamental way that humans make sense of the world.[13] David and Kristin also argue that a narrative what we usually mean by the term story, although we shall be using story in a slightly different way later.[14]

Oshima and Hogue say when you write narrative paragraph or essay, you write about events in the order that they happened.[15] The important thing when you write a narrative paragraph is express a main

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[12.] Winter, *Writing Paragraphs.,* p.26.

[13] David Borwell and Kristin T., *Film Art an Introduction*, (New York: McGraw-Hill:2008),p. 74

[14] *Ibid.,* p. 75

[15] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1997),p.27

point. If you simply describe a list of activities, it is boring for the reader. To make the paragraph interesting, make sure that the topic sentences has a controlling idea.

b. Characteristic of Narrative

1) Social Function

The social function of the text is to entertain or amuse thr reader.[16] Beside the purpose, it is also deal with problematic or unusual. Cyntia and Jia also stated for narrative paragraph, you must use good chronological ordering of sentences. This means that the supporting sentences tell the events of a story in the order that they happened.[17] In other words, the events must be ordered according to time. Usually, in narrative paragraph, it uses a past tense.

2) Generic Structure of a Narrative Paragraph

Bachtiar and Cicik state that the steps for constructing a narrative are:[18]

a. Orientation

Setting the scene and introducing the participants of the story. In this stage, the writer gives the information about the situation of the characters, where they live, the time they live, and what they want. It presents the basic situation which allows the reader to understanding the next parts of story.

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[16] Bachtiar Bima M., et.al., *Bahasa Inggris: Mata Pelajaran Wajib Kelas XI Smt. 2*, (Klaten: Intan Pariwara, 2014),p. 35

[17] Cyntia A. Boardman and Jia Frydenberg, *2 Writing to Communicate:Paragraph and Essays, 3th Edition*, (New York: Pearson Education, 2008),p. 18

[18] Bachtiar Bima M. And Cicik K., *Bahasa Inggris: Mata Pelajaran Wajib Kelas X Smt. 2*, (Klaten: Intan Pariwara, 2014), p. 70

b. Complication

Showing when the crisis arises. There can be more than one complication events in narrative text. Here, the author shows how the problems rises or begin.

c. Resolution

Showing when the crisis is resolved, for a better or worse condition. Resolution is the solution of the problems or when the crisis is resolved, for better or worse.

d. Coda

Informing how the characters have changed or the moral value of the story. Coda is moral value or lesson which can be taken from the text.

Based on the statement above, the writer concludes that the generic structures of recount are; Firstly is an orientation. The readers are introduced to main characters and possible some minor characters. Some indication is generally given of where the action and when an action happened.Secondly is complication. This is where the writer tells how the problem arises, sometimes something unexpected events will happen. Thirdly is resolution. It is optional closure of event. The complication may be resolved for better or for worse, but it is rarely life completely unresolved. The writer can conclude that resolution is the end of a story. Fourtly is coda. Coda is the last part when the story told as moral value. It is contens summary from the narrative paragraph.

3. Narrative Writing Abilities

A narrative paragraph is a paragraph story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in difference ways. Narratives always deal with some problems which lead to the climax and then turn into a solution to the end. A narrative text is a writing that tells about a story.[19]

The writing ability is the main activity of composition. The writing should be systematic and detailed. A knowledge or study about good writing or how to write composition is much needed. Writing is known as a complex process, which allows writers to explore thoughts and ideas and to make them visible and concrete to be realized in a text. Jeremy states the creative writing is one area (like painting and composing) where the imagination has a chance to run free. The world is full of people who achieve great personal satisfaction in this way.[20] When thought is written down, ideas can be examined, considered, added to, rearranged, and changed. Likewise the term "writing" refers both to an act and the result of that act. Those immediately set up two possible perspectives in acquiring writing ability; learning the process of composing and the learning the form and organization the product.

Advanced writing ability are an important aspect of academic performance as well as subsequent work-related. However, students rarely attain advanced scores on assessments of writing ability. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think

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[19] Th.M.Sudarwati, *Look Ahead.for senior high school XII* (Jakarta: Erlangga, 2007) p .62
[20.] Jeremy Harmer, *How to Teach*, p.40.

clearly about substantive matters. From the statement above, students must understand that knowledge to make sure the students have good writing ability, to give the score of students 'writing ability can use the scoring system. The aspects for parameter of good writing are content, vocabulary, language, grammatical, punctuation, and tenses.

Based on the explanation above the writer conclude that, recount text writing ablity is the main activity of composition to make non-fiction writing and includes regular 'news' or diary writing; accounts of outings and holiday activities; 'true stories' of events in history using simpelest text type and past tense events.

a. Teaching Writing

Teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speakers can express their mind orally and the result can be evaluated directly by the readers. While in writing, writer might have enough time to express the ideas in written form. Seow describes the process approach to teaching writing, which comprises four basic stages – planning, drafting, revising, and editing. Three other stages could be inserted after the drafting stage; these are responding, evaluating, and post-writing. For each stage, suggestions are provided as to the kinds of classroom activities that support the learning of specific writing skills. For example, at the planning stage, teachers can help students generate ideas through such

activities as brainstorming, clustering, and rapid free writing. Seow concludes by offering some implementation tips for teachers.[21]

4. The Measurement of Narrative Writing Abilities

Writing is process of communication which uses a conventional graphics system to the readers. Furthermore, the form of communication use written language as words, sentences, punctuations and good structure. So that, the readers can understands the information easily.

A good deal of attention was placed on "model" compositions that students would emulate and on how well a student's final product measured up against a list of criteria that include:

The indicators of evaluation of students' writing ability as follows:

Table 3 : The Test Proficiency of Writing Ability Scores[22]

No.	Writing Ability Specification	Score	Standard
1.	Content	0-24	▪ Thesis statement ▪ related ideas ▪ development of ideas through personal experience, ilustration, facts, opinions ▪ use of description, cause/effect,comparison/contrast ▪ consistent focus
2.	Organization	0-20	▪ Effectiveness of introduction ▪ Logical sequence of ideas ▪ Conclusion ▪ Appropriate length
3.	Discourse	0-20	▪ Topic sentences ▪ Paragraph unity ▪ Transitions

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[21.] Jack Richards and Willy A. Renandya, *"Methodology in Language Teaching",* (New York: Cambridge University Press, 2002), Second Edition, p. 304.

[22.] H. Douglas Brown, *Teaching by Principle*, p. 357-358.

			▪ Discourse markers ▪ Cohesion ▪ Rhetorical conventions ▪ Reference ▪ Fluency ▪ Economy ▪ Variation
4.	Syntax	0-12	▪ Effective complex construction ▪ Few errors of agreement ▪ Tense number ▪ Word order function ▪ Article ▪ Pronoun ▪ Preposition
5.	Vocabulary	0-12	▪ Effective word of idiomchoice and usage ▪ Word form mastery ▪ Appropriate register
6.	Mechanics	0-12	▪ Spelling ▪ Punctuation ▪ Citation of reference (if applicable) ▪ Neatness and appearence
	Total	100	

From the general components in writing above researcher concludes that the writing process as commonly conceived is a highly sophisticated skill combining a number of diverse element only some of which are strictly linguistic.

B. The Concept of Animation Film Media

1. Concept of Animation Film

a. Definition of Animation Film

Animations are believed to help learners understand complex ideas more easily. Some reasons for this include: animations are motivating and they have reduce the cognitive load where by learners and form mental images of the presented materials more easily. The art of animation is the

creation of moving images through the manipulation of all variative of techniques apart from live action method.[23]

Gorham and Robert say that animation develops imaginative worlds by using single-frame recording techniques to make static images and objects appear to move; wether the medium is digital files, film, or video, the philosophy and basic techniques are the same.[24]

Animation movie is included in audiovisual media. Animated or animation film are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation film do not continously filming outdoor action in the real time, but they create a series of images by shooting one frame in time.

The effect of animated presentation on incidental learning and the degree to which various computer practice activities contain intrinsically motivating characteristics as measured by continuing motivation were studied.[25] Animation film in learning the writing process can organize brainstorming session well. This media can help students to improve their ability in English especially writing cause students will learn some elements of narrative textsuch as characters, dialogues, plots, conflicts and climax.

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[23] Ulo Pikkov, "*Animasophy: Theoritical Writing on the Animated Film". Translated by Eva Naripea*, (Tallinna Raamatutrukikoda: Estonian Academy of Art, 2010), p.15

[24] Robert B. Musburger and Gorham Kindem, *Introduction to Media Production: the Path to Digital Media Production 4th Edition*, (USA: Focal Press), p.385

[25] Lloyd P. Rieber, *"Animation, Incidental Learning, and Continuing Motivation"* Journal of Educational Psychology, 1991. Vol.83, No. 3, 318-328, p. 318

b. Types of Animation Film

The animation film is one category or type of animation. On the most general level, there are two types of animation film:[26]

1) Two-dimensional (2D)

2D animation, in turn, includes such techniques as hand-drawn animation, cut-outs or silhouettes, sand animation, direct animation (animated film drawn directly on film etc.).

2) Three-dimensional (3D)

3D animation is comprised of such techniques as model or puppet animation, 3D computer animation, pixilation, time-lapse, etc.

c. Advantage and Disadvantages Using Film

There are some advantages of video (film), they are:[27]

1. Seeing language-in-use: one of the main advanteges of video is that students do not just hear language, they see it too.

2. Cross-culture-awareness: video uniqly students a look at situations far beyond their classroom.

3. The power of creation: when students use video cameras themselves they are given the potential to create something memorable and enjoyable.

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[26] Ulo Pikkov, *Animosophy*, p.18

[27] Jeremy Harmer, *How to Teach English*, p. 282

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

Besides the advantages, use film as mediu also has several disadvantages viewing agresif action in films or television programme will tend is some degree to rouse childrens' agresive impulses-it will not necessarily serve as a savety valve to relieve such impulses.[28]

During playing film, teachers cannot explain any material because it can disturb students' concentration.Students can not undrstand the film well if it is played too fast. If the listening equipment has bad quality, the students can not listen the sound of the film.

2. Concept of Media

Media is a medium. A medium is something we use when we want to communicate with people *indirectly*-rather than in person or by face-to-face contact. That word "media" is just a plural of medium.[29]

Media studies is about concept rather than knowledge. What that means is that media studies examiners are more interested in how you can apply what you know that in simply finding out what you know.[30] Media

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[28] UNESCO, *The Effects of Television on Children and Adolescent*, (USA: Stanford Univercity, 1961), p. 43

[29] UNESCO –Divina Frau-Meigs, *Media Education: Kids for Teachers, Students, Parents and Professionals*, (Paris: UNESCO, 2006), p.19

[30] Jo Barker and Petter W., *As Media Studies: The Essential Revision Guide for Aqa*, (New York: Routledge, 2006), p.3

is also as all materials that can be used by teachers conduct teaching learning activities and support students in reaching intructional objectives.

Media education is education about the media.[31]Media education should soon be an established feature of primary classroom practice.[32] It meas that can use effectively formal situation where students are working independently or teacher is working with other group of students. Media play in significant role in the education of students with exceptionalities students with disablities.

The term "media" as use here includes the whole range of modern communication media: television, the cinema, video, radio, photography, advertising, newspapers and magazines, recorded music, computer games and the internet. Media texts are the programmes, films, images, web-sites (and so on) thats are carried by these different forms of communication.[33]

Stephen and Vincent explain that advanteges of the media:[34]

1) *Print-portable and permanent*. Print allows reporters to go into great detail with both text and grapics because the space exist.

2) *Television and radio -immediate and emotional*. When reported well, audio and video can help brings viewers a lot of information in a little bit of time.

3) *Online –the best of both worlds.* Online journalism offers the immediacy of TV and radio and the space to bring people the

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[31] UNESCO –Divina Frau-Meigs, *Media Education*, p.46
[32] Carrol E. Craggs, *Media Education in the Primary School*, (New York: Routledge, 1992), p. 1
[33] UNESCO –Divina Frau-Meighs, *Media Education,* p. 19
[34] Stephen Quinn and Vincent F., *Convergent Journalism an Introduction: Writing and Producing Media*, (USA: Focal Press, 2005), p.26

same amount of detail as in print publication. It's easy to use, and it's interactive.

C. The Use Animation Film Media toward Students' Narrative Paragraph Abilities

As a good teacher, we need to use a media in teaching and learning process because by using movie, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process. As stated by Lloyd because animation can be thought of as the external visualization of an idea over time in certain direction, general theoritical support of animated visual is believed to be provided by one of several theories of knowledge representation that support the use of visuals (pictures or other types) as an aid for memory or learning tasks.[35]

The more meaningful an advanced organizer is the more impact it can have on comprehension and retention. Their results of using twelve different videos with foreign language learners indicates that scores improved when advanced organizers, such as a pictures and/or visual stimuli, are used with the movie. Perhaps the findings from these studies can be attributed to the fact that movie offers contextual support and/or helps learners to visualize words as well as meanings.

From statements above, writing is one of language skills that is more complex and difficult. Because beside the students must master the grammar and vocabulary, the students must have concept of writing not only in their

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[35] Lloyd P. Rieber, *"Animation, Incidental Learning, and Continuing Motivation"* Journal of Educational Psychology, 1991. Vol.83, No. 3, 318-328, p.319

brain but also they have to translate it in writing language. It is important for the teachers to find a media that can make students easily master the material and they can also improve the writing class. The writer hopes that English movie can be an alternative media in teaching narrative paragraph writing.

D. Applying Animation Film in Teaching Narrative Writing Ability

In the process of teaching, teacher can use stimulate media to stimulate his/her students' interest. In this case, the teacher has to think the appropriate and effective media that will be applied in the teaching learning process. In this research, the researcher uses film especially animation film. The main aim of animation film in teaching of narrative paragraph is to help the students catch and express their ideas in writing. From animation film, the students will get overall description of film such as setting, plot, character, moral values and others. Film can be more effective than other instructiional media relating one idea to another, building a continuity of thought, creating dramatic impact. The overal description of film is in line with narrative paragraphs which contain generic structures and linguistic features.[36]

Animation film can be used for rewriting or retelling a story. Teacher can begin the lesson by giving question related to the film that would be watched. After that, lets students wacth it.

The applying of animation media can be seen as follows:

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[36] Muamalatul Fitroh, "Improving Students' Narrative Skill Through Flash Animation (An Action Research with Tenth Grade Students of SMA N 13 Semarang in the Academic Year of 2009/2010), 053411182", (Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang), p.26-27

a) Before the students watch the film, teacher guides the students to make notes realted to the film such as setting, character, and others.

b) The teacher gives questions based on the film that will be eased the students to make a narrative paragraph by arranging the answer of the question. Teacher should explain that students are not allowed to interrupt while the film is playing beacause it can disturb students' concentration.

c) After that, the students write narrative paragraph based on the watching film.

    If students find difficulties in vocabulary, the can ask teacher after the film ends or they can open the dictionary. After they have done with the text, teacher ask students to discuss together about overall description of film by connecting narrative paragraph material that consist of the generic structure and linguistic features and asks students, to analyse the film together. It means that the students must share their idea, feeling, or anything that exist in their mind after they watch the film and focus on generating idea, organizing coherently, revising it into good composition, and editing text for appropriate grammar.

    By using animation film, students will be more interested in learning writing. Beside that, they will practice regularly especially in writing.

E. Action Hypothesis

Based on the frame of theories and assumptions above, the researcher formulates the action hypothesis by using animation film media, the students' narrative writing abilities among at the tenth grade of SMK PGRI 1 Punggur in Academic year of 2017/2018 can be increased.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about the research methodology. The topics that were discussed in this chapter were setting, object of the study, action plan, data collection method, data analysis technique and indicator of succes.

A. The Variable and Operational Definitions of Variables

1. The Variable of Research

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. They are key ideas that researchers seek to collect information on to address the purpose of their study.[37]

Research often concerns relationships between two variables. An independent variables an attribute or characteristic that influences or affects an outcome or dependent variable.[38] Researchers study independent variables to see what effect or influence they have on the outcome. An independent variable is an input variable, that which causes in part or in total a particular outcome; it is a stimulus that influences a response or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.

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[37] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson Education, 2012), Fourth Edition, p. 112.
[38] Ibid., p. 116.

The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables.[39] On the other hand, a dependent variable is the outcome variable which is caused in total or part by the independent variable.

Based on the quotation above, the variable of research as following:

a) Independent variable

Independent variable of this research is Animation Film Media one of way to give lesson plan used by the teacher in teaching-learning process.

b) Dependent variable

Dependent variable of this research is literal narrative writing abilities.

2. The Operational Definition of Variable

Operational definition is the definition which based on characteristic of the things that will be defined and it can be observed. Meanwhile, a variable can be defined as an attribute of a person or of an object which "varies" from person to person or from object to object.

Based on the quotation above, the operational definition of variables as following:

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[39] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches,* (USA: SAGE Publication, 2009), Third Edition, p. 157.

a. **Independent Variable**

The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, an measured by the researcher. Independent variable of this research is Animation Film Media one of way to give lesson plan used by the teacher in teaching-learning process. A way to measure this variable is using observation, the measuring instrument is an observation sheet, and for the score is start from 0-100 to assess and measures the students writing ability in produce recount text. The indicator of this variable is the students easier to produce narrative paragraph using Animation Film Media.

b. **Dependent Variable**

The dependent variable is the variable which you observe and measure to determine the effect of the independent variable. Dependent variable of this research is literal narrative writing abilities. A way to measure this variable is using test, the measuring instrument is an question test, and for the score is start from 0-100 to assess and measures the students writing ability in produce recount text. The indicator of this variable is that the students can apply content, organization, discourse, syntax, vocabulary, and mechanics to produce a good narrative paragraph.

B. **Setting of the Study**

The researcher will do this research in SMK PGRI 1 Punggur in academic year 2017/2018. It was located in Jln. Pendidikan No.5

Tanggulangin Kecamatan Punggur Kabupaten Lampung Tengah Call (0725) 7522069 POS Code 34152 Email: smkpgri1punggur@yahoo.com.

C. Subject of the Study

The subject of this study is X AP students of SMK PGRI 1 Punggur. Actually in the tenth of SMK PGRI there are two classes, there are X AP and X TKJ. But the researcher choose X AP class, because their class have heterogen level of English. That is based on pre-survey and information with teacher of tenth graders. This class has 25 students consist of 8 male and 17 female.

D. Research Procedure

The researcher will focus this study by using classroom action research. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand. While people who call for greater professionalization say that teachers should be constantly researching and educating themselves about their area of expertise, this is different from the study of more educational questions that arise from the practice of teaching.

Implicit in the term action research is the idea that teachers will begin a cycle of posing questions, gathering data, reflection, and deciding on a course of action. When these decisions begin to change the school environment, a different set of circumstances appears with different problems posed, which require a new look. Indeed, many action research projects are started with a particular problem to solve, whose solution leads into other areas of study. While a teacher may work alone on these studies, it is also common for a number of teachers to collaborate on a problem, as well as enlist support and guidance from administrators, university scholars, and others. At times, whole schools may decide to tackle a school-wide study to address a common issue, or join with others to look at district-wide issues.[40]

Based on the explanation above, the researcher conclude that action research in one of way research to increase or improve the teaching learning process. In action research there are four steps that have been apply in teaching.

1. Action Plan

As articulated earlier, the purpose of action research is to learn through action leading to personal or professional development. Kemmis and McTaggart maintain that action research involves a spiral of self reflective spirals of :

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[40] Eileen Ferrance, *Theme in Education Action Research*, (New York: LAB at Brown University, 2000), p. 1-2.

Planning, acting and observing the process and consequences of the change, reflecting on these processes and consequences and then replanning, acting and observing, reflecting, and so on….

The Action research Spiral
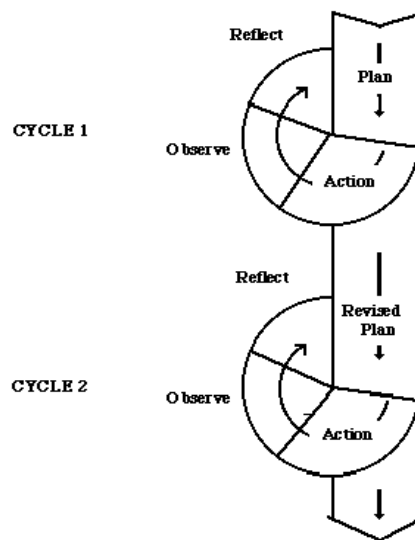
Figure 1.1 illustrates the spiral by Kemmis and McTaggart[41]

From the design above, here is the explanation about procedure that will be conducted by the researcher in classroom action research.

a. Cycle 1

1) Planning

Planning is the first steps in activity. Without planing the activity that the researcher does not focus. Here is step that the research can make in planning :

a) the researcher will prepare the lesson plan.

b) the researcher will prepare the subject material.

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[41] Koshy Valsa. *Action Research for Imporving Practice*. (London: Paul Champman Publishing, 2005), p. 4.

c) the researcher will prepare source learning.

d) the researcher will prepare observation sheet and list of student name.

e) the researcher will prepare worksheets and answer sheets which will be learned by the student.

2) Acting

The second step in the activity is acting. It is the implementation of the planning that writer has made. In this action, the researcher will do the pre-test, treatment and post-test to the students. In this step the researcher acted as follows:

a) Pre Teaching Activity

In this activity the teacher:

1. Greets the students

2. Checked the attendance list.

3. Asked the students condition.

4. Gives a brainstorming by:

a. Asking the students about their past experiences of events

b. Asking the students what they know about narrative paragraph.

b) While Teaching Process

In this learning phase:

1. Teacher applied the lesson plan.

2. Teacher gives all the points about narrative paragraph.

3. Teacher gives definition or purpose of recount text.

4. Teacher explained about animation film media and applied this technique to the students.

c) Post Teaching Activities

Before ending the classroom activities, the teacher:

1) Teacher gives reflection by asking the students " well students. What we have learn today?".

2) Teacher gives summarizes about the materials.

3) Teacher close the class.

3) Observing

In this step the researcher and teacher used test, observation and questioner to identify the activity of students and teacher, and also evaluation in writing narrative paragraph through animation film media in the class.

4) Reflecting

Reflecting is the procces of analyzing data to determine how far the data collected have shown the succes of the strategy in solving problem. In this phase the researcher investigate all action that happened in learning procces. Based on the data has been collected furthermore do evaluation to perfect next action. The reflection include analysis, synthesis and evaluation to result of observation toward action that done. If the researcher met problems in reflection procces so it will be done procces investigation. The reflection would be stopped when

the students has increase their scores. However if the student have not got increasing of the target the next cycle will be done until they get increasing in their score.

b. Cycle 2

1) Planning

Planning is the first steps in teach activity. Without planning the activity, the researcher will not focus. Here are step that the researcher will make in planning :

a) Studying the result of reflecting in cycle 1.

b) Preparing the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for pre-test and post-test.

2) Acting

The second steps is acting. It is the implementation about the planning. In this step the researcher will act as follow :

a) The teacher gave the students motivation to study harder

b) The teacher did the treatment by using example of animation film

c) The teacher gave post-test after the treatment

3) Observing

In this step, the researcher will observe the process of teaching and learning activity by using observation sheet. The researcher will observe such as, the student activities, student communication, pronuncation, vocabulary and grammar when make a recount text.

4) Reflecting

The researcher will correct and analysis the result of the action. By reflecting, the reseacher will know the weakness and strength of the action. In the step the researcher will compare the score distribution of pre test and post test. The research review and reflect on the student's attitude whether it is positive and negative. So the researcher could be stoped this research until cycle 1.

5) Fieldnotes

Field notes are the most common data collection strategy used in action research to provide a record of what is going on during an observation. Field notes can include descriptions of places (locations, physical layouts, etc.), people (individuals, types, positions, etc.), objects (buildings, furniture, equipment, materials, etc.), acts (single actions that people take), activities (sets of related acts), events (sets of related activities), purposes (what people are trying to accomplish), time (times, frequency,duration, sequencing, etc.), and feelings (emotional orientations and responses).[42]

E. Data Collecting Technique

The research collects the data by using data collecting technique as follow :

1. Test

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[42] Donald Ary, et.al, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), Eighth Edition, p. 526.

According to Douglas Brown that tas is method of measuring a person ability or knowledge in given domain.[43] The result of test will be analyzed to know students' writing ability control. The type of this test is subjective and using written test. The research will use test in from pre-test and post-test.

a. Pre-test

Pre-test will be conducted in the first meeting before implementing the meaningful learning strategy, in order to know the level and ability of student writing ability before doing the action research.

b. Post-test

Post-test will be conducted in the last meeting after implementing the meaningful learning strategy, in order to know whether the implementing the meaningful learning strategy give contribution to be student writing ability at tenth grade of SMK PGRI 1 Punggur. The incresing could be know if the score of post-test was higher that pre-test and the score could achieve the passing grade.

2. Observation

Observation is collecting data technique that the observer everything that is happing. Observation is the viewed tool cannot be divided from the acting in each cycle. In the research, the research will be observer something that related to activites of teacher that appropriate with the problem. The term observation is being used in the sense of

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[43] H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy,* (San Fransisco: Longman, 2001), Second Edition, p. 384.

taking regular and conscius notice of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated By observing, the reasearch could observer the subject that would be reseacher without other mediator.

3. Documentation

Documentation is the instrument to collecting data about the event in past that had been record. In this research, the researcher took data from the documentation of school such as the total of students, teacher, and school history and the condition of the school (photo).

F. Research Instrument

The researcher and the English teacher conducted class observations and interviewed with the resaerch members and teachers to identify the problems. The researcher also gave a questionnaire and writing test to the students.

The researcher use three kinds of the instrument to collect the data, there are test, observation, documentation, and field note.

1. Test

The researcher will use two kinds of test, there are pre-test and post-test. The pre-test instrument was different with the post-test instrument, but have the same difficulty level. In this research, the researcher will give a test which contained writen text. The specific grills in this research as follows:

Indicators	Technique	Type	Example
1. The student are able to mention the generic structure of recount text 2. The students are able to make sentences in simple past tense form. 3. The students are able to write the content of their narrative paragraph by using appropriate vocabulary. 4. The student are able to produce narrative paragraph	Written test	Individual	Make a narrative paragraph from the teacher's and identify the parts of the text .

The pre-test will be done before implementing the teaching and learning process. It is to measure students' writing ability at first. Meanwhile, the post-test is implemented after watching Animation Film Media in teaching and learning process. In this comprehending of the text.

2. Observation Guidance

The researcher will use the observation guidance as the instrument for collecting the data. Therefore, the researcher makes the observation list to know the students' activity in the classroom

directly. There were some indicators of the observation instrument and it were the students' observation guidance as follows:

Observation Sheet
The Students' Activity

Day/date : .... Meeting : ....

Class : .... Cycle : ....

NO	NAME	The Students' Activity				Total Score
		A	B	C	D	
1						
2						
3						

Note : Give the thick sign (√) to the students' activity

a. The students pay attention of the teacher explanation

b. The students asked/answered the question from the teacher

c. The students were active in answered what the teacher ask.

d. The students understand the writing ability by Animation Film Media

3. **Documentation Guidance**

The researcher will use the documentation guidance as the instrument for collecting the data. Instrument which would be used in documentation was documentation guidance, as follows:

a. Documentation about historical background of SMK PGRI 1 Punggur

b. Documentation about structural organization of SMK PGRI 1 Punggur

c. Documentation about facilities of SMK PGRI 1 Punggur

     d. Documentation about sketch of location SMK PGRI 1 Punggur

     e. Documentation about condition of the teachers and official staff of SMK PGRI 1 Punggur

     f. Documentation about students of SMK PGRI 1 Punggur

G. Data Analysis Technique

Data analysis will be conducts by taking the average of score of the pre-test and post-test. Furthermore to know gain, the reseacher will compare between pre-test and post-test. Then the result will be matched by the minimum standard in this semester at least 75. If from cycle 1 there are some student not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the student were successful the cycle able to be stoped until cycle II.

The data analysis technique in classroom action reseacrh could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of fre-test and post-test in cycle I and cycle II. The formula from the average score of fre-test and post-test were formulated as follow[44] :

$$\overline{x} = \frac{\sum X}{n}$$

Notes :
$\overline{X}$ = Mean

Σ = Sum of total score

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[44] Donald Ary, *Introdaction to Research*, p. 108-109.

X = Raw Score

N = Number Of Classes

Σx = The Total Number Of Student Score

In order to know the class percentage whether it passes the minimum mastery criteria (MMC) 75, this formula is used:

$$P = \frac{F}{n} \times 100\%$$

Notes :

P = Percentage

F = Total of Students

n = Number of The Students

To get total score and increased the student progress from the implemented treatments, the researcher compre the average of pre-test and post-test.

H. Indicators of Success

The indicator of the succes will be taken from the process and the result of the action research. This research is called succes if 75% of minimum mastery criteria (MMC) is 75. In addition, there was increasing in study activities and learning result in the learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

In this chapter, the researcher would be present the result of the research. It includes the documentation of SMK PGRI 1 Punggur, the result of the research and the interpretation of the research.

A. Description of Research Setting

In this chapter, the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMK PGRI 1 Punggur especially for the Tenth graders of student of SMK PGRI 1 Punggur in academic year of 2017/2018. The result of the result, as follows:

1. Description of Research Location

a. Brief History of SMK PGRI 1 Punggur

SMK PGRI 1 Punggur is the one of the vocational school in Punggur Central Lampung which is found under the private foundation. It is located on Education Street No 5 sub district Tanggulangin Punggur, Central Lampung. This school was fistly established in 1984 on 1st of July, which is engaged in education (vocational school).

Permission of establishment of school from Kanwil Depdikbud Province of Lampung Number: 1158 / l.12.B1 / U / 1991 Date January 21, 1991. School Data Number (NDS): L 02164201 Background of establishment SMK PGRI 1 Punggur:

1) Many junior high school graduates who want to continue to vocational school (SMK / SMEA) after graduating from school have knowledge and skills Receive employment as civil servant, private employee, self-employed or go to university.

2) Economic growth in Lampung Tengah and surrounding districts, especially in the industrial and trade sectors that require labor. With the establishment of SMK PGRI 1 Punggur is expected to meet the above needs.

Since SMK PGRI 1 Punggur was established, this school has been led by the following principals:

1) Mr. Bayu Suprihyanto, B.Sc   1984 -1987

2) Mr. Drs. Sujadi Margono   1987 - 1990

3) Mr. Dwi Suhardiyono, S.Pd   1990 - 1993

4) Mr. Bayu Suprihyanto, B.Sc   1993 - 1996

5) Mr. Dwi Suhardiyono, S.Pd   1996 - 1999

6) Mr. Drs. Sujadi Margono   1999 - 2002

7) Mr. Dwi Suhardiyono, S.Pd   2002 - 2005

8) Mr. Mardiyono, HS, BA   2005 - 2008

9) Mr. Mardiyono, HS, S.Pd   2008 - 2011

10) Mr. Hi. Mardiyono, HS, S.Pd   2011 - 2015

11) Mrs. Harnani, S.Pd   2015 until 2019

b. **The vision and mission of the SMK PGRI 1 Punggur as follow :**

   1) Vision of the school :

   "To creat a Skilled graduates, Independent Personality, Competitive And Morality."

   2) Mission of the school :

   "To prepare students into High-Level Skilled Workers, that Honest,Companions and Bertaqwa, to fill out existing jobs."

   3) Objectives

   "Creating good quality, religious, and competitive graduates."

c. **The Condition of Teacher and Official Employes at SMK PGRI 1 Punggur**

   Condition of teacher and official employers in SMA N 5 Metro Lampung, the numbers of the teacher and official employers in SMK PGRI 1 Punggur in the academic year 2017/2018 that can be identified, as follows:

Table 4
The Condition of Teacher and Official Employees in SMK PGRI 1 Punggur

No	Name	Occupation
1.	Harnani,S.Pd	Head Master
2.	Dra.Ernawati	Vice Principal of Curriculum
3.	Wahana Widjanarko,	Vice Principal of

	S.Pd	Student
4.	Hi. Mardiyono,Hs,S.Pd	History Teacher
5.	Ir.Suyoto	English Teacher
6.	Drs. Cahyo Purwono	Sport Teacher
7.	Drs. Tugiman	Indonesia Teacher
8.	A.Agus Gunardiyanta,BA	PKN Teacher
9.	Drs. Tribono Budi Rumpoko	Marketing Teacher
10.	Dra. Rupiah	Indonesia Teacher
11	Dra. Masturyatun	PKN Teacher
12.	Dwi Suhardiyono, S.Pd	Akuntansi Teacher
13.	Dra. Ari Retnani	TKJ Teacher
14.	May Farida,S.Pd	Marketing Teacher
15.	Drs.Sungedi	Sport Teacher
16.	Suwito	Conselor Teacher
17.	Eni Purwito,BA	Art and Culture Teacher

18.	Indri Srimuryantini,SE.M.S,Ak	Akuntansi Teacher
19.	Drs. Salbiah	Islamic Teacher
20	Lusy Yusarniati, SE.	Marketing Teacher
21.	Dyah Ayu Novitasari,SE.	Produktif TKJ
22.	Sumartini, S.Pd	IPS Teacher
23.	Agung Tri Hardono	IPA Teacher
24.	Desi Anawati,S.Pd	Marketing Teacher
25.	Bekti Adarani,S.Pd	Made Product Teacher
26.	Willy Artanika Rikarda, ST	TKJ Teacher
27.	Rofita Handayani, S.Pd	Mathematics Teacher
28.	Nuari Anisa Sivi,S.Pd	Produktif TKJ
29.	Asri Puji Astuti,S.Pd	English Teacher
30.	A.Ali Hanafiah, S.Pd	Islamic Taecher
31.	Drs. Sudarminto	Mathematics

		Teacher
32.	Alggi Fani Rama Santi, S.Pd	Made Product Teacher
33.	Miftahudin	Islamic Taecher
34.	Supanto	Leader of Administration Staff
35.	Suhadi	Bendahara
36.	Suparjo	Administration staff
37.	Dwi Haryanti	Administration staff
38.	I Made Sugiarta	Administration staff
39.	Avfrillia Suzanty	Administration staff
40.	Neri Puspita Sari,S.Pd	Conselor

Source : Documentation of The State SMK PGRI 1 Punggur

d. The quantity students of SMK PGRI 1 Punggur

The quantity students of SMK PGRI 1 that can be identified, as follows:

Table 5
The Students Quantity of SMK PGRI 1 Punggur in the Academic year 2017/2018

No	Class	Students
1.	X class	76 students
2.	XI class	73 students
3.	XII class	86 students
	Total	235 students

Source : Documentation of SMK PGRI 1 Punggur

e. The Building of SMK PGRI 1 Punggur

SMK PGRI 1 Pungur has some building as follow:

Table 6
The Building in SMK PGRI 1 Punggur

No	Name of Building	Sum
1	School Yard	1
2	Classrooom	12
3	Headmaster Room	1
4	Vice of Head Master Room	2
5	Head of Administrasi Room	1

6	Administrasi Room	1
7	Teacher Room	1
8	Counseling Room	1
9	Parking Area	1
10	Bendahara Room	1
11	OSIS Room	1
12	School Medical Room	1
13	Library Room	1
14	Store Room	1
15	Mushola	1
16	Teory Room	8
17	Computer Practice Room	1
18	Shop Practice Room	1
19	Mini Bank Practice Room	1
20	Sport Yard	1
21	A Public Toilet	8
22	Canteen	1
23	Teacher's Toilet	3
24	Kitchen	1
25	Sumur	2
26	Student's table	350
27	Student's Chair	350
28	Teacher and Staf Table	40

29	Teacher and Staf Chair	50
30	White Board	16
31	Machine of typing electronica	2
32	Register Cash electronica	2
33	Computer	12
34	Printer	4
35	Stensil Macines	2
36	Calculator Electronica	1

Source : Documentation of SMK PGRI 1 Punggur

f. The Organization Structure of SMK PGRI 1 Punggur

The Organization Structure of SMK PGRI 1 Punggur in the academic year of 2017/2018 can be shown in the following figure:

Figure 2

The Organization Structure of SMK PGRI 1 Punggur

Kepala Sekolah
HARNANI, S.Pd

⟷

Komite sekolah
1. Hi. Mardiyono, Hs,S.Pd. 2. Drs. Tugiman

Waka Bid. Kurikulum
Dra. Ernawati

Kepala Tata Usaha
Supanto

Bendahara
Suhadi

Waka.Bid.Kesiswaan
Wahana Widjanarko,S.Pd

Bidang Konseling
1. Neri Puspita Sari 2. Suwito

Dewan Guru

Peserta Didik
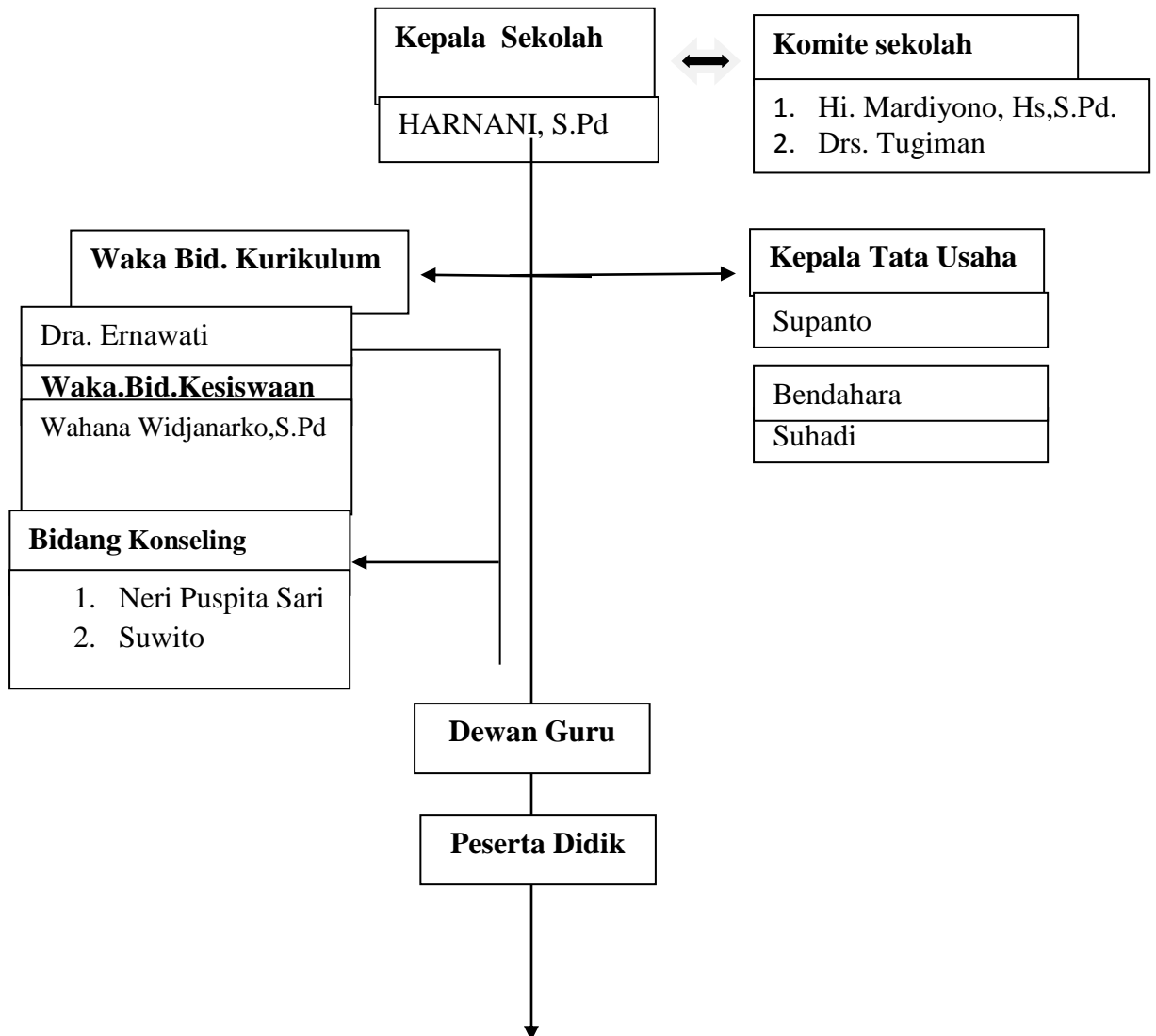
g.Location Sketch of SMK PGRI 1 Punggur

I	**Football Field**	
I		
I		ᵒ
I		
I		
H	**Vollevball Field**	I
I		I
I		H
I		I
H		I
I	**Badminton Field**	I	W
I		I
N		H
I	**Futsal/**	I
I	**Basketball Field**	I	Q
I			R
M	X		**G**	**P**	O

L	K	J	A	B	C	D	E	F	P

U	T	S	H	I	I	I

V
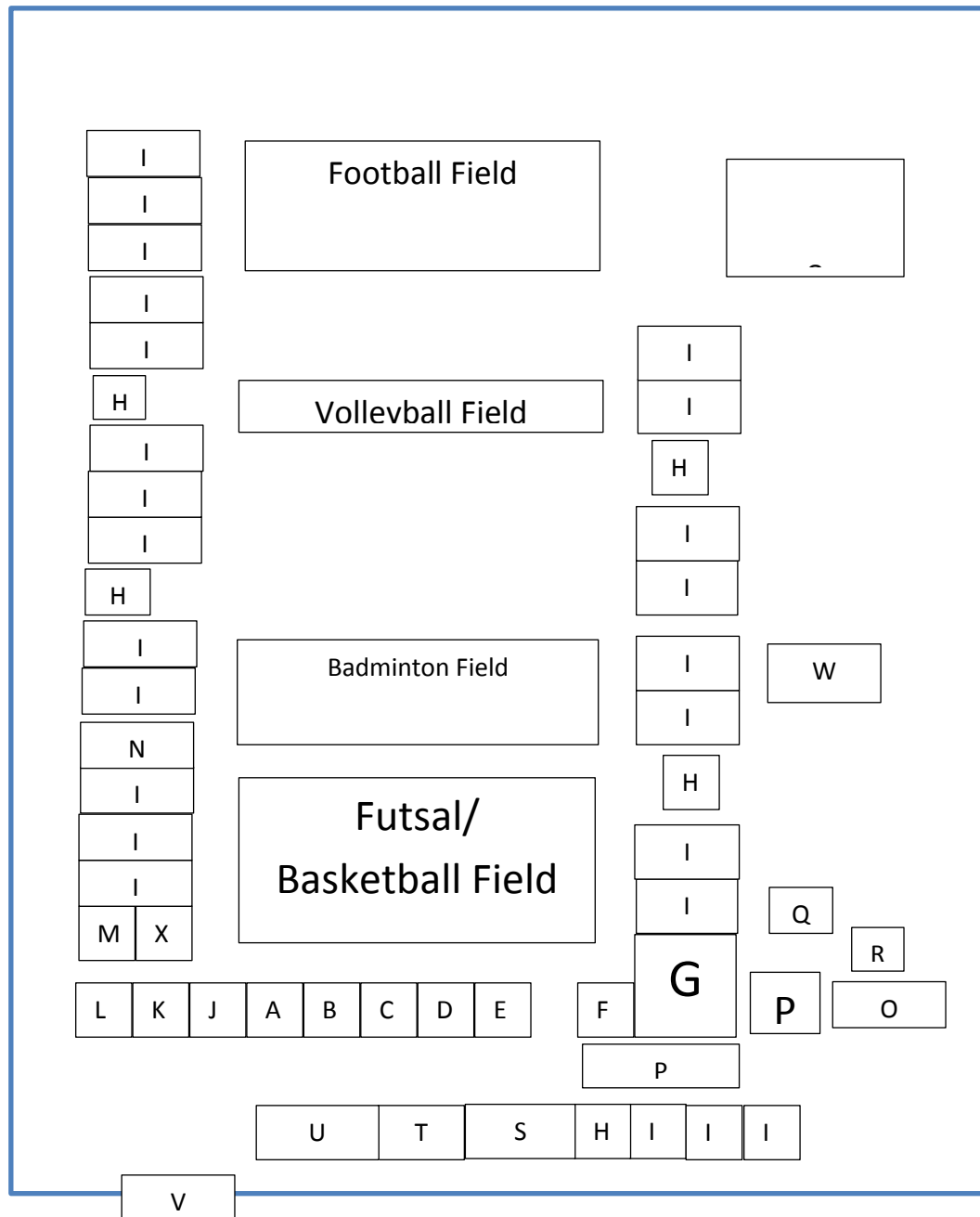
B. The Description Data Result of Research

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in SMK PGRI 1 Punggur. It was conducted in two cycles. The researcher used Animation Film Media to increase the students Writing Ability. In this research

before the process of cycle one, the research conducted the pre-test on Friday, November 28th 2017. The researcher gave a pre-test for the students to see how far the students' writing ability before the treatment was given. In pre-test activity, the researcher gave a test. The researcher gave the questions that were consist of essays. Then the result of pre-test could be seen on the table below:

Table 7
The Students' Pre-test Result of Writing Ability

NO	NAME	PRE-TEST	NOTE
1	AA	50	Incomplete
2	AP	55	Incomplete
3	AP	55	Incomplete
4	ARD	60	Incomplete
5	AS	80	Complete
6	AS	50	Incomplete
7	AS	60	Incomplete
8	AW	55	Incomplete
9	AW	60	Incomplete
10	BRP	80	Complete
11	DPM	45	Incomplete
12	EM	60	Incomplete
13	ERM	60	Incomplete
14	HF	55	Incomplete
15	HF	50	Incomplete
16	HR	60	Incomplete
17	HS	40	Incomplete
18	KW	55	Incomplete
19	MSP	40	Incomplete

20	PK	80	Complete
21	RA	80	Complete
22	RA	65	Incomplete
23	SP	70	Incomplete
24	TLA	50	Incomplete
25	VNS	65	Incomplete
Total Score		**1225**	
Average		**49**	
Highest Score		**80**	
Lowest Score		**40**	

Source: The result of Pre-test on November 28th 2017

Table 8
The Frequency of Students' Scores of Pre-test
of Writing Ability

No	Scores	Frequency	Percentage	Category
1	≥ 75	4	16%	Complete
2	< 75	21	84%	Incomplete
Total		**25**	**100%**	

Source: the result of pre test on November 28th 2017

Graph 1

The Percentage of Students' Scores of Pre-Test
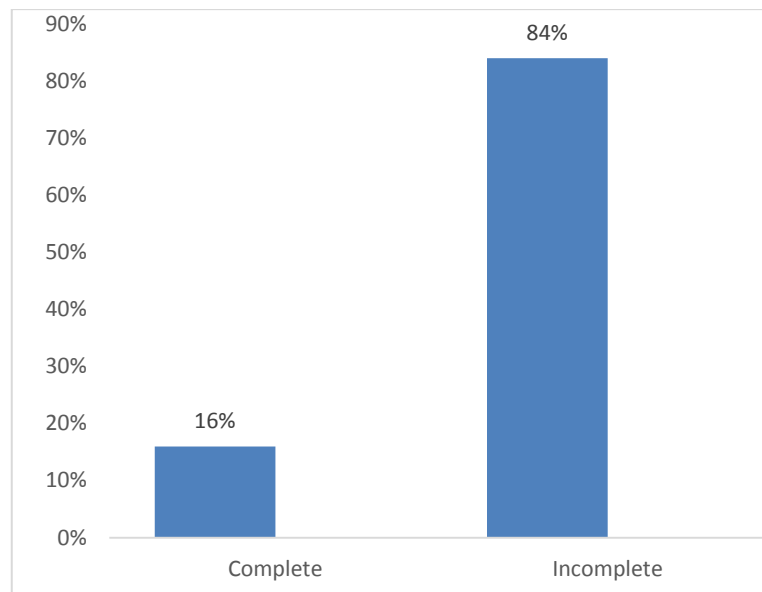
Based on graph above, it can be seen just only 4 students got high mark and 21 students got low score. While standard minimum for English lesson in SMK PGRI 1 Punggur at least 75. So, the researcher choose Animation Film Media to increase their writing ability in SMK PGRI 1Punggur.

1. **Action and Learning Activity in cycle I**

    The meeting was conducted on Thursday, December 7th 2017, for 2x40 minutes. The steps of learning activity as follows:

    1) Planning

       a) Preparing the material of narrative paragraph.

       b) Preparing the lesson plan.

       c) Making the learning media.

d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students'activities.

2) Acting

The meeting was done on Thursday, December 7th 2017. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation about narrative text. Then, the researcher asked students to read a text about "Two Thin Goat", after it the researcher asked the student about the text. "dou you understand about the story?". Most of students did not understand. There were some students understand about it. The Teacher continued to explain about the structure and content in this text.

After finished to explain the material, the researcher asked to students to continued writing narrative paragraph use a film in the class. The students were very enthusiast following the teachers' instructions. The researcher asked the students to write story or legend. The researcher play the film to help students, entitle is Cinderella. The researcher ask the students to make a questions related to the film, such as; What is tittle of the film? Who is character in the film? and so on. The students did it seriously. It seemed that the students' score will

be increased. The score of post-test cycle 1 can be seen on the

table below:

Table 9
Table of the result Score of Students' Writing Post-Test 1

NO	NAME	POST-TEST I	NOTE
1	AA	65	Incomplete
2	AP	65	Incomplete
3	AP	75	Complete
4	ARD	75	Complete
5	AS	65	Incomplete
6	AS	60	Incomplete
7	AS	60	Incomplete
8	AW	50	Incomplete
9	AW	60	Incomplete
10	BRP	80	Complete
11	DPM	75	Complete
12	EM	55	Incomplete
13	ERM	80	Complete
14	HF	65	Incomplete
15	HF	65	Incomplete
16	HR	65	Incomplete
17	HS	60	Incomplete
18	KW	50	Incomplete
19	MSP	75	Complete
20	PK	65	Incomplete
21	RA	75	Complete
22	RA	75	Complete

23	SP	75	Complete
24	TLA	75	Complete
25	VNS	75	Complete
Total Score		**1685**	
Average		**67,4**	
Highest Score		**80**	
Lowest Score		**50**	

Table 10
The Frequency Students' Scores of Post-Test 1 of Writing Ability

No	Scores	Frequency	Percentage	Category
1	≥ 75	11	44%	Complete
2	< 75	14	56%	Incomplete
Total		**25%**	**100%**	

Source:the result of post-test 1 on December 7th 2017

Graph 2

The Pecentage of the students' Scores of Post-Test 1
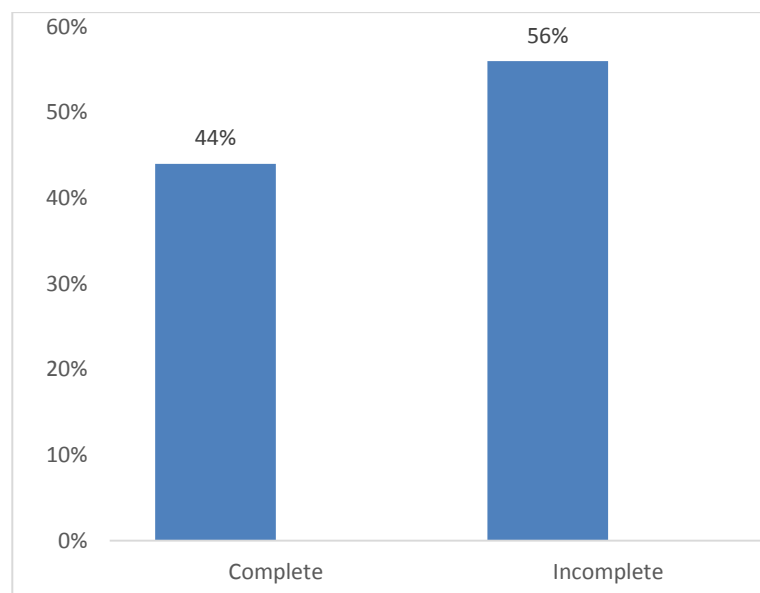
Based on the data above can be seen that 14 students were

not successful and 11 students were successful. The criterion of

students who was succesful in mastering the material was the students who got minimum mark 75. Learning process is said success, when 75% got mark above 75. The fact showed that the result was unsatisfactory.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 11
The Frequency of Students' Activities in Cycle I

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	17	68%
2	Giving respond	12	48%
3	Making Notes	14	56%
4	Following Teacher Instruction	19	76%
5	Doing the task	25	100%
Total			384%
Average			73,2%

Graph 3

The Percentage Students' Activities in Cycle 1
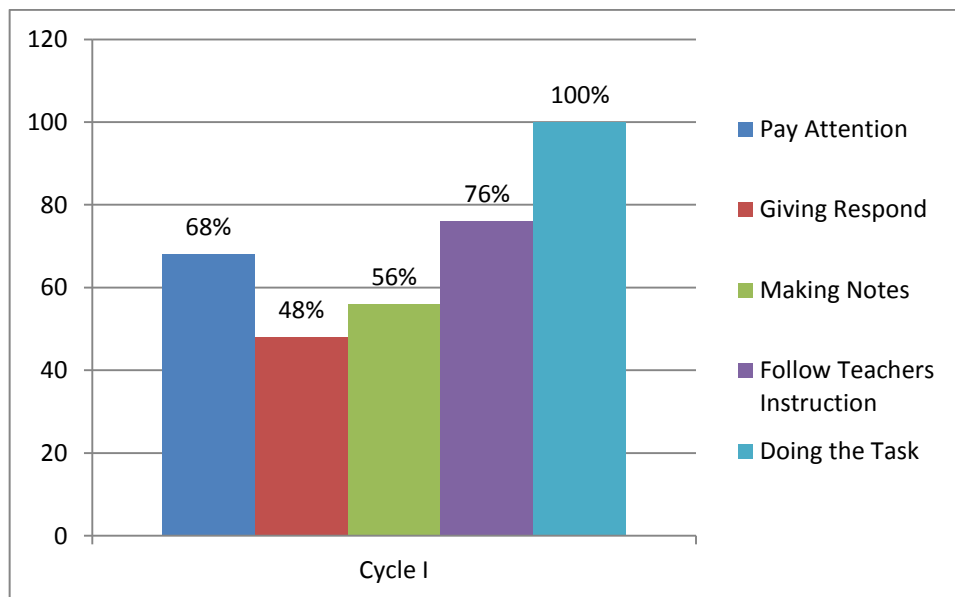
From graph above, it was revealed that there were 17 students (68%) who paid attention to the teacher explanation, 12 students (48%) giving respond in learning process, 14 students (56%) made the notes from the material, 19 students (76%) Following Teacher Instruction and 25 students doing the task, the average from the cycle 1 73,2%

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some student made noisy and still confuse with the material was given.

4) Reflecting

From the result of cycle I, it showed that there was an icreasing of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the minimum mastery criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

2. Action and Learning Activity in cycle II

In cycle II the meeting was conducted on Friday , December 15th 2017, for 2x40 minutes. The steps of learning activity as follows:

1) Planning

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was narrative paragraph. The material included the definition, the generic structure, and the example of narrative paragraph. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

In this session, they were looked more enthusiasm and more active in following the learning process. It can be showed from the students answered when the researcher said their conditions; the students answered the researchers' questions together.

The researcher gave the stimulus to the students to explore more about narrative paragraph. Teacher continued repeat material that was given in the previous meeting to remember the students more. Then, the researcher asked students to read a text about "The Lion and The Mouse", after it the researcher explain about the structure and content in this paragraph.

The researcher asked to the students what is they have difficulties when learning writing through Animation Film Media. But all of students answered they didn't have difficult in learning writing through animation film media, they more enjoyed with that study.

After finished to explain the material, the researcher asked the students to write what they watched. The students write paragraph based on their watched. While the students did the task, the researcher went around the class to maintain its order and helped the students who were still having trouble with the material which was presented. In this cycle, the

students wrote narrative paragraph through animation film media and presented it was be better than before.

After that, the researcher asked the students to revise their writing of narrative paragraph in order to get better result. Then the researcher evaluated the task of students' writing narrative paragraph. the researcher gave the conclusion about the material that was given to the students. The score of post-test cycle II can be seen on the table below:

Table 12
Table of the result Score of Students' Writing Ability Post-Test 2

NO	NAME	POST-TEST II	NOTE
1	AA	65	Incomplete
2	AP	65	Incomplete
3	AP	80	Complete
4	ARD	80	Complete
5	AS	75	Complete
6	AS	60	Incomplete
7	AS	65	Incomplete
8	AW	65	Incomplete
9	AW	80	Complete
10	BRP	80	Complete
11	DPM	80	Complete
12	EM	65	Incomplete
13	ERM	85	Complete
14	HF	75	Complete
15	HF	75	Complete

16	HR	85	Complete
17	HS	85	Complete
18	KW	75	Complete
19	MSP	75	Complete
20	PK	80	Complete
21	RA	75	Complete
22	RA	80	Complete
23	SP	80	Complete
24	TLA	80	Complete
25	VNS	85	Complete
Total Score		**1895**	
Average		**75,8**	
Highest Score		**85**	
Lowest Score		**60**	

Table 13
The Frequency of Students' Scores of Post-Test 2
of Writing Ability

No	Scores	Frequency	Percentage	Category
1	≥ 75	19	76%	Complete
2	< 75	6	24%	Incomplete
Total		**25**	**100%**	

Source:the result of post test II on December 15th 2017

Graph 4

The Percentage of Students' Score of Post-Test II
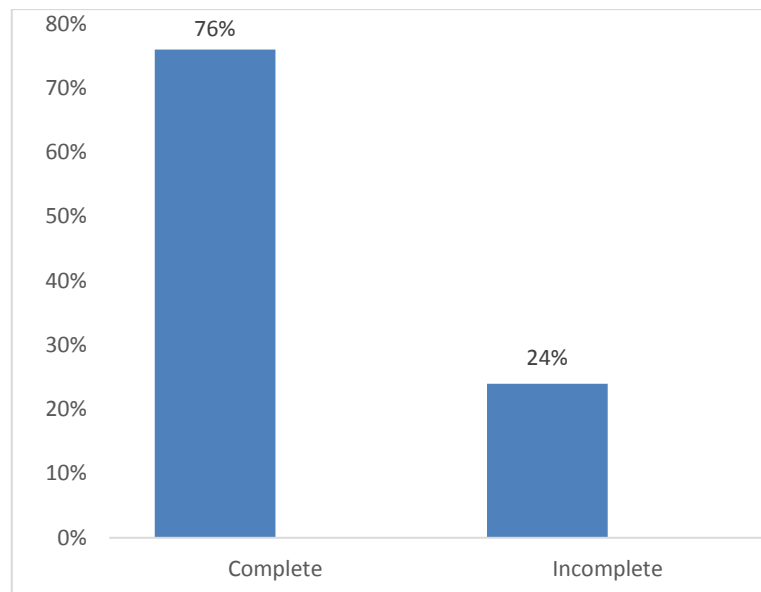
Based on the graph above, it could be seen that the students' average score in post-test II was 75,8. The highest score was 85 and the lowest score was 60. According to minimum mastery criteria (MMC). There were 19 students (76%) whose the scores of post-test completed the minimum mastery criteria (MMC). Most of the students could improve their writing ability. It means that cycle II was successful.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting in cycle II. After doing the treatment and

observation, the researcher got the result of the students'

learning activities from the collaborator as follows:

Table 14
The Students' Activities Result In Cycle II

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	20	80%
2	Giving respond	19	76%
3	Making Notes	21	84%
4	Following Teacher Instruction	20	80%
5	Doing the task	25	100%
Total			420%
Average			84%

Graph 5

The Pecentage of Students' Activities Result in Cycle II
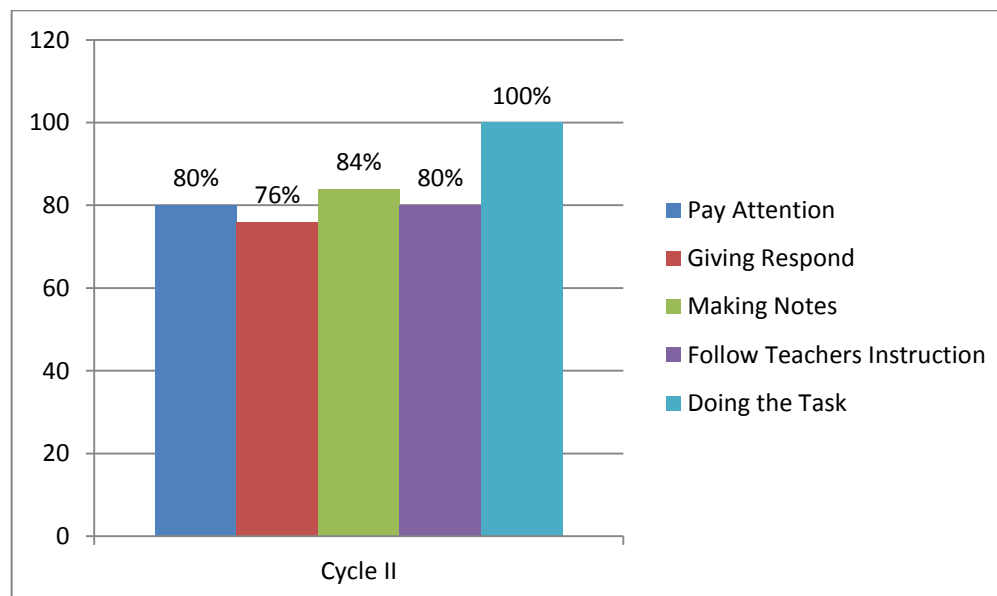
From graph above, it was revealed that there were 20

students (80%) who paid attention to the teacher explanation, 19

students (76%) giving respond, 21 students (84%) made the notes

from the material, 20 (80%) following Teacher Instruction and 25 students (100%) doing the task. Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle I and cycle II. It is from the average of the cycle I about 73,2% to be 84%,it could be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to write the text. It happened because the student watched animation film to get more idea or information. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using animation film media. The teacher help student to able write the paragraph by watched animation film, so they was easy to understand and write a paragraph. And their writing ability were increasing.

C. Interpretation

1. **The Result of Pre Test**

   To see the students' writing ability before implementing the treatment, the researcher conducted the pre-test. It carried out on Tuesday, November 28th 2017.

   Based on the result of the students' pre-test, just 4 students passed the Minimum Mastery Criteria that was 75. In pre-test, the researcher found the students' problem such as they still confused to write the paragraph. The problem could be seen by the students' score in pre-test. There were 21 students who got score less than 75. It showed that the result of students' writing ability was still low. So, it needs increasement by using Animation Film Media.

2. **Action and Learning Result at Cycle I**

   English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there was an icreasement mark of the students post test 1 than pre-test mark. This is the illustration mark in cycle I.

Table 15
The Result Mark of Students' Pre-test and Post-test 1

No	Student's Code	Students Result			Category
		Pre test	Post test 1	Increase	
1	AA	55	65	10	Increase
2	AP	55	65	5	Increase
3	AP	55	75	20	Increase
4	ARD	60	75	15	Increase
5	AS	75	75	0	Constant
6	AS	50	60	10	Increase
7	AS	60	60	0	Constant

8	AW	50	55	5	Increase
9	AW	60	60	0	Constant
10	BRP	80	80	0	Constant
11	DPM	45	75	30	Increase
12	EM	55	60	5	Increase
13	ERM	60	80	20	Increase
14	HF	55	65	10	Increase
15	HF	50	65	15	Increase
16	HR	60	65	5	Increase
17	HS	40	60	20	Increase
18	KW	55	55	0	Constant
19	MSP	40	70	30	Increase
20	PK	75	75	0	Constant
21	RA	75	75	0	Constant
22	RA	65	75	10	Increase
23	SP	70	70	0	Constant
24	TLA	50	70	20	Increase
25	VNS	65	75	10	Increase
Total		1455	1705		
Average		58,2	68,2		

Source: the result of pre test and post test 1

Table 16
The Recapitulation of Students' Complete Score of Pre-test and Post-test 1

Mark	Pre-Test		Post-Test 1		Category
	F	**%**	**F**	**%**	
≥ 75	**4**	**16%**	**11**	**44%**	**Complete**
Total Students			**25**		
Percentage			**100%**		

Graph 6
The Percentage of the Students' Mark on Pre-test and Post-test 1
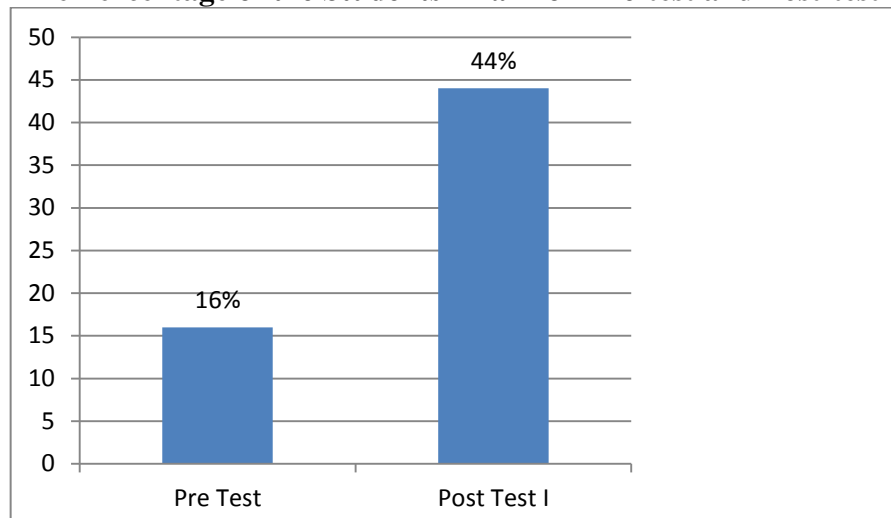
From the graph above we can conclude that there is the increasing of narrative writing score of students. Some students get constant score between score pre-test and post-test 1 because some students not made of notes. So, they had difficult to wrote the paragraph. From the data above, in the pre-test 7 students had constant score.

1. **Action and Learning Result at Cycle II**

   Teaching and learning process at cycle II was on climax situation. The students mark was increase significantly and the condition in the class conducive.

Table 17
The Result Mark of Students' Post test 1 and Post-test 2

NO	Student's Code	Students Result			Category
		Post test 1	Post test 2	Increase	
1	AA	65	65	0	Constant
2	AP	65	65	0	Constant
3	AP	75	80	5	Increase
4	ARD	75	80	5	Increase
5	AS	75	75	0	Improve

6	AS	60	60	0	Constant
7	AS	60	65	5	Increase
8	AW	55	65	5	Increase
9	AW	60	80	20	Increase
10	BRP	80	80	0	Constant
11	DPM	75	80	5	Increase
12	EM	60	65	5	Increase
13	ERM	80	85	5	Increase
14	HF	65	75	10	Increase
15	HF	65	75	10	Increase
16	HR	65	85	20	Increase
17	HS	60	85	25	Increase
18	KW	55	75	20	Increase
19	MSP	75	75	0	Constant
20	PK	75	80	5	Increase
21	RA	75	75	0	Constant
22	RA	75	80	5	Increase
23	SP	75	80	5	Increase
24	TLA	75	80	5	Increase
25	VNS	75	75	0	Constant
Total		1705	1885		
Average		68,2	75,5		

Source: the result of post test 1 and post test 2

Table 18

The Recapitulation of Students' Complete Score of Post Test I and Post Test II

Mark	Pre-Test		Post-Test 1		Category
	F	%	F	%	
≥ 75	11	44%	19	76%	Complete
Total Students					25
Percentage					100%

Graph 7
The Percentage of the Students' Mark on Post-test 1 and Post-test 2
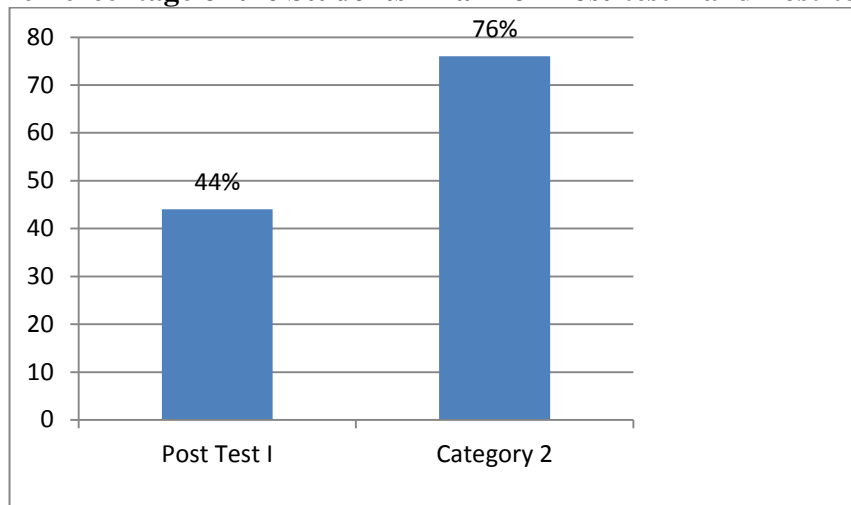
From the graph can be seen that in the post test I 44% and post test II 76%. There is the increasing between post test I and post test II that is 32%. In the students' writing score of post test II had success category based on MMC (Minimum Mastery Criteria) was 75 when the percentage was 75%.

Table 19

The Result Mark of Students' Pre test, Post test 1 and Post-test 2

NO	Student's Code	Students Result			Category
		Pre-test	Post-test 1	Post-test 2	
1	AA	50	65	65	Increase
2	AP	55	65	65	Increase
3	AP	55	75	80	Increase
4	ARD	60	75	80	Increase
5	AS	75	75	75	Constant
6	AS	50	60	60	Increase
7	AS	60	60	65	Increase

8	AW	50	55	65	Increase
9	AW	60	60	80	Increase
10	BRP	80	80	80	Constant
11	DPM	45	75	80	Increase
12	EM	55	60	65	Increase
13	ERM	60	80	85	Increase
14	HF	55	65	75	Increase
15	HF	50	65	75	Increase
16	HR	60	65	85	Increase
17	HS	40	60	85	Increase
18	KW	55	55	75	Increase
19	MSP	40	75	75	Increase
20	PK	75	75	80	Increase
21	RA	75	75	75	Constant
22	RA	65	75	80	Increase
23	SP	70	75	80	Increase
24	TLA	50	75	80	Increase
25	VNS	65	75	75	Increase
Total		**1455**	**1705**	**1885**	
Average		**58,2**	**68,2**	**75,5**	

Source: the result of pre-test, post-test 1 and post-test 2

Table 20

The Recapitulation of Students' Complete Score of Pre-test, Post-Test 1 and Post-Test 2

Mark	Pre-Test		Post-Test 1		Post-Test II		Category
	F	%	F	%	F	%	
≥ 75	16	16%	11	44%	19	76%	Complete
Total Students						**25**	
Percentage						**100%**	

Graph 8
The Average Percentage of the Students' Mark on Pre-test, Post-test 1, and Post-test 2
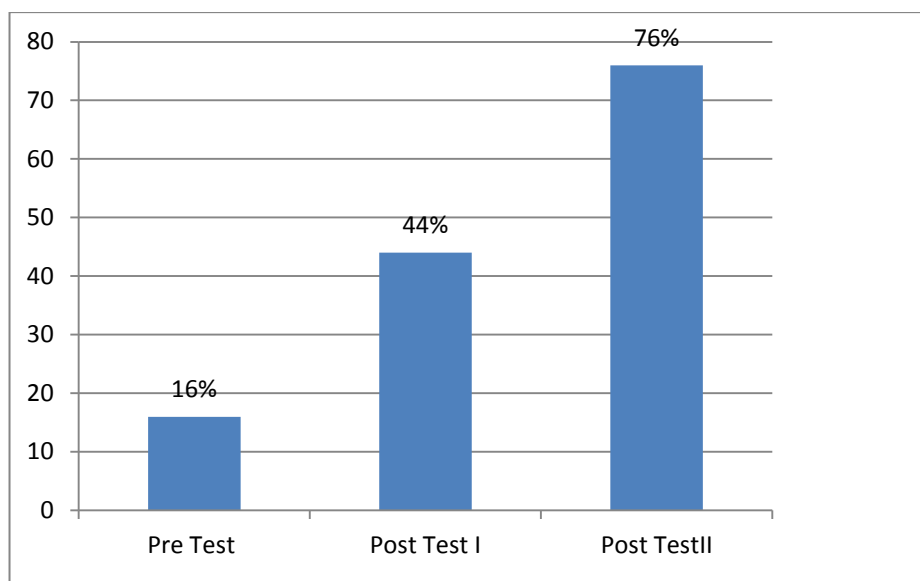
From the graph above we can see pre test 16% with the low score is 45, post test I 44% with the low score is 55, and the post test II 76% with the low score is 65. From the explanation above we can conclude that pre test into post test 2 there is increasing.

2. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

Table 18
The Result of The Students' Activity in Cycle I&II

No	Name	Cycle 1	Cycle II	Increase	Category
1	AA	3	3	0	Constant
2	AP	3	4	1	Increase
3	AP	3	4	1	Increase

4	ARD	4	4	0	Constant
5	AS	3	3	0	Constant
6	AS	3	4	1	Increase
7	AS	3	4	1	Increase
8	AW	3	3	0	Constant
9	AW	4	4	0	Constant
10	BRP	3	4	1	Increase
11	DPM	3	4	1	Increase
12	EM	4	5	1	Increase
13	ERM	3	4	1	Increase
14	HF	3	5	2	Increase
15	HF	3	5	2	Increase
16	HR	4	4	0	Constant
17	HS	3	4	1	Increase
18	KW	4	4	0	Constant
19	MSP	3	5	2	Increase
20	PK	4	4	0	Constant
21	RA	4	5	1	Increase
22	RA	4	5	1	Increase
23	SP	5	5	0	Constant
24	TLA	5	5	0	Constant
25	VNS	5	5	0	Constant
	Total	88	106		
	Average	3,52	4,24		

Source: the result of students' activities in cycle I and II

Table 19
The Percentage of Students' Result Activity in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention to the teacher explanation	17	68%	20	80%	12%
2	The students giving respond	12	48%	19	76%	28%

	from the teacher explanation				
3	The students making notes	14	56%	21	84%	28%
4	The students are following the teacher instruction	19	76%	20	80%	4%
5	The students are able to do the task	25	100%	25	100%	0%

Graph 9
The Comparison of Percentage Students' Activity in Cycle I and Cycle II
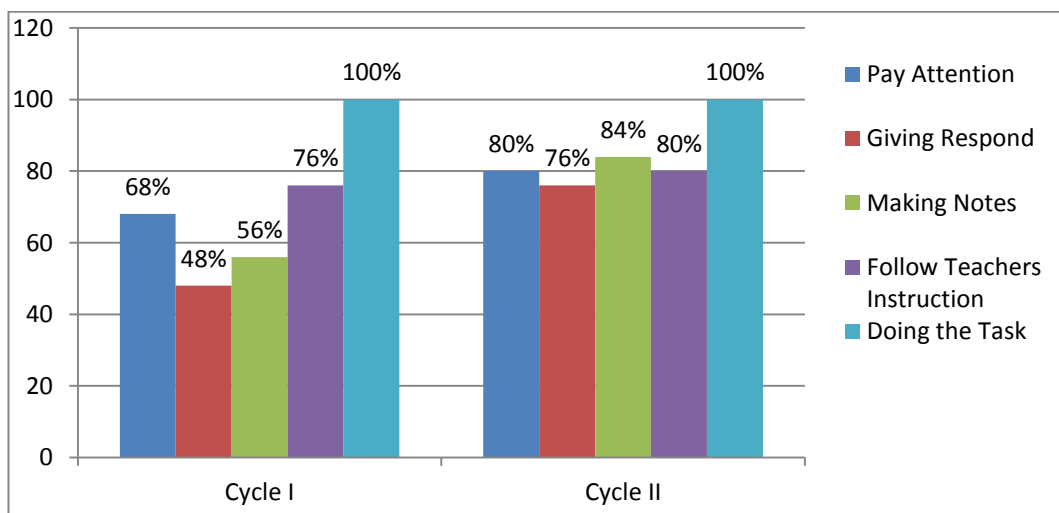
Based on the table and graphic above, it could be concluded that there was an icreasing of students' activities during the learning process of cycle I and cycle II through using animation film media. It means that animation film media had positive effect to increase the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 75% from students got minimum mark 75. Based on the result of this research was known that more than 75% from the

students got minimum mark 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Discussion

In teaching reading at the grade of SMK PGRI 1 Punggur based on pre-survey there were some problems, such as some students' difficulties to understand about text in writing. The researcher choose animation film media to increase the students' writing ability.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of animation film media could increase the students' writing ability. There was a progress average score from pre-test was 49, post-test I was 67,4 and become 75,8 in post-test II. We could be seen that there was an icreasement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In increasing the students' writing ability, the researcher used animation film media to train the students' writing ability and made the students more understand narrative paragraph in writing also interested in learning english writing. The students' score increased because the students' had trainned with watching animation film as a Media.

Moreover, the researcher used the animation film media which could be increase the students' writing ability. The researcher gave more question about animation film which contained of narrative paragraph. The students made a paragraph from their watching film. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the

students' writing ability increase because the researcher used animation film media.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the use of Animation Film Media in writing ability, it can be concluded that there is the increasing of writing ability by using Animation Film Media at the tenth grade of SMK PGRI 1 Punggur. Therefore, the use Animation Media can be effective media and it can be used as an alternative way in teaching writing, because it is easy to be implemented and it is one of the increasing media which is very closed to the students' learning activities. The students are involved actively in teaching learning process. It makes the students to be easier to understand the material in essay so it can increase the students writing ability.

It is supported by the improvement of the students' average score from pre test 49 to post test I 67,4 became 75,8 in post test II. In cycle I, there were 11 students passed the test. Moreover, in cycle II there were 19 students who got score ≥ 75. It means that the result of cycle II had already reached the indicator of success that was >75 % students fulfill the minimum mastery ctriteria (MMC). It was clear that Animation Film Media could be used to increase the students' writing ability.

A. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. The students are suggested to increase their vocabularies mastery in order to get success in understanding writing paragraph.

2. The students are suggested to be more active in learning English so they can comprehend the material especially in writing narrative paragraph through animation film that given by the teacher and increase their knowledge especially in writing ability.

3. It is suggested for the English teachers to use Animation Film Media as alternative media in the classroom because this media is effective to increase the students writing ability in the teaching and learning process.

4. The teachers are expected to give motivation to the students in order to be excited in English learning especially in writing narrative paragraph through animation film since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.

It is suggested for the headmaster in order to persuade the teachers to use this technique because it is effective in teaching the material for the teacher.

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APPENDICES

SILABUS SMK

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman. 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri,	**Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri** *Fungsi sosial* Menjalin hubungan dengan guru, teman dan orang lain *Ungkapan* *My name is... I'm ... I live in ... I have ... I like ... dan semacamnya* *Unsur kebahasaan:*	**Mengamati** • Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.	**Kriteria penilaian:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog yang	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	(5) Rujukan kata *Topik* Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	**Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (*learning journal*)	recount. • Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam	**Teks naratif lisan dan tulis berbentuk legenda sederhana.** *Fungsi sosial* Meneladani nilai-nilai	**Mengamati** • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan:	6 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita *Unsur kebahasaan* (3) Kata-kata terkait karakter, watak, dan setting dalam legenda (4) Modal auxiliary verbs. (4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (6) Rujukan kata *Topik* Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut	tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan		• www.dailyenglish.co m • http://americanengli sh.state.gov/files/ae /resource_files • http://learnenglish.b ritishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dari beberapa sumber. • Siswa membuat "learning journal"	**Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam	**Lagu sederhana** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan	**Mengamati** • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab,	2 x 2 JP	

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMK PGRI 1 Punggur

Kelas/Semester   : X AP/1

Mata Pelajaran   : BahasaInggris

MateriPokok   :Teks naratif lisan dan tulis berbentuk legenda sederhana

AlokasiWaktu   : 2 x 45 Menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar

2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya

4. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. **Pembelajaran**

1. **Mengamati**
   - Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru
   - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya
   - Siswa mengamati keteladanan dari cerita legenda
   - Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda

2. **Mempertanyakan (questioning)**
   - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.
   - Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu

3. **Mengeksplorasi**
   - Siswa membaca beberapa text legenda dari berbagai sumber.
   - Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu
   - Siswa melengkapi rumpang dari beeberapa teks legenda sederhana

- Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut

- Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat

4. **Mengasosiasi**

- Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

5. **Mengkomunikasikan**

- Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda.

- menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.

- Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.

- Siswa membuat 'learning journal'

D. Materi BahasaInggris

1. Penjelasan materi tentang narrative.
   Social function: To amuse, and to deal with actual or vicarious experience in different ways narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2. Generic structure
   - Orientation: set the scene and introduce the participant
   - Complication: a crisis arises
   - Resolution: the crisis is resolved, for better or for worse

3. Example narrative teks **(terlampir)**

E. Model/Metode Pembelajan

Metode/Technique Pembelajaran : Presentation Practice Production

F. Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran	2 menit
	2. Memeriksa kehadiran peserta didik sebagai sikap disiplin	2 menit
	3. Menyampaikan tujuan pembelajaran yang akan di capai	3 menit
	4. Melakukan apersepsi dengan mengajukan pertanyaan untuk mengarahkan siswa kemateri teks naratif, dengan memberikan pertanyaan apa arti naratif.	
Inti	1. **Mengamati:** a. Siswa membaca/mempelajari materi cara menyusun struktur teks naratif, Pada buku pegangan siswa.	5 menit
	b. Siswa membaca/mempelajari materi cara menentukan unsur teks naratif. Pada buku pegangan siswa.	5 menit
	c. Siswa diarahkan untuk mempelajari materi teks naratif dari sumber lain yang relevan dengan sungguh-sungguh dan teliti.	10 menit

	2. **Menanya:**	
	a. Siswa didorong untuk mengajukan pertanyaan yang terkait dengan materi teks naratif, yang telah dipelajari dari buku pegangan siswa maupun dari sumber lain dengan bahasa yang baku dan menunjukkan keseriusan.	5 menit
	b. Siswa lain diberi kesempatan untuk menjawab pertanyaan teman yang lain atau memberikan tanggapan atas pertanyaan atau tanggapan teman yang lain.	5 menit
	3. **Mencoba: Guru memutar film animasi** a. Siswa diminta untuk membuat daftar pertanyaan seputar film yang ditayangkan b. Siswa diminta untuk membuat teks narasi dari hasil yang telah ditulis.	20 menit
	4. **Mengkomunikasikan:** **a.** Siswa dalam diminta untuk mengamati hasil percobaannya yang telah dipresentasikan, kemudian dengan menggunakan penalarannya, siswa diarahkan untuk membuat kesimpulan yang berhubungan dengan teks naratif.	5 menit
	b. Dengan diskusi, siswa diarahkan untuk mengemukakan hasil percobaannya yang berhubungan dengan teks naratif, yaitu nilai yang selalu bernilai positif.	5menit
	c. Berdasarkan teks naratif, siswa diarahkan untuk menemukan kaitan dengan teks naratif dan diharapkan siswa berani menyampaikannya di depan teman yang lainnya.	5menit

	d. Siswa diminta untuk dapat menulis sebuah teks naratif secara individual, siswa diminta untuk menyelesaikannya.	20 menit
Penutup	➢ Siswa dengan bimbingan guru, membuat resume teks naratif.	5 menit
	➢ Siswa bersama dengan guru menarik kesimpulan tentang, teks naratif.	3 menit
	➢ Guru menutup kelas dengan mengucapkan salam	2 menit

G. Media

➢ Media: Kertas dan Animasi film

➢ Internet

H. Penilaian

➢ Bentuk: Tertulis

➢ Teknik: Siswa ditugaskan untuk menulis teks naratif

Penilaian:

1. Content : Nilai terendah 0 dan nilai tertinggi 24

2. Organization: Nilai terendah 0 dan nilai tertinggi 20

3. Discourse: Nilai terendah 0 dan nilai tertinggi 20

4. Syntax: Nilai terendah 0 dan nilai tertinggi 20

5. Vocabulary: Nilai terendah 0 dan nilai tertinggi 12

6. Mechanic: Nilai terendah 0 dan nilai tertinggi 12

Nilai total= nilai content+nilai organization+nilai vocabulary+nilai grammar+nilai mechanics

Nilai total tertinggi 100 dan terendah 0

Punggur,   Desember 2017

Mengetahui,

Guru Mata Pelajaran   Peneliti

Asri Puji Astuti, S.Pd   Pariyanti

NIP.   NPM. 13108037

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMK PGRI 1 Punggur

Kelas/Semester : X AP/1

Mata Pelajaran : BahasaInggris

MateriPokok   :Teks naratif lisan dan tulis berbentuk legenda sederhana

AlokasiWaktu   : 2 x 45 Menit

G. Kompetensi Inti

5. Menghayati dan mengamalkan ajaran agama yang dianutnya

6. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

7. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,   kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

8. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

H. Kompetensi Dasar

5. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar

6. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya

8. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

I. Pembelajaran

6. Mengamati

- Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru

- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya

- Siswa mengamati keteladanan dari cerita legenda

- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda

7. Mempertanyakan (questioning)

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.

- Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu

8. Mengeksplorasi

- Siswa membaca beberapa text legenda dari berbagai sumber.

- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu

- Siswa melengkapi rumpang dari beeberapa teks legenda sederhana

- Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut

- Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat

9. Mengasosiasi

- Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

10. Mengkomunikasikan

- Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda.

- menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.

- Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.

- Siswa membuat 'learning journal'

J. Materi BahasaInggris

1. Penjelasan materi tentang narrative.

   Social function: To amuse, and to deal with actual or vicarious experience in different ways narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2. Generic structure

   - Orientation: set the scene and introduce the participant

   - Complication: a crisis arises

   - Resolution: the crisis is resolved, for better or for worse

3. Example narrative teks **(terlampir)**

K. Model/Metode Pembelajan

Metode/Technique Pembelajaran   : Presentation Practice Production

L. Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran	2 menit
	2. Memeriksa kehadiran peserta didik sebagai sikap disiplin	2 menit

	3. Menyampaikan tujuan pembelajaran yang akan di capai	3 menit
	4. Melakukan apersepsi dengan mengajukan pertanyaan untuk mengarahkan siswa kemateri teks naratif, dengan memberikan pertanyaan apa arti naratif.	
Inti	4. **Mengamati:**	
	d. Siswa membaca/mempelajari materi cara menyusun struktur teks naratif, Pada buku pegangan siswa.	5 menit
	e. Siswa membaca/mempelajari materi cara menentukan unsur teks naratif. Pada buku pegangan siswa.	5 menit
	f. Siswa diarahkan untuk mempelajari materi teks naratif dari sumber lain yang relevan dengan sungguh-sungguh dan teliti.	10 menit
	5. **Menanya:**	
	c. Siswa didorong untuk mengajukan pertanyaan yang terkait dengan materi teks naratif, yang telah dipelajari dari buku pegangan siswa maupun dari sumber lain dengan bahasa yang baku dan menunjukkan keseriusan.	5 menit
	d. Siswa lain diberi kesempatan untuk menjawab pertanyaan teman yang lain atau memberikan tanggapan atas pertanyaan atau tanggapan teman yang lain.	5 menit
	6. **Mencoba: Guru memutar film animasi**	
	c. Siswa diminta untuk membuat daftar pertanyaan seputar film yang ditayangkan	20 menit
	d. Siswa diminta untuk membuat teks narasi dari hasil yang telah ditulis.	

	4. **Mengkomunikasikan:**	
	e. Siswa dalam diminta untuk mengamati hasil percobaannya yang telah dipresentasikan, kemudian dengan menggunakan penalarannya, siswa diarahkan untuk membuat kesimpulan yang berhubungan dengan teks naratif.	5 menit
	f. Dengan diskusi, siswa diarahkan untuk mengemukakan hasil percobaannya yang berhubungan dengan teks naratif, yaitu nilai yang selalu bernilai positif.	5menit
	g. Berdasarkan teks naratif, siswa diarahkan untuk menemukan kaitan dengan teks naratif dan diharapkan siswa berani menyampaikannya di depan teman yang lainnya.	5menit
	h. Siswa diminta untuk dapat menulis sebuah teks naratif secara individual, siswa diminta untuk menyelesaikannya.	20 menit
Penutup	➢ Siswa dengan bimbingan guru, membuat resume teks naratif.	5 menit
	➢ Siswa bersama dengan guru menarik kesimpulan tentang, teks naratif.	3 menit
	➢ Guru menutup kelas dengan mengucapkan salam	2 menit

G. Media

➢ Media: Kertas dan Animasi film
➢ Internet

H. Penilaian

➢ Bentuk: Tertulis
➢ Teknik: Siswa ditugaskan untuk menulis teks naratif
  Penilaian:

  7. Content : Nilai terendah 0 dan nilai tertinggi 24

8. Organization: Nilai terendah 0 dan nilai tertinggi 20

9. Discourse: Nilai terendah 0 dan nilai tertinggi 20

10. Syntax: Nilai terendah 0 dan nilai tertinggi 20

11. Vocabulary: Nilai terendah 0 dan nilai tertinggi 12

12. Mechanic: Nilai terendah 0 dan nilai tertinggi 12

Nilai total= nilai content+nilai organization+nilai vocabulary+nilai grammar+nilai mechanics

Nilai total tertinggi 100 dan terendah 0

Punggur,   Desember 2017

Mengetahui,

Guru Mata Pelajaran   Peneliti

Asri Puji Astuti, S.Pd   Pariyanti

NIP.   NPM. 13108037

Observation Sheet of Students' Activities (Cycle I)

Day/Date : Thursday, December 7th 2017
School : SMK PGRI 1 Punggur
Class : X AP

No	Name	Students activities					Total
		1	**2**	**3**	**4**	**5**	
1	Adelia Pariska	✓		✓		✓	3
2	Andi Sofyan		✓		✓	✓	3
3	Andika Pratama	✓		✓		✓	3
4	Andri Saputra		✓	✓	✓	✓	4
5	Angga Setiaawan		✓	✓	✓	✓	4
6	Ani Riana Dewi	✓			✓	✓	3
7	Anto Wijaya	✓		✓	✓	✓	3
8	Arla Aelani	✓			✓	✓	3
9	Ari Wibowo	✓			✓	✓	4
10	Bagus Rimba P.		✓	✓		✓	3
11	Dita Putri Mayvina	✓			✓	✓	3
12	Edi Musayanto	✓		✓	✓	✓	4
13	Eva Rizki Mulyasari	✓			✓	✓	3
14	Hendri Ferdian		✓	✓		✓	3
15	Heni Fatimah	✓			✓	✓	3
16	Heri Setiawan		✓	✓	✓	✓	4
17	Heti Rosita	✓			✓	✓	3
18	Kusuma Wardani		✓	✓	✓	✓	4
19	Michael Septa Pratama	✓		✓		✓	3
20	Puji Kurniawati	✓		✓	✓	✓	4
21	Rama Ardiansyah		✓	✓	✓	✓	4
22	Resti Aprilia	✓	✓		✓	✓	4
23	Sevia Permatasari	✓	✓	✓	✓	✓	5
24	Tesya Lonika Andaresta	✓	✓	✓	✓	✓	5
25	Veni Novita Sari	✓	✓	✓	✓	✓	5

Notes:

- **Tick (√) for each positive activity**

- **The students' activities that observed are:**

  1. The students to attention explanation from the teacher.

2. Giving respond

3. Active in group

4. Making note

5. Following the teacher's instruction

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	17	68%
2	Giving respond	12	48%
3	Making Notes	16	64%
4	Following Teacher Instruction	19	76%
5	Doing the task	25	100%

Metro, December 2017

English Teacher **Researcher**

Asri Puji Astuti **Pariyanti**
NIP. **St. ID 13108037**

Observation Sheet of Students' Activities (Cycle II)

Day/Date : Friday, December 15th 2017
School : SMK PGRI 1 Punggur
Class : X AP

No	Name	Students activities					Total
		1	**2**	**3**	**4**	**5**	
1	Adelia Pariska	✓		✓		✓	3
2	Andi Sofyan		✓	✓	✓	✓	4
3	Andika Pratama	✓		✓	✓	✓	4
4	Andri Saputra	✓	✓		✓	✓	4
5	Angga Setiaawan		✓	✓		✓	3
6	Ani Riana Dewi	✓	✓	✓		✓	4
7	Anto Wijaya	✓	✓		✓	✓	4
8	Arla Aelani	✓		✓		✓	3
9	Ari Wibowo	✓	✓		✓	✓	4
10	Bagus Rimba P.		✓	✓	✓	✓	4
11	Dita Putri Mayvina	✓	✓		✓	✓	4
12	Edi Musayanto	✓	✓	✓	✓	✓	5
13	Eva Rizki Mulyasari	✓		✓	✓	✓	4
14	Hendri Ferdian	✓	✓	✓	✓	✓	5
15	Heni Fatimah	✓	✓	✓	✓	✓	5
16	Heri Setiawan		✓	✓	✓	✓	4
17	Heti Rosita	✓		✓	✓	✓	4
18	Kusuma Wardani	✓	✓	✓		✓	4
19	Michael Septa Pratama	✓	✓	✓	✓	✓	5
20	Puji Kurniawati	✓		✓	✓	✓	4
21	Rama Ardiansyah	✓	✓	✓	✓	✓	5
22	Resti Aprilia	✓	✓	✓	✓	✓	5
23	Sevia Permatasari	✓	✓	✓	✓	✓	5
24	Tesya Lonika Andaresta	✓	✓	✓	✓	✓	5
25	Veni Novita Sari	✓	✓	✓	✓	✓	5

Notes:

- **Tick (√) for each positive activity**

- **The students' activities that observed are:**

  6. The students to attention explanation from the teacher.

7. Giving respond

8. Active in group

9. Making note

10. Following the teacher's instruction

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	20	80%
2	Giving respond	19	76%
3	Making Notes	21	84%
4	Following Teacher Instruction	20	80%
5	Doing the task	25	100%

	Metro, December 2017
English Teacher	**Researcher**

Sri Puji Astuti, S.Pd   **Pariyanti**
NIP.   **St. ID 13108037**

WRITING SCORE OF STUDENTS PRE TEST

Day/Date   :Tuesday, November 28th 2017
Class   : X AP

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	machanic 0-12	
1	Adelia Pariska	12	10	9	7	9	8	55
2	Andi Sofyan	17	16	13	9	11	9	75
3	Andika Pratama	10	13	8	7	10	7	55
4	Andri Saputra	10	8	7	7	10	8	50
5	Angga Setiaawan	15	13	13	6	7	6	60
6	Ani Riana Dewi	15	13	7	7	10	7	60
7	Anto Wijaya	9	10	10	5	9	7	50
8	Arla Aelani	10	10	7	8	8	7	50
9	Ari Wibowo	14	14	14	6	6	6	60
10	Bagus Rimba P.	22	19	18	6	8	7	80
11	Dita Putri Mayvina	10	8	7	5	6	9	45
12	Edi Musayanto	13	10	7	7	10	8	55
13	Eva Rizki Mulyasari	15	15	10	7	7	6	60
14	Hendri Ferdian	12	9	9	9	9	8	55
15	Heni Fatimah	12	9	8	7	8	6	50
16	Heri Setiawan	7	7	6	7	7	6	40
17	Heti Rosita	12	11	11	9	9	8	60
18	Kusuma Wardani	13	10	10	7	8	7	55
19	Michael Septa Pratama	6	8	6	7	7	6	40

20	Puji Kurniawati	17	15	14	10	10	9	75
21	Rama Ardiansyah	17	14	14	10	10	10	75
22	Resti Aprilia	13	12	12	10	10	8	65
23	Sevia Permatasari	14	12	13	10	10	9	70
24	Tesya Lonika Andaresta	10	10	9	7	7	7	50
25	Veni Novita Sari	13	13	11	10	9	9	65
Total Score								1225
Average								49
Highest Score								80
Lowest Score								40

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100

Metro,   November 2017

English Teacher   **Researcher**

Asri Puji Astuti, S.Pd   **Pariyanti**
NIP.   **St. ID 13108037**

WRITING SCORE OF STUDENTS POST TEST I

Day/Date : Thursday, December 7th 2017
Class : X AP

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	machanic 0-12	
1	Adelia Pariska	12	13	12	9	10	10	65
2	Andi Sofyan	14	17	14	10	10	10	75
3	Andika Pratama	16	17	14	9	10	9	75
4	Andri Saputra	15	14	10	7	7	7	60
5	Angga Setiaawan	12	11	11	9	9	8	60
6	Ani Riana Dewi	17	15	14	10	10	9	75
7	Anto Wijaya	13	10	8	7	10	7	55
8	Arla Aelani	12	9	8	7	8	6	50
9	Ari Wibowo	13	12	12	8	10	8	60
10	Bagus Rimba P.	22	19	15	8	9	7	80
11	Dita Putri Mayvina	18	15	15	10	10	9	75
12	Edi Musayanto	13	13	12	8	8	7	60
13	Eva Rizki Mulyasari	20	16	16	10	10	9	80
14	Hendri Ferdian	14	13	13	9	9	8	65
15	Heni Fatimah	14	13	13	8	10	8	65
16	Heri Setiawan12	15	15	10	7	7	6	60
17	Heti Rosita	13	13	12	9	9	9	65
18	Kusuma Wardani	12	10	8	9	10	7	75

19	Michael Septa Pratama	17	15	13	10	10	9	55
20	Puji Kurniawati	16	15	15	10	10	9	75
21	Rama Ardiansyah	16	15	15	10	10	9	75
22	Resti Aprilia	17	14	14	10	10	10	75
23	Sevia Permatasari	17	14	12	10	11	10	75
24	Tesya Lonika Andaresta	17	14	14	10	10	10	75
25	Veni Novita Sari	15	15	14	10	11	10	75
Total Score								1685
Average								67,4
Highest Score								80
Lowest Score								50

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100

Metro,   December 2017

English Teacher   **Researcher**

Asri Puji Astuti, S.Pd   **Pariyanti**
NIP.   **St. ID 13108037**

WRITING SCORE OF STUDENTS POST TEST II

Day/Date   : Friday, December 15th 2017
Class   : X AP

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	machanic 0-12	
1	Adelia Pariska	14	12	12	9	10	9	65
2	Andi Sofyan	18	14	14	10	10	9	75
3	Andika Pratama	18	17	16	10	11	9	80
4	Andri Saputra	9	10	10	7	12	12	60
5	Angga Setiaawan	13	13	11	10	9	9	65
6	Ani Riana Dewi	19	17	17	10	10	9	80
7	Anto Wijaya	12	13	12	8	9	9	65
8	Arla Aelani	15	13	12	9	10	7	65
9	Ari Wibowo	18	16	16	10	10	8	80
10	Bagus Rimba P.	20	15	16	10	10	9	80
11	Dita Putri Mayvina	18	17	16	9	11	10	80
12	Edi Musayanto	13	12	11	9	10	10	65
13	Eva Rizki Mulyasari	21	19	18	8	11	8	85
14	Hendri Ferdian	19	15	15	10	10	8	75
15	Heni Fatimah	18	15	15	9	10	8	75
16	Heri Setiawan	19	18	20	10	10	9	85
17	Heti Rosita	20	18	18	10	10	10	85
18	Kusuma Wardani	17	15	15	10	10	9	75

19	Michael Septa Pratama	17	14	14	10	10	10	75
20	Puji Kurniawati	17	17	17	10	10	9	80
21	Rama Ardiansyah	18	15	15	8	11	8	75
22	Resti Aprilia	20	15	15	10	10	10	80
23	Sevia Permatasari	18	17	14	10	11	10	80
24	Tesya Lonika Andaresta	19	18	13	10	10	10	80
25	Veni Novita Sari	20	17	20	10	10	8	85
Total Score								1895
Average								75,8
Highest Score								85
Lowest Score								60

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100

Metro,   December 2017

English Teacher   **Researcher**

Asri Puji Astuti, S.Pd   **Pariyanti**
NIP.   **St. ID 13108037**

FIELD NOTE

PRE-TEST

Tuesday, November 28th, 2017

1. Give pre-test for the students.

2. Most of the students still confused.

3. Most of the students were gotten the score below the target of minimum standard of criteria.

Cycle 1

Thursday, December 7th, 2018

1. The researcher give the explanation about the material.

2. Most of students who were noisy didn't pay attention the researcher explanation.

3. Some students didn't understand about narrative paragraph.

4. The researcher gave the example of narrative paragraph.

5. The students memorize generic structure of narrative text.

6. The researcher make the students to respond understanding about material.

Thursday, December 7th, 2018

1. The researcher give post-test 1 to the students by the topic about narrative paragraph.

2. Some students complete the minimum standard criteria, but many students' didn't complete the score.

Cycle II

Friday, December 15th, 2018

1. The researcher give the explanation about the material.

2. Most of the students who were noisy didn't pay attention to researcher explanation.

3. The students understood the way and rule to follow the researcher instruction based on animation film media.

4. The class is very crowded when the researcher give some material.

5. Most of the students, drill, and practice the sentences.

6. the researcher guided to make a note.

Friday, December 15th, 2018

1. The researcher gave post-test 2.

2. The students were very enjoying doing the post-test 2, because it was easy after they got the treatment in every meeting.

ATTENDANCE LIST OF TREATMENT I

Class :

Date :

NO.	NAME	SIGNATURE
1	Adelia Pariska	1.
2	Andi Sofyan	2.
3	Andika Pratama	3.
4	Andri Saputra	4.
5	Angga Setiaawan	5.
6	Ani Riana Dewi	6.
7	Anto Wijaya	7.
8	Arla Aelani	8.
9	Ari Wibowo	9.
10	Bagus Rimba P.	10.
11	Dita Putri Mayvina	11.
12	Edi Musayanto	12.
13	Eva Rizki Mulyasari	13.
14	Hendri Ferdian	14.
15	Heni Fatimah	15.
16	Heri Setiawan	16.
17	Heti Rosita	17.
18	Kusuma Wardani	18.
19	Michael Septa Pratama	19.
20	Puji Kurniawati	20.
21	Rama Ardiansyah	21.
22	Resti Aprilia	22.
23	Sevia Permatasari	23.
24	Tesya Lonika Andaresta	24.
25	Veni Novita Sari	25.

ATTENDANCE LIST OF TREATMENT II

Class :

Date :

NO.	NAME	SIGNATURE
1	Adelia Pariska	1.
2	Andi Sofyan	2.
3	Andika Pratama	3.
4	Andri Saputra	4.
5	Angga Setiaawan	5.
6	Ani Riana Dewi	6.
7	Anto Wijaya	7.
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17	Heti Rosita	17.
18	Kusuma Wardani	18.
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22	Resti Aprilia	22.
23	Sevia Permatasari	23.
24	Tesya Lonika Andaresta	24.
25	Veni Novita Sari	25.

ATTENDANCE LIST OF POST TEST I

Class :

Date :

NO.	NAME	SIGNATURE
1	Adelia Pariska	1.
2	Andi Sofyan	2.
3	Andika Pratama	3.
4	Andri Saputra	4.
5	Angga Setiaawan	5.
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22	Resti Aprilia	22.
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24	Tesya Lonika Andaresta	24.
25	Veni Novita Sari	25.

ATTENDANCE LIST OF PRE TEST

Class :

Date :

NO.	NAME	SIGNATURE
1	Adelia Pariska	1.
2	Andi Sofyan	2.
3	Andika Pratama	3.
4	Andri Saputra	4.
5	Angga Setiaawan	5.
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22	Resti Aprilia	22.
23	Sevia Permatasari	23.
24	Tesya Lonika Andaresta	24.
25	Veni Novita Sari	25.

ATTENDANCE LIST OF POST TEST II

Class :

Date :

NO.	NAME	SIGNATURE
1	Adelia Pariska	1.
2	Andi Sofyan	2.
3	Andika Pratama	3.
4	Andri Saputra	4.
5	Angga Setiaawan	5.
6	Ani Riana Dewi	6.
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21	Rama Ardiansyah	21.
22	Resti Aprilia	22.
23	Sevia Permatasari	23.
24	Tesya Lonika Andaresta	24.
25	Veni Novita Sari	25.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-2787/In.28/D.1/TL.01/11/2017

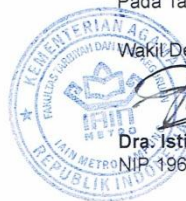Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**PARIYANTI**
NPM	:	13108037
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMK PGRI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ANIMATION FILM MEDIA TO INCREASE THE NARRATIVE WRITING ABILITIES AMONG THE TENTH GRADE OF SMK PGRI 1 PUNGGUR IN ACADEMIC YEAR OF 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 24 November 2017

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-2787/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**PARIYANTI**
NPM	:	13108037
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMK PGRI 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ANIMATION FILM MEDIA TO INCREASE THE NARRATIVE WRITING ABILITIES AMONG THE TENTH GRADE OF SMK PGRI 1 PUNGGUR IN ACADEMIC YEAR OF 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 24 November 2017

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

No   : P-0971/In.28/FTIK/PP.00.9/05/2017
Lamp   : -
Prihal   : **Permohonan Surat Pra-Survey**

Kepada Yth,
Kepala **SMK PGRI 1 PUNGGUR**
Di-
    Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiraanya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   : PARIYANTI
NPM   : 13108037
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul   : THE USE ANIMATION FILM MEDIA TO INCREASE THE NARRATIVE PARAGRAPH WRITING ABILITIES AMONG THE TENTH GRADER OF THE SMK PGRI 1 PUNGGUR

Untuk melakukan para survey di **SMK PGRI 1 PUNGGUR**

Demikian permohonan disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 05 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Hj. Isti Fatonah, MA
NIP. 19670531 199303 2 003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2742/In.28.1/J/TL.00/11/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

20 November 2017

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag.
2. Syahreni Siregar, M.Hum.
Dosen Pembimbing Skripsi
Di –
   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Pariyanti
NPM : 13108037
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.
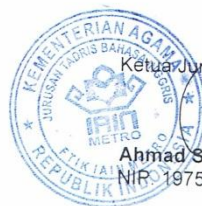
Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0726) 41507; Faksimili (0725) 47296, Website www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : Mohon dimunaqosyahkan Skripsi
               Saudara Pariyanti

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name   : Pariyanti

Students Number : 13108037

Judul Skripsi   : THE USE OF ANIMATION FILM MEDIA TO INCREASE THE NARRATIVE WRITING ABILITIES AMONG THE TENTH GRADE OF SMK PGRI 1 PUNGGUR IN ACADEMIC YEAR OF 2017/2018

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah. demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Metro. Januari 2018
Co-sponsor

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : In order to hold the munaqosyah
               of Pariyanti

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Pariyanti

Students Number : 13108037

Title   : THE USE OF ANIMATION FILM MEDIA TO INCREASE THE NARRATIVE WRITING ABILITIES AMONG THE TENTH GRADE OF SMK PGRI 1 PUNGGUR IN ACADEMIC YEAR OF 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Sponsor

Metro, January 2018
Co-sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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M E T R O Telp. (0726) 41507; Faksimili (0725) 47296. Website. www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title   : THE USE OF ANIMATION FILM MEDIA TO INCREASE THE NARRATIVE WRITING ABILITIES AMONG THE TENTH GRADE OF SMK PGRI 1 PUNGGUR IN ACADEMIC YEAR OF 2017/2018

Name   : Pariyanti

Students Number   : 13108037

Department   : English Education

Faculty   : Tarbiyah and Teacher Training

APPROVED BY.

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Sponsor

Metro, January 2018
Co-sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan. Khi hajar Dewantara Kampus 15 A Metro Timur Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296
website: www.metrouniv.ac.id *Email* : iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama   : Pariyanti   Jurusan/Fakultas : TBI/Tarbiyah&Ilmu Keguruan
NPM   : 13108037   Semester/TA   : VIII/ 2016/2017

No	Hari/Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Tuesday 06/06/17	Revise Chapter I - III	Palluf
2.	Tuesday 01/08/17	- Revise again (Chapter II) - Show reference	Palluf
3.	Tuesday 22/08/17	Acc and continue to the first sponsor	Palluf

Diketahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

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INSTITUT AGAMA ISLAM NEGERI METRO
Jalan. Khi hajar Dewantara Kampus 15 A Metro Timur Lampung 34111
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website: www.metrouniv.ac.id *Email* : iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Pariyanti   Jurusan/Fakultas : TBI/Tarbiyah&Ilmu Keguruan
NPM   : 13108037   Semester/TA   : VIII/ 2016/2017

No	Hari/Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Rabu, 02/08/2017	Revise cover and outline	Pariyanti
2.	Selasa, 29/08/2017	Revise Outline	Pariyanti
3.	Selasa, 12/09/2017	Revise chapter II	Pariyanti
4.	Selasa, 19/09/2017	Revise chapter I & II	Pariyanti
5.	Jum'at, 22/09/2017	Revise chapter I & II	Pariyanti
6	Senin, 25/09/2017	ACC to Seminar	Pariyanti

Diketahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Pariyanti   Jurusan : TBI
NPM : 13108037   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Pariyanti   Jurusan   : TBI
NPM   : 13108037   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 05 Dec '17		✓	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Pariyanti   Jurusan   : TBI
NPM   : 13108037   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 09/01/2018		√ –	Revise you abstract Revise chapter IV-V	
2	friday 12/01/2018		√	Acc and Continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Pariyanti   Jurusan : TBI
NPM : 13108037   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Wednesday/ 03 January 2018	✓		- Revise Abstrak - Revise table of content - Revise chapter II	*(ttd)*
2.	Wednesday/ 10 January 2018	✓		- Revise Acknowledgement - Revise table of Content - Revise chapter I - Revise chapter II	*(ttd)*

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

CURRICULUM VITAE

The name of writer is Pariyanti. She was born in Simpang Agung, on January 7, 1995. She is the first child of happy couple, Mr. Suyadi and Mrs. Lasimah.

In 2006, She graduated from SDN 3 Simpang Agung, Central Lampung. At the time 2009, she graduated from SMP N 1 Seputih Agung. Then, she continued her study to SMA N 1 Seputih Agung and graduated in 2013. In the same year, she entered S1 English Education Program of States Islamic Studies of Metro (IAIN Metro).