TEACHING NARRATIVE WRITING BY USING SILENT ANIMATED MOVIE AT THE ELEVENTH GRADE OF MUHAMMADIYAH SENIOR HIGH SCHOOL PALOPO

IAIN PALOPO

A THESIS

Submitted to the English Language Studies Program of S1 Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo for S.Pd. Degree in English Education

Composed By,

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THESIS APPROVAL

This thsesis, entitled **"Teaching Narative Writing By Using Silent Animated Movie at the Eleventh Grade of Muhammadiyah Senior High School Palopo"** written by **Titi Yuniarti Usman**, **Reg. Number 13.16.3.0150**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Tuesday, January 29th 2019 M**, coincided with **Jumadil-Ula 22nd 1440 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

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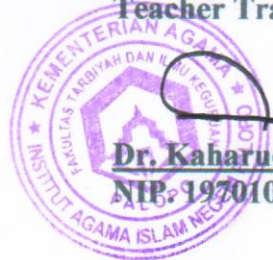|			
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اَلْحَمْدُِللهِ رَبِّ اْلعٰلَمِيْنَ

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Palopo, 1st January 2019

Researcher

Titi Yuniarti Usman

TABLE OF CONTENTS

ABSTRACT

Titi Yuniarti Usman, 2018. **Teaching Narrative Writing By Using Silent Animated Movie at the Eleventh Grade of Muhammadiyah Senior High School Palopo**. Thesis English Study Program of Tarbiyah and Teacher Teaching Department of Institute for Islamic Studies (IAIN) Palopo, Supervised by **(1) Dr. Rustan S., M.Hum., (2) Jufriadi, S.S., M.Pd.**

Key Words: Narrative Writing, Silent Animated Movie

This thesis focuses on Teaching Narrative Writing by Using Silent Animated Movie. This thesis focused on problem statement: What is the effective method of using silent animated movie to teach narrative writing at the eleventh grade of Muhammadiyah Senior High School Palopo?

This research was done through the method of classroom action research, it was held for two cycles which each cycle consist of four steps namely planning, acting, observation, and reflection. This research was conducted at Muhammadiyah Senior High School Palopo. The subject of this research is the class Exact of the eleventh grade in academic year 2018/2019, the total number of the students are 20 students. The students in the classroom were found low achievement in writing. The first cycle was conducted to know basic skill of the students in narrative writing used silent animated movie as media and method in teaching writing.

The result of analysis can be explained that silent animated movie to improve students' writing skill in Narrative Text at the eleventh grade of Muhammadiyah Senior High School Palopo. In this thesis, the researcher applied silent animated movie to improve students' narrative writing achievement by considering that silent animated movie can attract students' interest in learning process and improve students' achievement in making narrative text. There are a significant improvement score from cycle 1 which was only 64,1 while in the cycle 2 the mean score is 77,9. It means that the students' narrative writing skill of the eleventh grade of Muhammadiyah Senior High School Palopo developed well.

CHAPTER I

INTRODUCTION

A. *Background*

Writing in English is not an easy skill for most of students since the students must write based on the structure of written language itself. Though mostly students do not pay so much more attention to their writing ability since they think that *"as long as I can speak. I understand, you understand. It is ok."*. But more than that, students must understand how to write well to make them as a professional English speaker in the future, they have to be a good writer as well as good speaker.

The researcher has observed in Muhammadiyah Senior High School grade eleventh by having an interview through questionnaires and interview with the teacher. The teacher stated that most of the students not be able to produce English well especially in writing since most of the students think that speaking is more important than writing. Although, the teacher regret that because the handbook that is used in the school support the students' writing skill of narrative text. Then researcher also found that most of the students prefer a teaching and learning proceess by using media. The observation and experience of the researcher that most students of English, however well they may speak the language, are not able to write it well without systematic training.[1]

Teaching and learning media is the way to make the learning proccess becomes more attractive and effective. Visual media is more interesting for

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[1] Wishon, E. George and Julia M. Burks. 1980. *Let's Write English (Revised Edition)*. New York, USA: Litton Educational Publishing International.

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students in Muhammadiyah Senior High School, it was stated on the questionnaires. Silent movies are great for getting students to produce language.[2] By using silent movie, teachers can help the students to improve their vocabulary while teach them to make a good written text. Otherwise, the students can be more active and communicative in guessing the vocabularies that they can get from the movie while teacher help them about some of words that they can not produce in English.

Based on the statements above, the researcher takes the title "Teaching Narrative Writing by Using Silent animated movie at the Eleventh Grade of Muhammadiyah Senior High School"

B. *Problem Statement*

Based on the background above, the researcher formulates the research problem as follow:

What is the effective way of using silent animated movie to teach narrative writing at the Eleventh grade of Muhammadiyah Senior High School Palopo?

C. *Objective of the Research*

Relevant to the question above, the researcher states that the spesific objective of this study is to know the method of using silent animated movie to teach narrative writing at the Eleventh grade of Muhammadiyah Senior High School Palopo.

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[2] Ddeubel, *Using Silent Video in The ELT Classroom.* http://ddeubel.edublogs.org/2015/05/17/using-silent-video-in-the-elt-classroom/, Accessed on May, 8th 2018.

D. *Significance of the Research*

It is expected the findings of the research would be useful to:

1.   The result of this research expected to be useful information for Teachers, researcher and students.

2.   The teacher can change students' mindset about "Writing skill is the most difficult skill to be mastered among others".

3.   The use of silent movie can be helpful for teacher in English class to make the classes more communicative.

4.   For students, they can be more active in producing some words in English.

E.   Scope of the Research

The scope of the research is limited in improving students' writing skill of narative text through the use of silent animated movie. The writer applied wrtiting assesment of J.B. Heaton that include content, organization, vocab, grammar, and mechanic at the eleventh grade of Muhammadiyah Senior High School Palopo.

F.   Operational Definition

Based on the title is "Teaching Narrative Writing by Using Silent animated movie at the Eleventh Grade of Muhammadiyah Senior High School". The researcher gives definition as follows:

1.   Writing is a way to express idea through a textual language and understanding.

2.   Narrative text is a text that tells a story of a cat which covers plot and unusual event within.

3.   Silent animated movie is a visual media which display story in cartoon or animation without any spoken language that make people watch it can understand the plot of story by watching the event that was served in it.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Studies*

In writing this propose, the researcher found some literatures that related to this research as follows:

1. Kasper L.F. & Singer, R. (2000), *"Unspoken Content: Silent Film in ESL Classroom"*. They stated that silent short movie is now becoming popular to use in learning and teaching process since it can triggers the learners to be more independent in learning; this happens because the silent short movie can transmit a meaning through visual imagery, consequently it is not immediate for the learners to get the meaning of the story. Further, the learners need times to dig and seek the messages, which in turns helps them promote the development of their linguistic skills.[3]

2. Utami, Y.P., Mukhaiyar, M., & Rozimela, Y. (2012), *"Bernard Bear Cartoon Movies as Media in Writing Narrative Text"*. They found that better achievement had been gained by teaching with using movies, e.g. better writing assignment of the students after having silent animated movie.[4]

3. Rahmani Ayu Rinda Kartika, S. Susilo, Muhammad Natsir, *"The Effect of Silent Short Movie on EFL Writing Achievement on Vocational High School Students"*. They said that silent movie relies on the power of vivid, interactive

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[3] Kasper, L.F., & Singer, R., *Unspoken Content: Silent Film in ESL Classroom,* (Teaching English in the Two-year College, 2011)

[4] Utami, Y.P., Mukhaiyar, M., & Rozimela, Y., *Bernard Bear Cartoon Movies as Media in Writing Narrative Text,* (Journal of English Language Teaching, 2012)

visual imagery to depict personal struggles, interpersonal interactions, and societal problems.[5]

4.   Candra R. (2011), *"The Effectiveness of Using Animation Movies as Medium to Improve the Students' Writing Skill of Narrative Text".* He found that animation movies giving contribution to the increase of teaching writing narrative text for tenth grade students of Senior High School.[6]

5.   Yatimah D. (2014), *"The Effectiveness of Using Animation Film as the Medium in Writing Narrative Text".* She found that effective writing skills of the students after they were given animation film in teaching.[7]

The similarities of the studies above and this study are teaching and improving students' writing skill by using media animation movie though silent animation movie with different ways with this reserach. The researcher applied some procedures of teaching writing of narrative text by the implementation of silent animation movie Simon's Cat that is created by Simon Tofield.

B. *Conceptual of Writing*

1. Theories of Writing

Good writing begins with a good idea. Without an interesting idea, even the most skillful writing will result in a weak piece.[8] Fox (1993) said that writing is an activity to express idea, feeling, and opinion to communicate a message from

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[5] Rahmani Ayu Rinda Kartika, S. Susilo, Muhammad Natsir, *The Effect of Silent Short Movie on EFL Writing Achievement on Vocational High School Students,* (Jurnal Pendidikan Vokasi), p.2

[6] Candra, R., *The Effectiveness of Using Animation Movies as a Medium to Improve the Students' Writing Skill of Narrative Text,* (English Department Faculty of Languages and Arts Semarang States University, 2011)

[7] Yatimah D., *The Effectiveness of Using Animation Film as the Medium in Writing Narrative Text,* (English Deartment of Education Faculty State Institute for Islamic Studies (STAIN) Salatiga, 2014)

[8] Gary Robert Muschla, *Exploring Writing*, (McGrawHill: 2011), p. 1

mind to written language. Writing has two steps of process which are to perform the meaning from idea and will be said in written language. By writing we are able to share idea, express feeling, and ensure other people.[9]

Writing as a process of expressing ideas or thoughts in words should be done at our leisure.[10] Writing a composition means we compose meaning of something what we want to tell through a written material. Writing is the process of inscribing character on a medium, with the intention of forming words and other large language contractions.[11] Writing is a creative act, the act of writing is creative because it requires to interpret or make sense of something: an experience, a text, an event.[12] Writing is one of form manifestation in linguistic competence which express in form using written, not in oral form.[13] Writing is a one step to develop our intelligence. Talking about writing, firstly we have to know the definition about it. According to Barli Bram in principle, to write means to try to produce or reproduce written message.[14] From the explanation we can conclude that the people in writing process can produce or reproduce written message. 'Produce' means that the people write what is in their mind and write it into a piece of paper or type it in another hand, they create the new written by their selves, and 'reproduce' means that the people modified the written message that has been available.

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[9] Fikri Asih Wigawati, S.S., *Kesulitan pada Aspek-Aspek Writing Mahasiswa dengan English Proficiency Levels yang Berbeda,* (Fakultas Keguruan dan Ilmu Pendidikan Program Studi Bahasa Inggris Universitas Singaperbangsa Karawang, 2014) p. 2

[10] Susanto Leo, et al, *Essay Writing English for Academic Purpose*, ed. 1st; Yogyakarta: C.V. AndiOffest, 2007, p.1

[11] Jeremi Harmer, *The Practice of English Language Teaching*, (American:1991), p. 54

[12] Eric Gould, Robert Diyanni, and William Smith (1989: 18)

[13] Pardiyono, M.Pd., *Writing Clues for Better Competence*, (Yogyakarta: Andi, 2006), p.1

[14] Barli Bram, "*The Definition of Writing",* http://duniabaca.com/pengertian-menulis-menurut-para-ahli.html, Accessed on May 18, 2018.

Talking about writing specifically in Indonesia, sometimes people thought that writing and translation are alike. This is a misconceived about writing. Translation is different from writing. Translation is translating process that we do by translating text from source language to the target language but writing is rewritten act an opinion from Indonesia into English.[15]

From the explanation above, the writer conclude that writing is process to apply what is in our mind into media such as paper, computer, and others that can interpret by their selves and the reader.

2. Types of Writing

Writing style is a reflection of writer's personality, unique voice, and a way of approaching the audience and readers.

However, every piece writers write is for a specific purpose. For example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many writer's styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types and their usages is important for any writer.

Here are the types of writing:

a. Expository

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish

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[15] M. Solahuddin, *Kiat-Kiat Cepat Belajar Writing*. Page. 20 (Cet I; Yogyakarta: Diva Press, 2009)

you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

- Key Point:
- Usually explains something in a process.
- Is often equipped with facts and figures.
- Is usually in a logical order and sequence.
- When You Would Use Expository Writing:
- Textbook writing
- How-to articles
- Recipes
- News stories (not including opinion or editorial pieces).
- Business, technical, or scientific writing.
- Example:

  Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First, make sure you have all of the ingredients.

This writing is expository because it is *explaining.* In this case, you can already tell that the piece will be about how to make a pumpkin pie.

- Non-Example:

  Everyone knows that the best part about fall is all of the pumpkin-flavored desserts. Pumpkin pie is he best fall treat because it is not only delicious but also nutricious. Pumpkin is filled with vitamin A, which is essential for a healthy immune system and good vision.

This is not expository because several opinions are stated, such as "Pumpkin pie is the best fall treat...". Although this excerpt contains a fact about pumpkin containing vitamin A, that fact is used as evidence to support the opinion. These opinions make this an example of persuasive writing.

b. Descriptive

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing character, an event, or a place in great detail. It can be poetic when the author takes the time to be very spesific in his or her descriptions.

Descriptive writing provides an illustration of people, places, events, situations, thoughts, and feelings. Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination.

In good descriptive writing, the author will not just say "The vampire killed his lover". He or she will change the sentence, focusing on more details and descriptions, like: "The bloody, red-eyed vampire, sunk his rust-colored teeth into the soft skin of his lover and ended her life."

- Key Points:
- It is often poetic in nature
- It describes places, people, events, situations, or locations in a highly detailed-manner
- The author visualizes what he or she sees, hears, tastes, smells, and feels
- When You Would Use Descriptive Writing:

- Poetry

- Journal of diary writing

- Nature writing

- Descriptive passages in fiction

- Example:

  The iPhone 6 is unexpectedly light. While size of its screen is bigger than those iPhones that came before, it is thinner, and it is smooth, rounded body is made of aluminium, stainless steel, and glass. The chasing comes in a whitish silver, gold, or a color the company calls "space gray", the color of the lead of a pencil, with darker gray accents.

  This is an example because it describes aspects of the phone.

It includes details such as the size, weight, and material.

- Non-example:

  So you just brought home a shiny new smart phone with a smooth glass screen the size of your palm. The first thing you will want to do when purchasing a new cell is buy a case. Cracking your screen is an awful feeling, and protection is inexpensive when you compare it to the costs of a new phone.

  Even though this text uses adjectives, you can tell that this is not an

example of descriptive writing because the purpose is not to describe the phone. It

is persuade you to buy a case.

c. Persuasive

Persuasive writing's main purpose is to convince. Unlike expository

writing, persuasive writing contains the opinion and biases of author. To convince

others to agree with the author's point of view, persuasive writing contains

justificaations and reasons. It is often used in letters of complint, advertisements

or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

- Key Points:
- Persuasive writing is equipped with reasons, arguments, and justifications
- In persuasive writing, the author takes a stand and asks you to agree with his or her point of view
- It often askes for readers to do something about the situation (this is called a call-to-action)
- When You Would Use Persuasive Writing:
- Opinion and editorial newspaper pieces
- Advertisements
- Reviews (of books, music, movie, restaurants, etc.)
- Letter of recommendation
- Letter of complaint
- Cover letters
- Example:

Following the 2012 Olympic Games hosted in London, the UK trade and Investment department reported a £9.9 billion boost to the economy. Although it is expensive to host the Olympics, if done right, they can provide real jobs and economic growth. This city should consider placing a bid to host the Olympics.

This is a persuasive writing because the author has a belief that "this city should consider placing a bid to host the Olympics" and is trying to convince others to agree.

- Non-example:

According to legend, the Olympics were founded by Hercules. Now almost 100 countries participate in the Games, with over two million people attending. So cities from Boston to Hamburg begin considering their bid to be a host city more than 100 years in advance.

All of these statements are facts. Therefore it is expository. To be persuasive writing, you must have an opinion that you are trying to persuade people of, then of course, you will support that opinion with evidence.

d.　Narrative

Narrative is a kind of text which tells about story of past events. Anderson (2003) says that a narrative is a piece of text which tells a story, and in doing so, entertains or informs the reader or listener. The series of events in the story depends on the writer in writing narrative text but the climax of story is usually happened in the middle of story.

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story – which is why it is so often used in phrases such as "written narrative, oral narrative, etc."

A narrative or story is a report of connected events, real or imaginary, presented in a sequence of written or spoken words, or still or moving images, or both. The word derives from the Latin verb nararre, "to tell", which is derived from the adjective *gnarus,* "knowing" or "skilled". Narrative can be organized in a number of thematic or formal categories: non-fiction (such as definitely including creative non-fiction, biography, journalism, transcript poetry, and historiography); fictionalization of historical events (such as anecdote, myth,

legend, and historical fiction); and fiction proper (such as literature in prose and sometimes poetry, such as short stories, novels, and narrative poems and songs, and imaginary narrative as portrayed in other textual forms, games, or live or recorded performance).

According to L. Spencer, in a step-by-step Guide to Narrative Wring, Rosen, 2005, In writing a narrative, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether it comes from personal experience or is one that writer has imagined, the point of a narrative is to bring one's subject to life. By using sensory details, the five Ws and H (who, what, where, when, why, and how), and basic story structure, any subject can be made exciting.

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one characters – this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: "What happened then?".

1) Examples of Narrative Writing:

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Moral : A single plan that works is better than a hundred doubtful plans.

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

The morality: One good turn deserves another.

Story of Parrot and Cat

A Man once bought a Parrot and gave it the run of his house. It revelled in its liberty, and presently flew up on to the mantelpiece and screamed away to its heart's content. The noise disturbed the Cat, who was asleep on the hearthrug. Looking up at the intruder, she said, "Who may you be, and where have you come from?" The Parrot replied, "Your master has just bought me and brought me home with him." "You impudent bird," said the Cat, "how dare you, a newcomer,

make a noise like that? Why, I was born here, and have lived here all my life, and yet, if I venture to mew, they throw things at me and chase me all over the place." "Look here, mistress," said the Parrot, "you just hold your tongue. My voice they delight in; but yours—yours is a perfect nuisance."

Those are a narrative text because they are telling a story. There are different characters conversing and a plot is unravelling

2) Components of Narrative

Narrative writing has 3 components of generic structure, i.e:

a) Orientation

Orientation is contained about the beginning of the story that contains the characters, background of time and place of the story. This part is all about the overall of the story, who, when, and where the story is happened.

b) Complication

In this part, the main character will be faced by conflicts in his or her life and he or she must solve those conflicts.

c) Resolution

Resolution is ending. In this part, every problems have to be solved already by the main character. In resolution, there must be a lesson that the readers can take. Moral value in the ending of narrative writing is called Coda.

The use of grammar in narrative writing is mostly in the past. We can use some of tenses, past perfect, past continuous, past perfect continuous, moreover past future perfect continuous. But not all of the kinds of tenses should be the hint because tenses follow the condition and situation of sentences.

3) Characteristics of Narrative

    a) Use verb in past tense. Ex: Walked, Said, Wondered, etc.

    b) Use certain noun as pronoun, an animal and a thing in the story. Ex: the princess, the girl, the cat, etc.

    c) Use adjective that is being a noun phrase. Ex: The red riding hood, the poisoned apple, etc.

    d) Use time connectives and conjunction to arrange each event. Ex: before, after, then, next, soon, etc.

    e) Use adverbs and adverbial phrase to show the location of events. Ex: on the sea, in the mountain, there, happily ever after, etc.

3. The Components of Writing

There are five components of writing such as content, organization, vocabulary, language use, and mechanic.

a. Content

The content of writing should be clear to reader. So the reader can understand the message on passage and gain information of it. There are at last think that can be measure in connecting with component, the composition should be contain one central purpose only, and should be developed.

b. Organization

In organization of writing concerns with the way we write arrange and organization the idea of message in the writing purpose of the organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

c. Vocabulary

The effective use of words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing to express idea. We always deal with compose what they are going to say because we feel difficult to choose what appropriate will help the writers to compose the writing and also make the readers easy to understand.

d. Language Use

Language use in writing description and other from writing involves correct language and point of grammar. An adequate grammar should be one that capable of producing grammar. We should not be able to do anything more than litter separate items of language for function and also grammar can help student to improve the use of formal language.

e. Mechanic

There are two parts of mechanic in writing namely function and capitalization. Important function as the way clarify meaning.

4. The Stages of Writing

There are three stages in process of writing, they are: *planning, drafting, and revising*.[16]

a. Planning

Planning is orderly procedure used to bring about a desired result. As the first stage in the writing process, planning is a series of strategies a designed to find and produce information in writing.

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[16] James M. Mc. Cimon, *Writing with a Purpose,* (Eight Edition. New Jersey: Houghton Mifflin Company), p. 10

b. Drafting

      Drafting is a series of strategies designed to organized and develop a sustained of writing.

c. Revising

      Revising is a procedure for improving or correcting a work in progress. As the final stages in writing process, revising is a series of strategies designed to re-examine and evaluate the choices that have created a piece of writing.

  5. Capital Letter and Punctuation

a. Capital Letter

      Capital letter according Oxford Learner's pocket Dictionary third edition page 57, capital letter is large letter. The rules for the use of capital letter are not really rules at all, but the practices used by writers to make readers take careful notice of certain words. For example, the first letter of the first word of a sentence is capitalized to alert the reader to the start of a sentence. Proper noun such as Jamaica, Maria, and Operation Desert Storm are capitalized to show their importance. Capitals can also show what words mean. There is a key difference between jack and Jack, between being an odd fellow and belonging the Odd Fellows (fratenal group), and between china and China.

      The way to use capital letter:

1)   Use a capital letter for the personal pronoun 'I'.

    Example: *I need a cup of tea.*

2)   Use a capital letter to begin a sentence or to begin speech for the first word.

Example: - *The woman whom I saw last night is your mother. She was in the city park with your little brother.*

3) Use a capital letter for days of the week, months of the year, holidays.

Example: *Monday, Thursday, March, August, Christmas, Independence Day,* and so on.

4) Use a capital letter for countries, languages & nationalities, and religions.

Example: *Indonesia, Netherland, English, Spanish, Islam, Buddishm*

5) Use capital letter for places and monuments.

Example: *Eiffel Tower, Niagara Fall, Mount Everest,* and so on.

6) Use a capital letter for titles of books, poems, songs, plays, films, etc.

Example: *Manifesto Gerakan Intelektual Profetik, Beowulf, Titanic, My Heart Will Go On,* etc.

7) Use capital letter for people's name and titles

Example: *Dr. Abd. Pirol, M.Ag., President Barrack Obama, Sabaria Rahman, Prof. Suwarsih Madya, PhD., etc.*

b. Punctuation

The purpose of punctuation is to make your meaning clear to the readers. For the most part, punctuation marks do nothing more than mirror pauses and stops in your speaking patterns. End marks (periods, question marks, exclamation points), semicolons, colon ask you to stop briefly in your reading. Commas asks you to pause briefly and then read on. Dashes and parentheses can be used to set parenthetical or explanatory information.

1) The Period (**.**)

  - Used after abbreviations

Example: *Mr. Mrs. Ms. Dr. Inc. Ph.D. St. Sr., etc.*

  - Used to end a sentence

Example: *Islam is the religion of justice.*

  - Acronyms do not use periods (exception)

Example: *AIDS (acquired Immune-Deficiency Syndrome), CORE (Congress for Racial Equality), etc.*

2) Question Mark (**?**)

  - Used to end a sentence which is direct question

Example: *How are you?*

  - Used to show that writer is not certain about the accuracy of a number or date.

Example: *The manager of the bookstore said that he ordered thirty (?) books*.

3) Exclamation Mark

  - Appears at the end of sentence that indicates strong emotion, such amazement, alarm, shock, fear, etc.

    Example: *No! Don't touch it!*

      Ouch!

      Stop it!, etc.

  - Exclamation mark should not be used with mild interjections or commands.

Example: *Please follow the instruction with care.*

Yes, the new computer will help us greatly.

4) Dash (—)

- Used to indicate a sharp break in thought.

Example: *I disliked—no, I hated—the man.*

She was my—but who care about it now?

- Used to dramatically set off appositive or othe explanatory material.

Example: *The dash—two unspaced hypens in typing—gives strong emphasis to the material that is set off.*

5) Parentheses ()

- Used to enclose examples, explanations, passing remarks, and other information not essential for a clear understanding

Example: *(1) Many American Presidents (John F. Kennedy and Bill Clinton, for example) were war heroes.*

(2) Cape Fear (it is remake of the 1962 film starring Robert Mitchum) features outstanding Performances by Robert de Niro and Nick Nolte.

- May also be used to set off dates, to set off numbered points in a list, and to enclose a citation (or referencce).

C. *Definition of Silent Movie*

A silent movie or silent film is a film with no synchronized recorded sound, especially with no spoken dialogue. The term silent film is therefore a retronym, that is a term created to distinguish something retroactively.

Silent movie is made without sound in the dialogue. The audient is forced to get the story of the movie based on the gestures of the actor and some of text on the movie just like comics that is filled of the dialogue of the movie. While the movie also have instrument music that is usually involves solo player, pianist, organist, and it might be a mini orchestra. The music is played match to the every scene of the movie. Silent films are about actors being able to express themselves without speaking.[17]

D. *Design of Silent Movie in Learning and Teaching Process*

Silent movies are supposed to be like captivating, a story par exellence but also silent. Silent films are great for getting students to produce language — and after all is said and done, that most often is the hardest thing to do, getting the students speaking and learning language by just communicating. That is our job, to get the students so absorbed in the communicative act that they forget they are learning. When we forget and are not consciously fixated on the language – we learn so much more. And great silent movies do that so well. Here are some of ways to apply of using silent movie in learning and teaching process:

1. Backdoor

In pairs or small groups, one or more students view and describe to the other students who have their backs to the screen. Alternate every few minutes and circulate to give help with vocab (or just write it on the board as needed, students will see you and use to describe the action.)

2. Prediction

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[17] ABC (Australian Broadcasting Corporation News), behind the news, Episode 15, 3rd June 2014 p.2

Watch a small part and stop the video. Have students predict what will happen next.

3. Vocabulary

Depending on the theme of the video (for example in The Flat Life you can use action words and / or furniture) have students make lists of words and then use them to retell the story/narrative up to that point.

4. Dialogue

Students watch and then re-enact the dialogue in the story. Add in a narrator if necessary. This is a great speaking/writing combined lesson. Get them even to use speech bubbles and draw cartoons of the story.

5. Writing

Have students retell the story, rewrite the story – but with a different ending. First retell and use this as an engagement activity for some really creative writing. Make sure to do the most important part of the writing process.

The use silent movie in learning process is another activity that uses video without the sound. The beauty of silent video is that students can comprehend what they see far more easily than what they hear. Teacher can limit the language input, or choose a video that fits well with what teacher has been studying.

E. *Theoritical Framework*

Figure 2.1
The Procedure of The Research

```
              ┌─────────────────────┐
              │       MEDIA         │
              │  SILENT ANIMATED    │
              │       MOVIE         │
              └─────────────────────┘
```

1. Motivate
2. Preparation
   (Lesson Plan)

Teaching Writing of
Narrative Text

1. Characteristics of
   Narrative Text
2. How to make a
   narrative text
3. Simple Past Tense

Improvement of
Narrative Writing
Skill
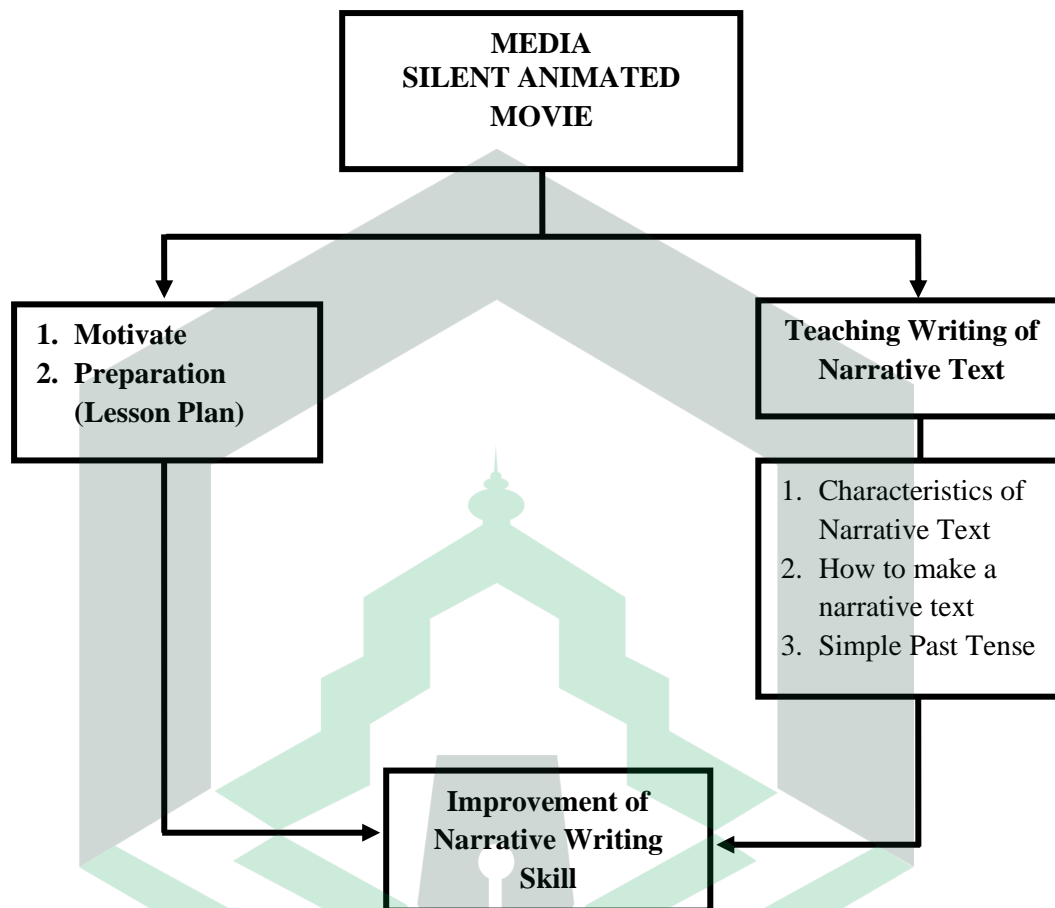
The figure illustrates that one of method to improve students' writing skill of narrative text is by using media silent animated movie. The use of silent animated movie can be helpful for students in learning narrative writing since the use of this media help students in collecting new vocabularies and arrange story that match to the movie in order to make a narrative text. Though, the use of this media can attract students in participaing the teaching and learning process.

CHAPTER III

RESEARCH METHOD

A. *Research Type*

This research follows the principle working of Classroom Action Research (CAR) that contains of four stages, they are: *Planning, Implementation of Action, Observation, and Reflection.* This research was held in two cycles. The first and second cycle where each cycle were the series of activities which have close relation. Where, the implementation of the second cycle was continued and repaired from the first cycle.

B. *Setting of the Research*

This research was conducted in two cycles where each cycle consisted of two meetings. In the first cycle, the meetings were conducted on Tuesday, 9th October 2018 and Friday, 12th October 2018. For the second cycle, the meetings were conducted on Tuesday, 16th October 2018 and Friday, 19th October 2018. The subject of this research was the Eleventh Grade students' of Muhammadiyah Senior High School Palopo. There were 14 females and 6 males and the averages of students' age was 15 to 16 years old.

C. *Data Source*

1. Teacher

Before doing this research, the researcher had an interview and with the teacher about the lesson that students may need and to identify students' level and students' enthusiat in English class.

2. Students

The data that had taken from students were the test achievement and observation of students' participation. The researcher use writing assesment from J.B. Heaton to measure students' achievement in making narrative text. Furthermore, the data of the students' participation also the data that were taken to consider the success indicators were fulfilled as the measurement of this research goals.

3. Collaborator

The collaborator is the English teacher and researcher's partner. The English teacher introduced the researcher at the first meeting in the class. In while, the researcher always consulted the lesson plan to the teacher before the class was started. Furthermore, researcher was helped by researcher's partner from English Department Studies of IAIN Palopo namely Wias Tuti Elsa Safitri to observe all of students' activities in the class. Since the teacher could not be present in every meeting.

D. *Classroom Action Research (CAR)*

CAR is a form of assessment that is reflective of the perpatrators action, to increase the stability of rational-action term in carrying out tasks, to deepen understanding of the actions taken, and improve where learning practices implemented. To achieve these objectives, perform the CAR review process cyclical, which consists of four stages as follows:

The four phases of a cycle within a CAR can be described as follow:

a. Planning

In this case need to formulate action plans that was taken. Actions taken can be formulated into a form hypothesis.

b. Acting

On this draft strategy and set of learning scenarios. Scenarios of action must be implemented correctly and fairly.

c. Observation

In this case is actually running concurrently at the time of exercise of the action. Observations are made at the time the action is running, both took place at the same time.

d. Reflection

In this case as a whole intended to examine the actions that have been implemented. Based on the data collected, and then conduct an evaluation to improve the follow-up, reflection in the CAR include analysis, synthesis, and evaluation of the results of observations on the action taken. If there are problems on the process of reflection, then re-tested through the next cycle.[16] In accordance with the essence of which is reflected by the name of action research spiral, classroom action research can be started from anywhere of the four phases namely: *planning, action, observation, and reflection.*

1. Characterisctics of Classroom Action Research (CAR)

1) Practical and relevant with situated real deep job

2) Giving set framework to trouble-shooting

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[16] Baedhowi. *Bimbingan Guru dalam Penelitian Tindakan Kelas* (Jakarta: Januari 2010, Direktur Jendral PMPTK), p.19-23

3) Flexible and adaptive which is enable to mark sense changing up to trial period

4) Participation which researcher takes part straightward

5) Self evaluate which is continue modification is evaluated in aught situation

6) In term research finding have poor external validity

7) Research and decision making is process by decentralizes and deregulation

8) Cooperative is in contemplation, performing, and evaluation

9) Action research develops empowerment, democracy, justice, and freedom.

10) Applying theory in small-scale

11) Accentuating action approaching

12) Develop a model.[17]

E. **_Procedures of the Research_**
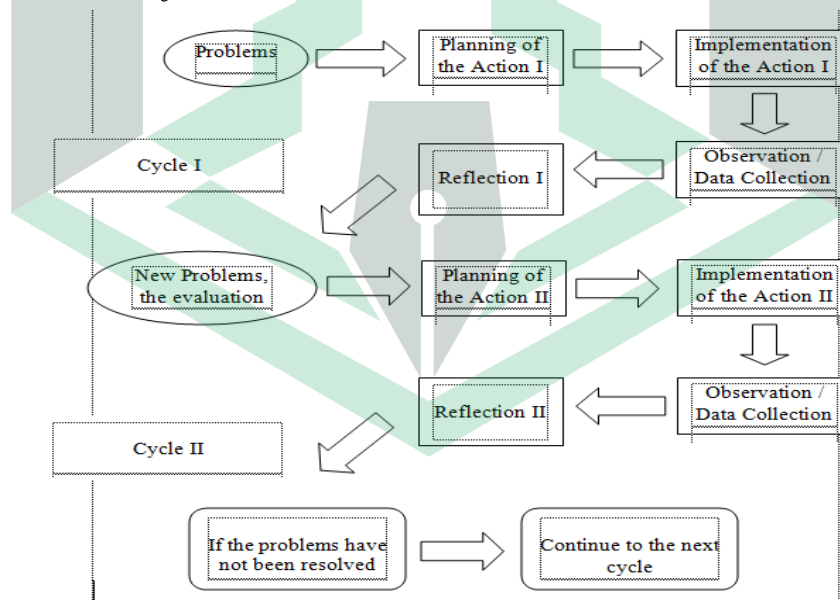
The cycle of Classroom Action Research (CAR)[18]

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[17] E. Mulyasa, Menjadi Guru Profesional, (cet. IV; Bandung; PT. Remaja Rosdakarya Offset, 2006) p. 153-154

[18] Baedhowi, _Membimbing Guru dalam Penelitioan Tindakan Kelas_ (Kementrian Pendidikan Nasional, 2010), p.15

1. Planning

Before doing the action research, the researcher prepared all things that related to the lesson. First, researcher made a lesson plan. Next, the researcher selected some narrative texts that match with the students' level. Then, the researcher prepared the test for the students. The last, the teacher prepared observation sheet that was filled up by the collabolator while the researcher implementing the silent animated movie in the classroom.

2. Acting

In this stage, the researcher gave the students material about narrative writing by giving the definition of narrative writing, characteristics of narrative writing, examples of narrative writing, and how to make a narrative writing. After that, students made a narrative text through silent animated movie that was displayed through screen projector in the classroom.

3. Observation

In this step, researcher observed all events and activities during the research. The researcher with the collaborator observed about the situation of learning and teaching process, and also the students' participation and the test evaluation.

4. Reflecting

This step was conducted to know how far the students understand the materials which had given. What the strength and the weakness of this cycle. This classroom action research was considered success if some of the following requirement is fulfilled:

a. The averages frequency score of students is **70**

b. The averages of students' activeness is **75%**

F. *Instruments of Collecting Data*

The researcher used test achievement to analyze students' score, observation sheet to analyze students' participation and camera as the aid instrument to documentate all of the activities in the class to help the identifying of observation sheet.

G. *Data Analysis Technique*

To analyze the data, researcher used writing test as scoring of students' test. According to J.B Heaton that analysis technique of objective score in writing ability is classified into five scales. The components that involved as follows:

a. Content, is the substance of writing, the idea expressed.

b. Organization, is the purposes of organization material in writing which happen from beginning to the end.

c. Vocabulary, is all the word that used by students.

d. Grammar, is the correct use of syntatic pattern and structural words.

e. Mechanic, is use of graphic convention of the language.

Table 3.1
Analysis Objective Writing Score

a. Content

No.	Score	Classification	Criteria
1.	27-30	Very Good	Clear, focused, and interesting detail, complete, rich, well focus, main idea, stand out, secondary idea do not usurp too much attention
2.	15-26	Good	Clear the focused, even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general.
3.	12-14	Fair	Lack of logical sequencce and development ideas confusing or disconeected, lacking purpose or theme.
4.	9-11	Poor	Not fluent, does not communicated, information is very limited.
5.	5-8	Very Poor	No organization, not enough to evaluate because no meaningful

b. Organization

No.	Score	Classification	Criteria
1.	18-20	Very Good	Fluent expression, ideas clearly state. Support logical sequencing, well organize means the order, structure, or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and strong conclution.
2.	14-17	Good	The reader can readily follow what is being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.
3.	10-13	Fair	Lack of logical sequencing and development is not fluent. The writing lacks direction, with ideas, detail.
4.	7-9	Poor	Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.
5.	5-7	Very Poor	Not organization, confusing the sender. not enough to evaluate

c. Vocabulary

No.	Score	Classification	Criteria
1.	18-20	Very Good	Effective word, choice, and usage spesific and accurate.
2.	15-17	Good	Adequate range occcasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3.	12-14	Fair	The writer struggle with a limited vocabulary, grouping for words.
4.	9-11	Poor	Many error words/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid or detail that only the broadest, many repititions, often word simply do not feat the test, verb are weak and view in number; (is,are) were dominated.
5.	5-8	Vey Poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spelling.

d. Grammar

No.	Score	Classification	Criteria
1.	23 – 25	Very Good	Effective complex constructions few error of agreement, tenses, number, word order/function, pronouns prepositions
2.	20 – 22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and preposition, but meaning seldom or cured.
3.	16 – 19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, wor order/function. Pronoun, preposition and or frament does not communication
4.	9 – 15	Poor	Dominated by error of grammar, can not be understood and evaluated
5.	5 – 8	Very Poor	Virtually no mastery of sentences construction rules.

e. Mechanic

No.	Score	Classification	Criteria
1.	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph
2.	4	Good	Few errors of spelling, capitalization, paragraphing but not observed
3.	3	Fair	Some error of spelling, punctuation, capitalization
4.	2	Poor	Many error of spelling, punctuation, capitalzation
5.	1	Very Poor	Illegible writing

The data was collected in every observation in each cycle that was analyzed descriptively through percentage technique.

1. Test

The data of this research was analyzed as follows:

a. Transcribing the result of students' narrative writing.

b. Students' score of narrative writing test is counted by using the formula, as follow:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ item} \times 100$$

c. Classifying the score of the students into the following criteria:

1. 91 – 100 is classified as very good

2. 70 – 90 is classified as good

3. 60 – 69 is classified as fair

4. 50 – 59 is classified as poor

5. 0 – 49 is classified as very poor

Calculating the rate percentage of students' score by using following data:

$$M \frac{\sum x}{N} =$$

Where:

M= Mean Score

$\sum$= Total Score

N= Total Sample[19]

2. The Students' Participation

It was analyzed by considering the students' participation and classify into passive and active classification. These following are the classification of students' activeness:[20]

a. **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.

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[19] Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan Praktek;*(Jakarta Rineka Cipta), p. 185.

[20] Tawakal, *Encouraging Students to Speak English by Using Picture at the Second Level Students of ESC Family Palopo (a CAR),* A THESIS S1, Unpublished, (Palopo: perpustakaan IAIN Palopo), p. 55

b.   **Active:** the student responses the material by watching, listening, speaking, identifying the words, and interacting with others, whether to the teacher or his/her friends.

c.   **Less active:** the student pays attention and gives responses once in a while.

d.   **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. *Findings*

       The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:

Cycle 1

Problem ⟶ plan of acting ⟶ acting

Reflection 1 ⟵ data analysis ⟵ observation

Next

Cycle 2

Problem ⟶ plan of acting ⟶ acting

Reflection 2 ⟵ data analysis 2 ⟵ observation
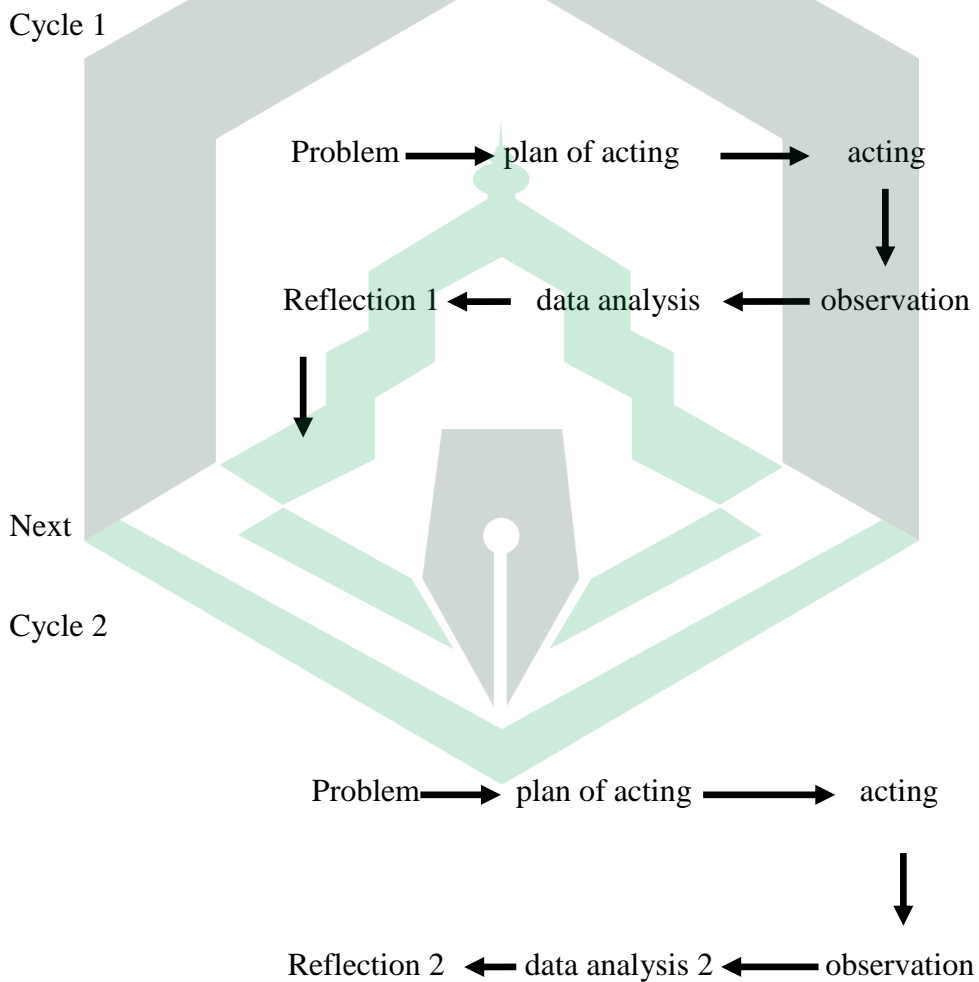
Cycle 1

1. Planning

In this section, the researcher (teacher) prepared the materials that would give to the students

1)   Prepared a lesson plan about narrative writing by using silent animated movie.

2)   Made the observation sheet to observe the conditions of the learning process

3)   Prepared the aids or tools to optimalyze or support teaching and learning process, example: laptop, camera, LCD, etc.

4)   Making instrument that is used for CAR (Classroom Action Research)

5)   The researcher prepared material to be presented. In this research, all of the learning process in this class used the silent animated movie for the topic of making a narrative text.

2. Acting

This cycle was consisted of two meetings. In each meeting, the researcher taught by using a media of silent animated movie. The researcher taught based on the lesson plan that was already planned and observed by the collaborator. There were some activities that was done in this phase namely:

1) The first activity

Researcher gave orientation to the students like greet the students, checked for their present, do the apperception, it took 10 minutes.

2) The main activity

The main activity was displaying the silent animated movie through LCD projector, students watched while listening to the music instrumental of the movie. The first, researcher explained how to retell the story of the silent animated movie with narrative writing, in this case researcher gave some explanation about characteristics of narrative text. Furthermore, researcher explained tenses that would be used in making the narrative text. Then observed the students when they were watching the movie for 15 minutes. After that, researcher gave the worksheet to fill by the students. Then gave direction to students to start to write a narrative text based on the story in the movie that had been watching before. It took 30 minutes.

3) The last activity

The end of the activities were the researcher asked the students to submit their worksheet, after that finding out the students' difficulties during the learning process. And the last, concluding the material.

3. **Observation**

In this stage, the researcher observe all of the data that had collected. Start from the test result of students' achievement in writing a narrative text. These following are the armful of students' score in each component.

Table 4.1
The Result of The Test in Cycle 1

Students	Content	Organization	Vocabulary	Grammar	Mechanic	Score (X)
001	22	15	14	17	3	71
002	25	15	16	19	3	78
003	22	15	16	19	4	76
004	18	13	9	15	2	57
005	25	16	14	19	4	78
006	21	13	13	11	3	61
007	22	16	16	20	4	78
008	16	9	10	10	1	46
009	17	9	15	14	1	56
010	22	14	14	16	3	69
011	21	14	15	17	3	70
012	25	17	16	19	4	81
013	16	13	11	10	2	52
014	17	13	10	14	3	57
015	17	13	11	12	2	55
016	21	13	15	12	3	64
017	16	9	10	14	1	50
018	16	9	13	10	2	50
019	18	9	11	10	3	51
020	26	17	16	19	4	82
TOTAL	403	262	265	297	55	1282
Mean Score	20,15	13,1	13,25	14,85	2,75	64,1

- Mean score of Content:

$$X = \frac{\sum x}{N} = \frac{403}{20} = 20{,}15$$

- Mean score of Orgnization:

$$X = \frac{\sum x}{N} = \frac{262}{20} = 13{,}1$$

- Mean score of Vocabulary:

$$X = \frac{\sum x}{N} = \frac{265}{20} = 13,25$$

- Mean score of Grammar:

$$X = \frac{\sum x}{N} = \frac{297}{20} = 14,85$$

- Mean score of Mechanic:

$$X = \frac{\sum x}{N} = \frac{55}{20} = 2,75$$

- Mean score of all components in cycle I:

$$X = \frac{\sum x}{N} = \frac{1282}{20} = 64,1$$

The result of students' score in making narrative text showed they were mostly in low score. Success indicator was not be reached. The mean score was only 64,1.

Based on the result score of the test in cycle 1 can be seen for clear at the table as follows:

1. Content

Table 4.2
Content

No.	Classification	Score	Frequency	Percentage
1.	Very Good	27-30	-	-
2.	Good	22-26	4	20%
3.	Fair	17-21	16	80%
4.	Poor	13-16	-	-
5.	Very Poor	5-13	-	-
			20	100%

Table 4.2 indicated the criteria and percentage of the students' contents in the cycle 1. It showed that most of the students obtained criteria "Fair". There were 16 students (80%) got score in range 17-21 which is categorized as "Fair". 4

students (20%) got score in range 22-26 which is categorized as "Good" in content. None of them (0%) obtained "Very Good", "Poor", and "Very Poor".

2. Organization

Table 4.3
Organization

No.	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	-	0%
2.	Good	14-17	10	50%
3.	Fair	10-13	5	25%
4.	Poor	7-9	5	25%
5.	Very Poor	5-6	-	0%
			20	100%

Table 4.3 indicated the criteria and percentage of students' organization score in the cycle 1. There was none student obtained "Very Good" and "Very Poor". In the table showed that there were 10 students (50%) got score in range 14-17 that is categorized as "Good". 5 stduents (25%) got score in range 10-13 which is categorized as "Fair" and 5 students (25%) got score in range 7-9 which is categorized as "Poor" in score of organization.

3. Vocabulary

Table 4.4
Vocabulary

No.	Classification	Score	Fequency	Percentage
1.	Very Good	18-20	-	-
2.	Good	15-17	7	35%
3.	Fair	12-14	6	30%
4.	Poor	9-11	7	35%
5.	Very Poor	5-8	-	-
			20	100%

Table 4.4 indicated the criteria and percentage of students' vocabulary score in the cycle 1. There was none student (0%) obtained "Very Good" though

"Very Poor". 7 students (35%) got score in range 15-17 which is categorized as "Good", 6 students (30%) got score in range 12-14 which is categorized as "Fair", and 7 students (35%) got score in range 9-11 which is categorized as "Poor".

4. Grammar

Table 4.5
Grammar

No.	Classification	Score	Fequency	Percentage
1.	Very Good	23-25	-	-
2.	Good	20-22	-	-
3.	Fair	16-19	10	50%
4.	Poor	9-15	10	50%
5.	Very Poor	5-8	-	-
			20	100%

Table 4.5 indicated the criteria and percentage of students' grammar score in the cycle 1. There was none student (0%) obtained criteria "Very Good", "Good", and "Very Poor". 10 students (50%) obtained score in range 16-19 which is categorized as "Fair" and 10 others (50%) obtained score in range 9-15 which is categorized as "Poor".

5. Mechanic

Table 4.6
Mechanic

No.	Classification	Score	Fequency	Percentage
1.	Very Good	5	-	-
2.	Good	4	5	25%
3.	Fair	3	9	45%
4.	Poor	2	3	15%
5.	Very Poor	1	3	15%
			20	100%

Table 4.6 indicated the criteria and percentage of students' mechanic score in the cycle 1. There was none student (0%) obtained score in criteria "Very

Good". 5 students (25%) obtained score 4 which is categorized as "Good". 9 students (45%) obtained score 3 which is categorized as "Fair". 3 students (15%) obtained score 2 which is categorized as "Poor" and the 3 others (15%) obtained score 1 which is categorized as "Very Poor".

The next data in this research is the students' participation during the class. The researcher use observation list as follow:

Table 4.7
Observation List in Cycle 1

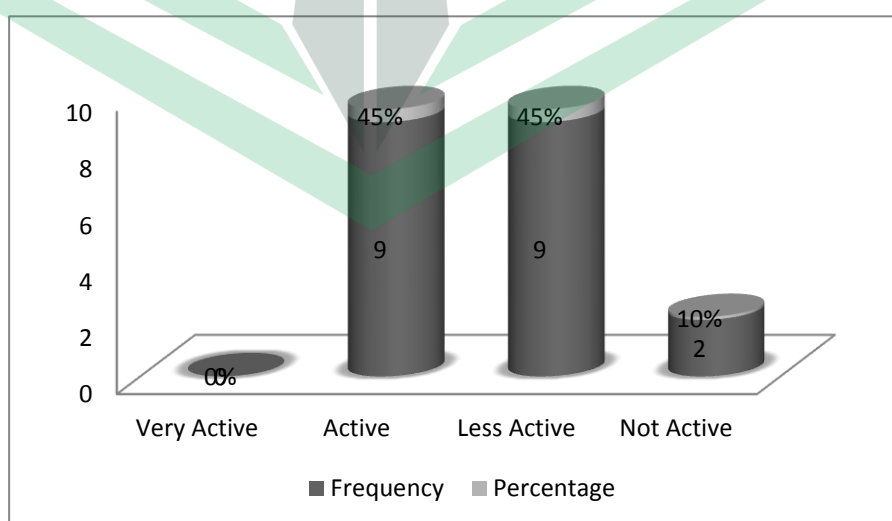| No.	Students	Students' Participation			
		Very Active	Active	Less Active	Not Active
1.	001		■		
2.	002		■		
3.	003		■		
4.	004			■	
5.	005			■	
6.	006			■	
7.	007			■	
8.	008			■	
9.	009			■	
10.	010		■		
11.	011		■		
12.	012		■		
13.	013				■
14.	014		■		
15.	015			■	
16.	016		■		
17.	017				■
18.	018			■	
19.	019			■	
20.	020		■		

Indication:

a. **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.

b. **Active:** the student responses the material by watching, listening, speaking, identifying the words, and interacting with others, whether to the teacher or his/her friends.

c. **Less active:** the student pays attention and gives responses once in a while.

d. **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

Table 4.8
The percentage of students' participation in Cycle 1

Classification	Frequency	Percentage (%)
Very Active	-	
Active	9	45%
Less Active	9	45%
Not Active	2	10%
	20	100%

Diagram 1
The Percentage of Students' Participation in Cycle 1

Based on the table and diagram of students' participation above can be seen that the success indicator was not reached 75%, there were only 9 students (45%) were active, none student (0%) was very active, 9 students (45%) were less active, and 2 students (10%) were not active.

The researcher helped by the collaborator observed all of the activities during the learning process. In addition, the condition of the class was noisy when researcher gave explanation about the material. Some of them were busy with handphone and did not focused to the material. Most of the students could not produce narrative text well since they did not know the transformation from V1 to V2 and they were not really familiar about the teaching and learning method. The class always started with gave motivation to the students in English class. This observation helped with the instrument by using the observation sheet that had prepared before.

4. Reflection

Reflection is an evaluation for the researcher and collaborator in order to find out the impact of action that was done. The step in reflection were analyzed the data from observation sheet and the result of the test to find out the improvement of students' narrative writing skill by using silent animated movie and discussed the teaching and learning process that had done and planned for the next activities. This step is conducted to know how far the students understand the materials which had given. What the weakness and obstacle of all the activities in action step. How students respond in each meeting. These phenomena are a reference to manage the next cycle.

In the findings, there were only some of students were active during the learning process. After analyzing observation sheet, the researcher concluded that the learning process that occured in the classroom was relatively ineffective. Most of the students did not pay attention and followed the learning process optimally. Furthermore, the researcher found some obstacles in teaching and learning process, as follows:

- The students were still lack of vocabularies that related to the movie.

- Most of the students only know simple present tense that made them having error in arrange story that should use simple past tense.

- The chosen episode of Simon's Cat was too complicated for the students. in this case, it took 02:11 minutes of the duration.

- The students were unfamiliar with media silent animated movie especially to make a written story by watching the movie.

In the findings, the table 4.2 shows that the students' score in term of *Content* in cycle 1 are various; in which there were 16 students (80%) got "Fair". 4 students (20%) got "Good". None students (0%) got "Very Good", "Poor", and "Very Poor". Then, on the table 4.3 shows that students' score in the term of *Organization* in cycle 1 are various; in which there was none student (0%) got "Very Good". There were 10 students (50%) got "Good". 5 others (25%) got "Fair", 5 students (25%) got "Poor" and none student (0%) got "Very Poor". Next, the table 4.4 shows that students' score in term of *Vocabulary* of Cycle 1 are various; in which there was none of the student (0%) got "Very Good". There were 7 students (35%) got "Good", 6 students (30%) got "Fair", 7 students (35%)

got "Poor" and none student (0%) got "Very Poor". Then, on the table 4.5 shows that students' score in term of *Grammar* in Cycle 1 are only "Fair" and "Poor". There were 10 students (50%) got "Fair" and 10 students (50%) got "Poor". And on the table 4.6 shows the students' score in term of *Mechanic* in Cycle 1 are various; in which there was none student (0%) got "Very Good", 5 students (25%) got "Good", 9 students (45%) got "Fair", 3 students (15%) got "Poor", and 3 students (15%) got "Very Poor".

In addition, there were only 8 students (40%) obtained "Good" criteria for all component, 3 students (15%) were classified as "Fair", and 9 students (45%) were classified as "Poor". The last on the table 4.8 in shows the percentage students' participation during the class. Some of the students were not really active. There were only 9 students (45%) were active, 9 students (45%) were less active, 2 students (10%) were not active, and none of them was very active. In which can be concluded that the success indicator of students' activeness was not reached 75%. Then the result of evaluation mean score was only 64,1; which was meant the success indicator was not be fulfilled though where the averages score of students should be 70 in this cycle. The students' achievement mostly still low.

Cycle II

1. Planning/Revised Plan

This cycle had a little different plan with cycle 1. In order to decrease the obstacles in the first cycle, the second cycle was planned as follows:

a. Before starting the class, the researcher encouraged the students by giving some motivation and brainstorming.

b. The researcher gave more explanation about simple past tense and intensive guidance to make the students could write well with good composition.

c. Based on the result of the first cycle, the researcher made several difference with the first cycle. In this second cycle, the researcher gave some vocabularies that had related to the movie and the examples of word change from V1 to V2 that the students may need in making the narrative text. The researcher also changed the movie episode by choosing a simpler plot of story and vocabulary in the movie. In the second cycle, the movie was displayed for three times.

2. Acting

This cycle was consisted of two meetings and in each meeting the researcher always start to give more explanation about simple past tense and past continous and the steps in making narrative text to the students. After giving the material, the researcher explained the instrument of the test and then distributed the work sheet to the students. Then the researcher explained more clearly and gave instruction the students about the vocabularies they could use which had written on the white board. In this second cycle, the researcher gave simpler episode of Simon's Cat movie with shorter duration about 00:01:36 minutes while in the first cycle, the episode that was used durated about 00:02:11 minutes by considering one of the students' difficulty was the episode in the first cycle was too complicated and they could not identify all of vocabularies that was needed.

3. Observation

In this stage, the researcher did the same way as the observation in cycle 1 where the data that had observed were the students' test result and participation. These following are the description of the test result:

Table 4.9
The Result of The Test in Cycle 2

Students	Content	Organisation	Vocabulary	Grammar	Mechanic	Score (X)
001	25	17	17	20	4	83
002	27	18	17	22	4	88
003	25	18	17	22	4	86
004	18	17	14	19	3	71
005	27	18	15	19	4	83
006	23	15	15	14	3	70
007	25	18	18	22	4	87
008	22	13	17	17	2	71
009	22	14	17	19	3	75
010	25	17	16	19	3	80
011	23	17	17	20	3	80
012	27	17	17	22	4	87
013	22	17	14	16	3	72
014	22	17	14	16	4	73
015	22	17	13	16	3	71
016	23	15	17	16	3	74
017	22	18	13	17	2	72
018	22	17	15	15	3	72
019	22	17	14	15	4	72
020	27	20	18	22	4	91
TOTAL	471	337	315	368	67	**1558**
Mean Score	23,55	16,85	15,75	18,4	3,35	**77,9**

- Mean score of Content:

$$X = \frac{\sum x}{N} = \frac{471}{20} = 23{,}55$$

- Mean score of Organization:

$$X = \frac{\Sigma x}{N} = \frac{337}{20} = 16,85$$

- Mean score of Vocabulary:

$$X = \frac{\Sigma x}{N} = \frac{315}{20} = 15,75$$

- Mean score of Grammar:

$$X = \frac{\Sigma x}{N} = \frac{368}{20} = 18,4$$

- Mean score of Mechanic:

$$X = \frac{\Sigma x}{N} = \frac{67}{20} = 3,35$$

- Mean score of all components in cycle II:

$$X = \frac{\Sigma x}{N} = \frac{1558}{20} = 77,9$$

The result of the students' score in this second cycle shows that there was an increasing of students' score in each components. The success indicator was fulfilled. The mean score was 77,9.

The result score of the test in cycle 1I can be seen for clear at the table as follows:

1. Content

Table 4.10

Content

No.	Classification	Score	Frequency	Percentage
1.	Very Good	27-30	4	20%
2.	Good	22-26	15	75%
3.	Fair	17-21	1	5%
4.	Poor	13-16	-	0%
5.	Very Poor	5-13	-	0%
			20	100%

Table 4.9 shows the criteria and percentage of students' achievement in content. The table indicates that there were 4 students (20%) got score in range 27-30 which is categorized as "Very Good". 15 students (75%) got score in range 22-26 which is categorized as "Good" and 1 student (5%) got score 18 which is categorized as "Fair". There was none student (0%) was categorized in "Poor" and "Very Poor".

2. Organization

Table 4.11
Organization

No.	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	6	30%
2.	Good	14-17	13	65%
3.	Fair	10-13	1	5%
4.	Poor	7-9	-	0%
5.	Very Poor	5-6	-	0%
			20	100%

Table 4.10 shows the criteria and percentage of students' achievement in organization. The table indicates that there were 6 students (30%) got score in range 18-20 or the criteria is "Very Good". 13 students (65%) got score in range 14-17 and the criteria is "Good". And 1 student (5%) got score 13 which is categorized as "Fair". There was none student (0%) got "Poor" and "Very Poor".

3. Vocabulary

Table 4.12
Vocabulary

No.	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	2	10%
2.	Good	15-17	12	60%
3.	Fair	12-14	6	30%
4.	Poor	9-11	-	0%
5.	Very Poor	5-8	-	0%
			20	100%

Table 4.11 shows the criteria and percentage of students' achievement in vocabulary. The table indicates that there were 2 students (10%) got score 18 which is categorized as "Very Good". 12 students (60%) got score in range 15-17 which is categorized as "Good". 6 students (30%) got score in range 12-14 which is categorized as "Fair". And none student (0%) got "Poor" and "Very Poor".

4. Grammar

Table 4.13
Grammar

No.	Classification	Score	Frequency	Percentage
1.	Very Good	23-25	-	0%
2.	Good	20-22	7	35%
3.	Fair	16-19	10	50%
4.	Poor	9-15	3	15%
5.	Very Poor	5-8	-	0%
			20	100%

Table 4.12 shows the criteria and percentage of students' achievement in Grammar. The table indicates that there were none student (0%) obtained "Very Good". 7 students (35%) got score in range 20-22 which is categorized as "Good". 10 students (50%) got score in range 16-19 which is categorized as "Fair". 3 students (15%) got score in range 9-15 which is categorized as "Poor". And there was none student (0%) got "Very Poor".

5. Mechanic

Table 4.14
Mechanic

No.	Classification	Score	Frequency	Percentage
1.	Very Good	5	-	0%
2.	Good	4	9	45%
3.	Fair	3	9	45%
4.	Poor	2	2	10%
5.	Very Poor	1	-	0%
			20	100%

Table 4.13 shows the criteria and percentage of students' achievement in Mechanic. The table indicates that there was none student (0%) obtained "Very Good". 9 students (45%) obtained score 4 which is categorized as "Good". Though in criteria "Fair", there were 9 students (45%) obtained score 3. 2 students (10%) got score 2 which is categorized as "Poor" and none student (0%) got "Very Poor".

Next, for the description of students' participation as follows:

Table 4.15
Students' Participation in Cycle 2

| No.	Students	Students' Participation			
		Very Active	**Active**	**Less Active**	**Not Active**
1.	001		■		
2.	002	■			
3.	003	■			
4.	004	■			
5.	005	■			
6.	006	■			
7.	007	■			
8.	008			■	
9.	009			■	
10.	010		■		
11.	011		■		
12.	012		■		
13.	013		■		
14.	014		■		
15.	015			■	
16.	016		■		
17.	017			■	
18.	018		■		
19.	019		■		
20.	020		■		

Indication:

e.   **Very active:** the student is responsive and participated fully in all activities in the learning and teaching process.

f.   **Active:** the student responses the material by watching, listening, speaking, identifying the words, and interacting with others, whether to the teacher or his/her friends.

g.   **Less active:** the student pays attention and gives responses once in a while.

h.   **Not active:** the student does not give responses to the material, she/he looks confused, bored, and sometimes leaves the class.

Table 4.16
The percentage of students' participation in Cycle 2

Classification	Frequency	Percentage (%)
Very Active	6	30%
Active	10	50%
Less Active	4	20%
Not Active	-	0%
	20	100%

Diagram 2
The Percentage of Students' Participation in Cycle II
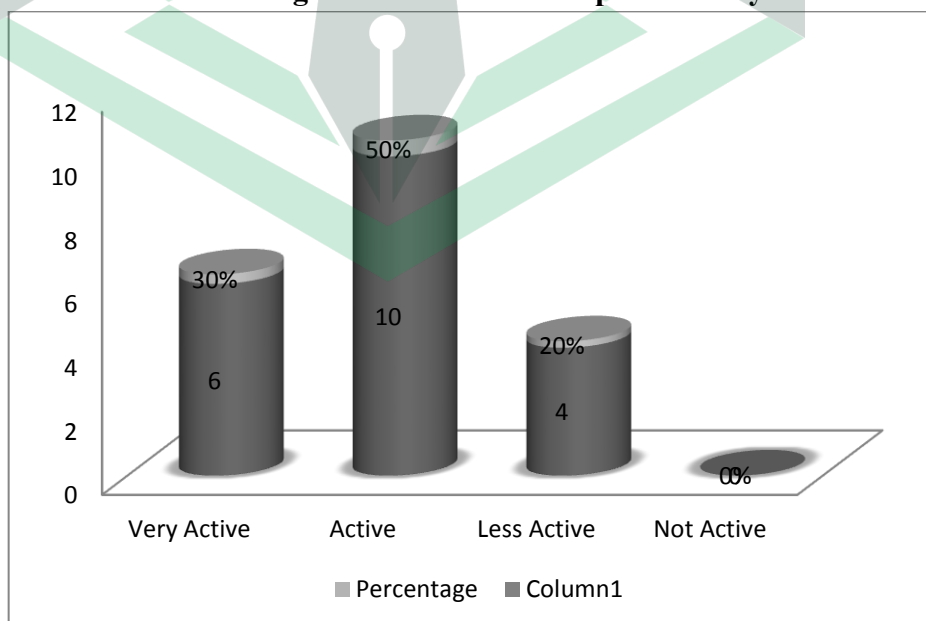
Based on the research observation data above, the class was consisted of 20 students. There were 6 students (30%) were very active, 10 students (50%) were active, 4 students (20%) were less active, and none student (0%) was not active. It can be seen that there is an increasing of students' participation in the class which was influenced by different action with the first cycle. Furthermore, when the classification of very active and active accumulated, the success indicator was reached up to 80%.

The data in this cycle showed that most of the students were active in the class by giving motivation to students before beginning the class and an apperception in the first activity of the class which related to the material. Though the researcher asked the students to use the phone only for learning activity, in this case the electronic dictionary on mobile phone. The researcher helped by the collaborator observed all of the activities during the learning process. The condition of the class was calm, mostly students pay attention when the researcher explained the material. When the movie displayed, mostly students attended very carefully while noting the plot of the story. After the movie stopped, the researcher instructed the students to use some vocabularies which related to the movie which had written on the white board. Most of the students were very active when the test started.

4. Reflection

In this step, the researcher found significant of the students' achievement in making a narrative text by the implementation of silent animated movie. The obstacles that had found in the first cycle could be minimalyzed with

some of different treatment in this second cycle such as gave motivation and an apperception before starting the class, displayed the movie for three times, changed the episode of Simon's Cat silent animated movie into the simpler one, gave some vocabularies which related to the movie, and guided the students more intensively.

In the findings, the researcher found the percentage of students' participation was increased significantly. Most of the students were active in the learning process. There were 6 students (30%) were very active, 10 students (50%) were active, 4 students (20%) were less active, and none (0%) of them was not active. The accumulated of criteria very active and active got result 80% and the result of evaluation mean score was 77,9 which meant the success indicator of this research (*see page 33*) is fulfilled. The students' achievement mostly improving in this second cycle than in the first cycle.

In addition, there were 19 students (95%) were classified as "Good" and 1 student (5%) was classified as Very Good.

B. *Discussion*

Looking at the finding, the researcher presented the discussion of data of the students. The section presents the result of data analysis. It aims describing the students' improvement in writing narrative text ability by using silent animated movie. Based on the data finding, the researcher presented the discussion of data given to students. The students at Eleventh Grade of Muhammadiyah Senior High School Palopo were low in the first cycle but there were better achievements in the second cycle.

1. The First Cycle

Based on the data analysis from the result of the test in cycle 1, the mean score in the first cycle is 64,1. It is under from the standard score that is supposed to be 70 (*see page 33*). In fact, from the result of the students' activities in the first cycle showed that many students were still confused with silent animated movie that was used as media in learning process.

Based on the observation activities, the researcher found some obstacles in teaching English writing by using silent animated movie. They are (a) the condition of the class was noising when the researcher explained the material, (b) The students were not discipline, there were several students just played games and disturbed their friend because they were bored in the class. (c) The students were still lack of vocabulary that had related to the movie. (d) The students still less active because they were confused and did not know how to transform the V1 into V2. (e) The students were bored that made them more focused to their mobile phone. (f) The schedule for English subject was at the 7th-8th lesson, it was at 12.30 - 13.30. The students were getting tired already, starved, got heated, and the feel of want to go home soon. Since the class was the last lesson of the day in school.

The obstacles which is explained above indicates that the students' participation were not as expected in success indicator that is supposed to be 75%. In this first cycle, there were only 45% (9 students) were active in learning process.

Furthermore, when the class ended, the researcher gave some motivation to the students to be more active and put their concentration in the next meeting. Moreover, the researcher considered that the implementation of silent animated movie in this first cycle was not successful and effective enough to improve students' achievement in making narrative text. Thus, the researcher continued to the next cycle (Cycle 2).

2. The Second Cycle

Based on the data analysis in the result of the test in second cycle, the mean score was increased up to 77,9; which was meant that it is fulfilled the success indicator (70). In this second cycle, the researcher repair some obstacles that was found in the previous cycle.

The researcher applied different way and method such as, (a) explained more clearly about the material. (b) Researcher applied the simpler episode of Simon's Cat silent animated movie than in the previous cycle. (c) The researcher equipped some aids like vocabularies and word change form of V1 to V2 which related to the movie.

In this second cycle, the researcher found that the problem founded in the previous cycle can be minimalyzed. It can be seen on the observation sheet which shows that 80% students were active in the class since the teacher apply different ways in teaching the narrative writing through Simon's Cat silent animated movie. Although several students were looked not really enthusiat in the class but most of the students can make a narrative text easily through the use of media silent animated movie Simon's Cat.

In addition, the output of this second cycle showed that the researcher made alternative ways to overcome the problem in the first cycle by considering the increasing of mean score in the test result from 64,1 in the first cycle up to 77,9 in the second cycle. Though the students' participation increased as well from 45% students were active in the first cycle up to 80% in the second cycle.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. *Conclusions*

Related to the result of the data analysis and findings on the previous chapter, the conclusion of the research was described as follow:

As the result of the research, the researcher concluded that the use of silent animated movie can be an effective way to improve students' writing skill of narrative text by following the procedures:

1. Choose a simple plot of story of *Simon's Cat* and limit the language input for the students.

2. Guide the students intensively, in this case, teacher should explain some steps in writing a narrative text.

3. Explain about structure and grammar that is used for narrative; *Past Tense.*

In addition, researcher found that the implementation of media silent animated movie in the class proved effectively in developing students' interest in writing, they got motivated to learn about writing of narrative text.

B. *Suggestions*

Based on the result of data and the conclusion, researcher purpose some suggestions as follows:

1. For the teacher or lecturer, the use of Simon's Cat animated silent movie need to apply once in a while in English class properly.

2. For the students, in order to improve their writing ability, they are suggested to be more pay attention in learning process so that can be understand

the material to enrich their knowledge especially in improving their skill in making narrative text.

3. The teacher must adapt students' level with the episode of Simon's Cat which has simpler plot of story.

4. The teacher can make limit of words or vocabularies input that match with students' level.

5. The researcher suggest to other researcher to conduct Classroom Action Research (CAR) with different method such as prediction or "what will happen next?" with the same media in improving students' vocabulary and writing ability. However, the researcher hopes that this research can be used as a references for all the readers.
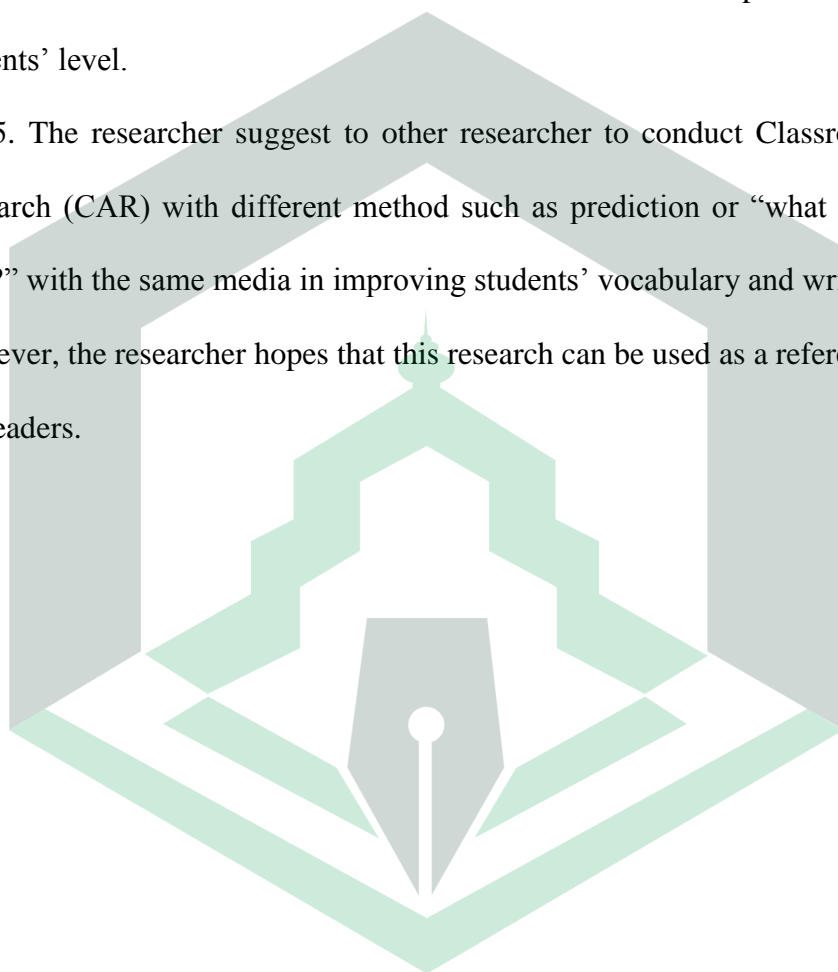
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LESSON PLAN OF CYCLE 1
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

School   : SMA Muhammadiyah Palopo
Subject   : Bahasa Inggris
Class/Semester   : XI / 1 (Ganjil)
Allocation Time   : 2 x 30 menit (1x pertemuan)

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

Kompetensi Dasar:
1.1 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative.*
1.2 Mengungkapkan makna dan langkah retorika dalam teks yang menggunakan ragam bahasa tulis secara akurat dan lancar dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative.*

Indikator:
1. Mengidentifikasi makna dalam teks narrative
2. Mengidentifikasi generic structure dalam teks narrative
3. Mengidentifikasi gagasan pokok dari teks narrative
4. Mengidentifikasi langkah-langkah retorika dalam teks narrative

Materi Pembelajaran
1. Narrative Text
   a. Definition : Narrative is a text focusing spesific participants which tells an interesting story.
   b. Social function :
      To entertain, to gain and hold a readers interest.
      To amuse or to tell a story or to provide an aesthetic literary experience.
      To deal with actual or vicarrious experience in different ways, problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
   c. Generic Structure:
      - Title
      - Orientation
      - Conflict
      - Resolution

Kegiatan Pembelajaran:

Uraian Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan - Orientasi ✓ Guru memberikan salam kepada siswa	10 menit

✓ Guru mengajak siswa berdo'a ✓ Guru mengecek kehadiran siswa ✓ Brainstorming - Apersepsi - Motivasi - Penjelasan mekanisme pelaksanaan pengalaman belajar.		

Kegiatan Inti
- Eksplorasi
  ✓ Mengenalkan topik dengan memberikan contoh narrative text
  ✓ Menunjukkan video animated silent movie; siswa mengurutkan cerita sesuai dengan video
  ✓ Menjelaskan kepada siswa tentang narrative text dari video
  ✓ Memberi kesempatan siswa untuk bertanya dan menyampaikan pendapat
- Elaborasi
  Meminta siswa untuk membuat narrative teks sesuai dengan video animated silent movie Simon's Cat
- Konfirmasi
  ✓ Membahas soal bersama dengan siswa
  ✓ Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya
  ✓ Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan
	40 menit	

Kegiatan Penutup - Menyampaikan rencana pembelajaran pada pertemuan berikutnya - Mengucapkan salam untuk mengakhiri kelas	10 menit	

Sumber Belajar:
- Buku Bahasa Inggris kelas XI
- Kamus bahasa inggris-indonesia (John. M. Echols dan Hassan Shadily)

Penilaian:
Teks tulisan

Mengetahui,

Titi Yuniarti Usman
13.16.3.0150

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

School   : SMA Muhammadiyah Palopo
Subject   : Bahasa Inggris
Class/Semester : XI / 1 (Ganjil)
Allocation Time : 1 x 60 menit

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

Kompetensi Dasar:
1.1 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*.
1.2 Mengungkapkan makna dan langkah retorika dalam teks yang menggunakan ragam bahasa tulis secara akurat dan lancar dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*.

Indikator:
1. Mengidentifikasi makna dalam teks narrative
2. Mengidentifikasi generic structure dalam teks narrative
3. Mengidentifikasi gagasan pokok dari teks narrative
4. Mengidentifikasi langkah-langkah retorika dalam teks narrative

Materi Pembelajaran
1. Narrative Text
   a. Definition : Narrative is a text focusing spesific participants which tells an interesting story.
   b. Social function :
      To entertain, to gain and hold a readers interest.
      To amuse or to tell a story or to provide an aesthetic literary experience.
      To deal with actual or vicarrious experience in different ways, problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
   c. Generic Structure:

Title	Copy Cat
Orientation	One day, there was a fat cat was sitting on the sofa while purred his head. Suddenly, a kitten came close to him from behind.

Complication	The kitten was copying what the fat cat did. When the fat cat realized it, he tried to trick the kitten. He purred his long leg very slowly to made sure the kitten would not be able to do the same thing. When the kitten copied the fat cat, he fell down to the floor. Soon, he got up and then climbed up to the sofa again. But, he pulled down the blanket that made the fat cat fell down too.
Resolution	In the end, the kitten worked out to sat back on the sofa while purred his fur.

Kegiatan Pembelajaran:

Uraian Kegiatan	Alokasi Waktu

Kegiatan Pendahuluan
- Orientasi
  ✓ Guru memberikan salam kepada siswa
  ✓ Guru mengajak siswa berdo'a
  ✓ Guru mengecek kehadiran siswa
  ✓ Brainstorming
- Apersepsi
- Motivasi
- Penjelasan mekanisme pelaksanaan pengalaman belajar.
	10 menit

Kegiatan Inti
- Eksplorasi
  ✓ Mengenalkan topik dengan memberikan contoh narrative text
  ✓ Menunjukkan video animated silent movie; siswa mengurutkan cerita sesuai dengan video
  ✓ Menjelaskan kepada siswa tentang narrative text dari video
  ✓ Memberi kesempatan siswa untuk bertanya dan menyampaikan pendapat
- Elaborasi
  Meminta siswa untuk membuat narrative teks sesuai dengan video animated silent movie Simon's Cat
- Konfirmasi
  ✓ Membahas soal bersama dengan siswa
  ✓ Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya
  ✓ Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan
	40 menit

Kegiatan Penutup - Menyampaikan rencana pembelajaran pada pertemuan berikutnya	10 menit

- Mengucapkan salam untuk mengakhiri kelas	

Sumber Belajar:
- Buku Bahasa Inggris kelas XI
- Kamus bahasa inggris-indonesia (John. M. Echols dan Hassan Shadily)

Penilaian:
Teks tulisan

Mengetahui,

Titi Yuniarti Usman
13.16.3.0150

APPENDIX III
INSTRUMENT OF THE TEST IN CYCLE 1

1. Write your identity on your paper sheet.
2. Watch the movie carefully and make sure you note all of things that happen in the movie.

Answer :

One fine day, a man named Simon was feeding a fish in the tank. When he was deeply enjoyable, he remembered of something. Soon, he closed the tank by its cover then left. Suddenly, a cat appeared right above the tank that Simon did not recognize he was already there before. the cat looked curious to the fish inside the tank. He wanted to catch the fish inside. He knocked the tank while watched the fish inside. The fish looked friendly, but the cat did not. He smashed the tank that made him fell down to the floor. Soon, he climbed up to the sofa then jumped up to top of the tank. The cat took a net to catch the fish inside. He made it. When he was trying to pounce the fish by his hands, the fish played his tail to attack the cat and then he jumped out to the water immediately. In meanwhile, the cat poked the water in such a full power. Unluckily, he was plunged to the water. He tied to get out of the water immediately until he fell down to the floor. He got soaked and soon he dried out his fur that made it expanded like baked bread. He was fed up. The fish was still trying to beat up the cat by throwing the sand-castled right on his head. Luckily, he could evade himself. But the fish was still trying to throw any thing that he got in the tank to punish the cat. And it was worked out. The cat was fed up. He tried to complain, but there was nothing he can do. Suddenly, Simon was getting back to clean up the tank, but he found a mess overthere. When the cat asked Simon to fed him, Simon got angry and squirt something out to that cat. Soon, the cat was running away..

1. Write your identity on your paper sheet.
2. Watch the movie carefully and make sure you note all of things that happen in the movie.

Answer:

   One day, there was a fat cat sitting on the sofa while purred his fur. Suddenly, a kitten came close to him from behind. "Meow", the kitten tried to call the fat cat but he was ignored. Then the kitten was trying to copy what the fat cat did. When the fat cat realized it, he tried to trick the kitten. He purred his long leg very slowly to made sure the kitten would not be able to do the same thing. When the kitten copied the fat cat, he fell down to the floor. Soon, he got up and then climbed up to the sofa again. But, he pulled down the blanket that made the fat cat fell down too. The fat cat was full-covered by the blanket that could not be seen. Finally, the kitten worked out to sat back on the sofa. But "where is the big cat?" he thought.
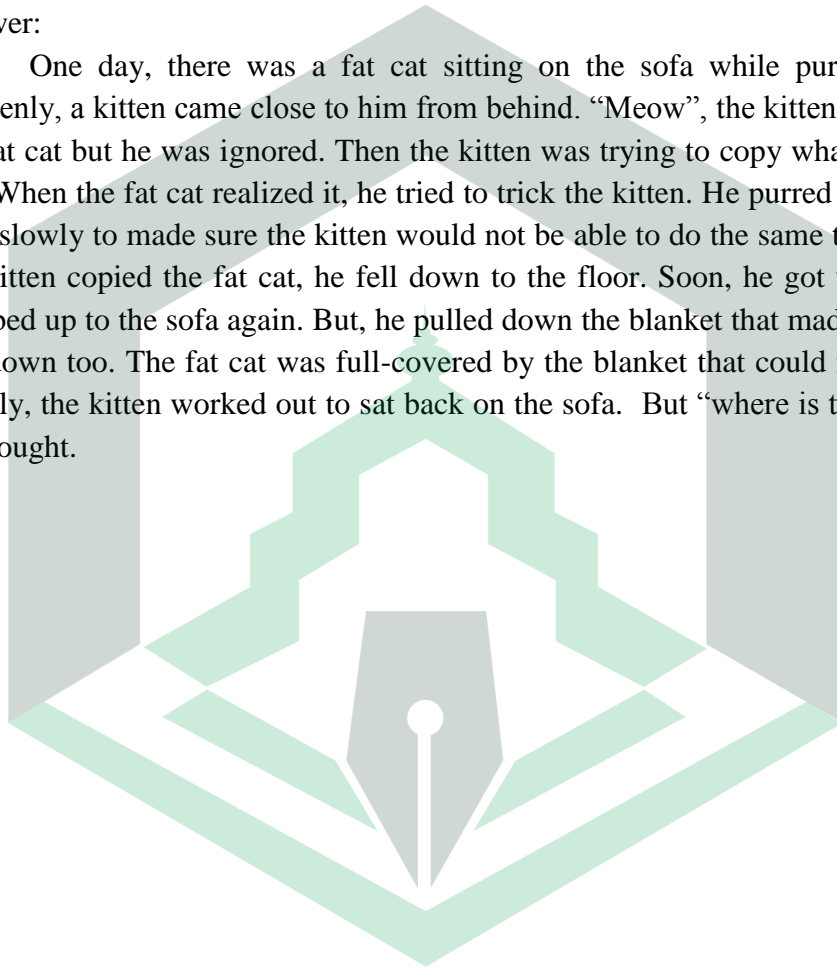
APPENDIX V
OBSERVATION SHEET

CYCLE 1

School   : SMA Muhammadiyah Palopo
Academic Year   : 2018/2019
Class / Semester   : XI / I (Ganjil)
Material   : Teaching Narrative Writing by Using Animated Silent Movie

Nama Siswa	Very Active	Active	Less Active	Not Active
S 001		✓		
S 002		✓		
S 003		✓		
S 004			✓	
S 005			✓	
S 006			✓	
S 007			✓	
S 008			✓	
S 009			✓	
S 010		✓		
S 011		✓		
S 012		✓		
S 013				✓
S 014		✓		
S 015			✓	
S 016		✓		
S 017				✓
S 018			✓	
S 019			✓	
S 020		✓		

CYCLE 2

School   : SMA Muhammadiyah Palopo
Academic Year   : 2018/2019
Class / Semester : XI / I (Ganjil)
Material   : Teaching Narrative Writing by Using Animated Silent Movie

Nama Siswa	Very Active	Active	Less Active	Not Active
S 001		✓		
S 002	✓			
S 003	✓			
S 004	✓			
S 005	✓			
S 006	✓			
S 007	✓			
S 008			✓	
S 009			✓	
S 010		✓		
S 011		✓		
S 012		✓		
S 013		✓		
S 014		✓		
S 015			✓	
S 016		✓		
S 017			✓	
S 018		✓		
S 019		✓		
S 020		✓		

CYCLE 2

APPENDIX VI
DOCUMENTATION

CYCLE 1

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

School   : SMA Muhammadiyah Palopo
Subject   : Bahasa Inggris
Class/Semester   : XI / 1 (Ganjil)
Allocation Time   : 2 x 45 menit (4x pertemuan)

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

Kompetensi Dasar:
1.1   Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative.*
1.2   Mengungkapkan makna dan langkah retorika dalam teks yang menggunakan ragam bahasa tulis secara akurat dan lancar dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative.*

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1. Narrative Text
   a. Definition : Narrative is a text focusing spesific participants which tells an interesting story.
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      To entertain, to gain and hold a readers interest.
      To amuse or to tell a story or to provide an aesthetic literary experience.
      To deal with actual or vicarrious experience in different ways, problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

c. Generic Structure:
- Title
- Orientation
- Conflict
- Resolution

Kegiatan Pembelajaran:

Uraian Kegiatan	Alokasi Waktu

Kegiatan Pendahuluan
- Orientasi
  ✓ Guru memberikan salam kepada siswa
  ✓ Guru mengajak siswa berdo'a
  ✓ Guru mengecek kehadiran siswa
  ✓ Brainstorming
- Apersepsi
- Motivasi
- Penjelasan mekanisme pelaksanaan pengalaman belajar.
	10 menit

Kegiatan Inti
- Eksplorasi
  ✓ Mengenalkan topik dengan memberikan contoh narrative text
  ✓ Menunjukkan video animated silent movie; siswa mengurutkan cerita sesuai dengan video
  ✓ Menjelaskan kepada siswa tentang narrative text dari video
  ✓ Memberi kesempatan siswa untuk bertanya dan menyampaikan pendapat
- Elaborasi
  Meminta siswa untuk membuat narrative teks sesuai dengan video animated silent movie Simon's Cat
- Konfirmasi
  ✓ Membahas soal bersama dengan siswa
  ✓ Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya
  ✓ Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan
	30 menit

Kegiatan Penutup - Menyampaikan rencana pembelajaran pada pertemuan berikutnya	5 menit

| - Mengucapkan salam untuk mengakhiri kelas | |

Sumber Belajar:
- Buku Bahasa Inggris kelas XI
- Kamus bahasa inggris-indonesia (John. M. Echols dan Hassan Shadily)
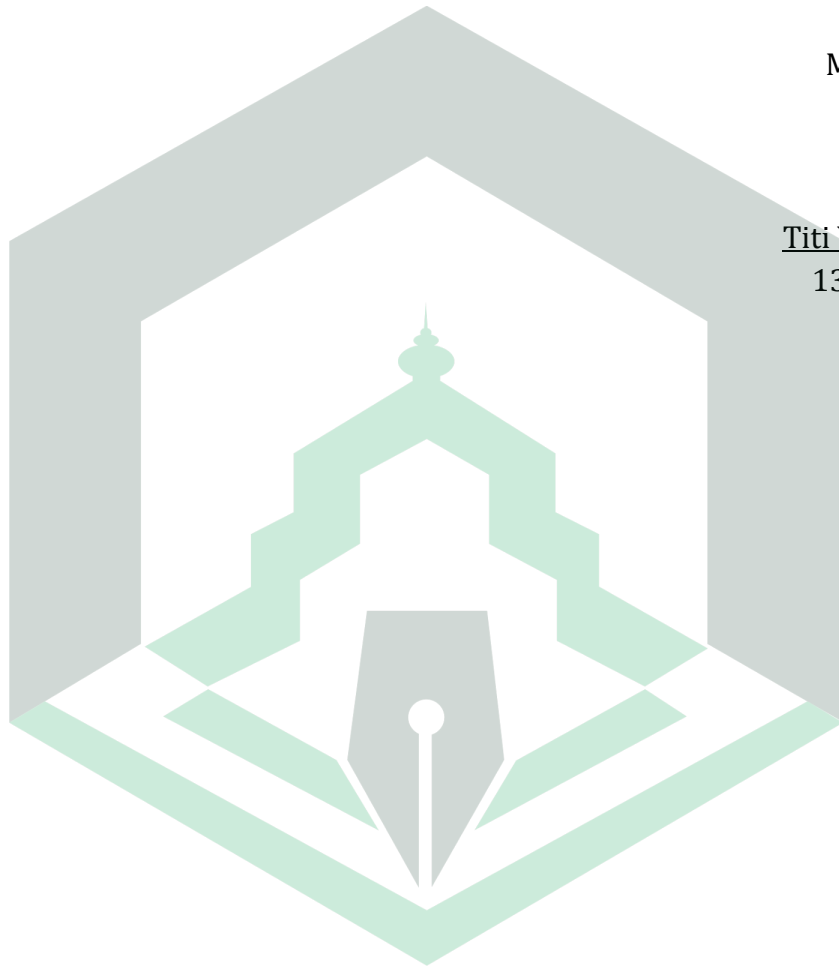
Penilaian:
Teks tulisan

Mengetahui,

Titi Yuniarti Usman
13.16.3.0150

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
CYCLE 2

School   : SMA Muhammadiyah Palopo
Subject   : Bahasa Inggris
Class/Semester   : XI / 1 (Ganjil)
Allocation Time   : 2 x 45 menit (2x pertemuan)

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

Kompetensi Dasar:
1.1   Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative.*
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Kegiatan Pembelajaran:

Uraian Kegiatan	Alokasi Waktu

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- Elaborasi
  Meminta siswa untuk membuat narrative teks sesuai dengan video animated silent movie Simon's Cat
- Konfirmasi
	30 menit

✓ Membahas soal bersama dengan siswa ✓ Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya ✓ Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan	
Kegiatan Penutup - Menyampaikan rencana pembelajaran pada pertemuan berikutnya - Mengucapkan salam untuk mengakhiri kelas	5 menit

Sumber Belajar:
- Buku Bahasa Inggris kelas XI
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