THE USE OF ANIMATION MOVIES FOR DEVELOPING STUDENTS’ WRITING SKILL OF NARRATIVE TEXTS
A CASE STUDY OF TEACHING ENGLISH AT ELEVENTH GRADE STUDENTS OF SMA NEGERI 2 SUNGGUMINASA

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CHAPTER I

INTRODUCTION

A. Background

As we know, writing is very important for us, it is difficult subject especially for the student. The reason is because writing is a mixture of our idea, vocabulary and also grammar, according to Heaton in this book “Writing English Language Test”(1975:138); writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students. And the importance of writing in daily life and also in our social life, like in education and business aspect, for example when we write letter or application letter. Writing also gives some other benefits. Besides being means of communication, writing can also create jobs. In beginning writing, it is just an activity to express our idea, opinion, or feeling in the text. Writing can also be a hobby to spend our time, but finally in this modern life, people can get money from doing their writing, for example a journalist, novelist or script writer.

From the Heaton’s opinion, the writer can conclude that writing is a very important subject because in writing we must share idea from our brain, it is not easy to translate concept in our brain to be a written language, and we
must also be clever to choose and combine the vocabulary to create something that is meaningful. Besides that reason, there is another factor that makes writing be the most difficult subject. The other reason is that there are a lot of many kinds of texts in English, such as narrative, descriptive, recount, spoof and many more. Each text has different characteristics, and this be a challenge for the teacher is narrative texts to develop the ability of writing skill.

Movies or film can teach people about history, science, human behavior and any other subjects. Some films combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as a business, and those who make motion picture take great pride in their creation (Www.encharta.msn.com). The functions of film are to educate, entertain, enlighten, and inspire the audiences, and in this case the writer tried to use film or movies in the teaching and learning process of narrative text writing. The writer thought that film can also be used as an alternative method in teaching narrative text writing, because the students will get a new experience in their class, and for the teacher a film can be used as an alternative method in teaching that is suitable with their classroom situation.

Because of the importance of film in teaching writing, the researcher then decides to select it in this research. In this research the researcher will try to increase the student’s writing skill of SMA Negeri 2 Sungguminasa. The researcher chooses that school because there are some problems which are related to writing skill faced by the students. The student’s writing skill are still lack. Therefore they are difficult to express their idea, need a long time to
understand an English passage and also do not have a good interest in learning English. Those problems are recognized through observation and teaching learning process which are done during the P2K took place.

In this case, the researcher will apply a general structure and coherence technique to increase the student’s writing skill. This technique allows the students to master the vocabulary in a language as much as possible, in this case, the students should master the vocabulary actively and consist of knowledge, meaning of words, structure of word, and support the effectiveness of using language. Students can make a paragraph is easy to read and understand because the supporting sentence are in some kind of logical order and the ideas are connected by use of appropriate transition signals. The process of developing a visual aids can give the students using a film UP in a writing class. The students will explore a genre in writing that is narrative text and they can share their idea, opinion and their own experience.

Based on the background above, the researcher conducts a research under the title “The use of animation movies for developing students’ writing skill of narrative texts (A classroom action research at eleventh grade students of SMA Negeri 2 Sungguminasa)”.

B. Problem Statement

Related to the background above, the researcher formulates the research questions as follows:

1. How does animation movies improve writing skill of narrative texts in term of content at SMA Negeri 2 Sungguminasa?
2. How does animation movies improve writing skill of narrative texts in term of organization at SMA Negeri 2 Sungguminasa?

C. Objective of the Study

The objectives of the study are to find out:

1. The improvement of students’ writing skill in term of general structure through narrative text.

2. The improvement of students’ writing skill in term of content through narrative text.

D. Significance of the Study

The significance of the research is expected to be a useful reference for English teachers who want to apply narrative text as an alternative in solving problems faced in order to improve students’ English writing skill because narrative is an interesting genre for students and they can share their idea, opinion and their own experience. It is can easily express their own idea drawn from their own experience at school, house or anywhere and very suitable for the students in writing class. And can also give students an opportunity to extend their ability and to explore their talent.

E. Scope of the Study

By discipline, this research is under applied linguistics. This research focused on writing skill of narrative text by using animation movie to the eleventh grade students of SMA Negeri 2 Sungguminasa. The kinds of writing studied in this research were, content and organization as long as the items are
simple and clear based on the general rule of narrative text. The emphasis is
the students’ can be motivated to write paragraphs narrative. especially
students who had no interest in a mood to channel their ideas through writing
the students are asked to write a narrative paragraph that exist around their
own. This type is simple, easy to understand, and suitable for the level of
senior high school.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Writing

According to Byme (1980), writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication.

Writing is a place to express our ideas and classify our concepts in well-organized composition. Writing is a tool to make our thoughts clear to our reader and process information because when we write about a topic, we learn it better and extent. In writing we can share all ideas in our mind from all media information to improve our ideas.

According to Michael (1981), writing could be a systematical visible and permanent representation of the auditory and transient phenomena of speech.

Flower (1989:54) states that writing is a social act that can occur within a specific situation. It is therefore influenced both by the personal attitudes and social experiences that the writer.

Nystrand (1989:75) writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects.
Randal Holmet (2004:160) writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down.

Meyers (2005:) states that writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

a) Kinds of Writing

Harris (1969:68-69) classified writing into four kinds, namely: mastering vocabulary/diction, mastering grammatical rules/sentence structure, coherence and spelling.

1) Mastering vocabulary/diction

He stated that vocabulary’s mastering / diction played an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer’s knowledge. The number of words that is mastered by a writer could indicate that he / she mastered a number of concepts, mastery of vocabulary can improve by reading and listening a lot.

Futhermore, Keraf (1982:16) said that the vocabulary’s mastering could be observed from two sides, those were quantitative and qualitative. Quantitative vocabulary’s mastering is defined as a must for the students to master the vocabulary in a language as much as
possible, in this case, the students should master the vocabulary actively, it means that they are able to use vocabulary in communication. Qualitative vocabulary’s mastering consist knowledge, meaning of words and stucture of words, qualitative vocabulary’s mastering will support the students to choose the appropriate words, so it can support the effectiveness of using language.

2) Mastering grammatical rules / sentence structure

Mastering grammatical rules / sentence structure consist of phonology, morphology and syntax. Phonological rules don’t have any roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentence.

3) Coherence

Coherence means that the writer’s paragraph is easy to read and understand because the supporting sentence are in some kind of logical order and the ideas are connected by use of appropriate transition signals.

4) Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronounce it by its spelling, to avoid this problem, the students are to open dictionaries before they are going to write.
b) The Forms of Writing

Wishon and Burks (1980:378) divide forms of writing into four divisions namely narration, description, exposition and argumentation.

1. Narration

Narration is the form of writing used to relate the story of acts or events. It places occurrences in time and tells what happened according to natural time sequences. Types of narration include short stories, novels, and new stories, as well as large part of our everyday social interchange in the form of letters and conversation.

2. Description

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time—days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

3. Exposition

Exposition is used in giving information, making explanations, and interpreting meanings. It includes editorials; essay, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways as follows:
a. Process. Exposition may be used to explain a process that is to tell how something is made or done.

b. Definition. An explanation of what a word or a term means is another kind of exposition. The simplest form is a statement and this applies to dictionary definitions.

c. Analysis. It divides a subject into parts and examines those parts.

d. Criticism. It involves evaluation, which is analyzing and weighing strengths and weaknesses.

4. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and it is often found combined with it. The aim is to make a case or to prove or disprove a statement or proposition. It may present arguments to persuade the reader to accept an idea or a point of view.

c) The Nature of Writing

“Writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated” topics” O’Malley and Pierce (in Sutikno, 2004:13). According to Cox 1999 in Sutikno 2004:13, writing is a way of knowing, of discovering what we want to know as we put it down not only in the form of words and phrases but of scribbles and drawing, ideas and images, and all the other wonderful stuff in our mind that may only become clear as we engage in the process of writing down. In other words, we may not know what we are going to write until we write it.
Thus, as we write, writing becomes a way of knowing. At the beginning of the composing process there is a blank paper. At the end of the composing process there is a piece of writing, which has detached itself from the writer and found its own meaning. Getting started can be difficult, even terrifying. However, a good writer recognizes the difficulty of the undertaking and find it stimulating.

Writing differs from speaking in one very important way that is the text has to carry all the meaning, because the writer is never around to explain. It is very different from the normal speech situation, in which listeners can tell us that they don’t understand, or we can use tone of voice or body language to explain some point. In writing, the words on the page do it all. In line with the statement, Brereton (1978) states that writers cannot expect a kind of feedback from the reader. If the readers are not following, writers cannot back up and try all over again. The writing either gets understood or it doesn’t. So to make up for the difference, writers must arrange the text very carefully.

a. Writing Sentences

Students of senior high school have written sentences since they are in elementary school. They write both Indonesian and English sentences. The sentences is the foundation of a paragraph. A sentence, according to Cramer 1989 (in Karniyani, 2003) is a group of words that expresses a complete thought. A sentence begins with a capital letter and ends with a punctuation mark. A sentence must
have two parts, a subject and a predicate. The subject is usually found at the beginning of a sentence. The subject of a sentence tells whom or what the sentence is about. The predicate of a sentence usually follows the subject. The predicate tells what the subject is or does.

b. Writing a Paragraph

A paragraph, according Dixon (1984) is a group of sentences put together, one right after another. These sentences tell about one general theme or idea. This idea is called the main idea. According to Oshima and Hogue (1983), a paragraph is a basic unit of organization in writing in which a group of related sentences develop one idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the idea clearly. The paragraph help the reader to differentiate among one thought to other thoughts. Although the topics of the paragraphs are different, actually they relate one another and reflect controlling purpose.

One of the styles of writing that should be taught in Senior High School level is developing the sentences into a Narrative Text. Derewianka (1990:32) states that there are three techniques that can be applied by the writer. The three techniques are (1) orientation, (2) complication, (3) and resolution.
d) Steps in the Writing Process

There are six steps how to write well:

a. Exploring ideas

First, writing involves discovering ideas. Before writing, let our mind explore freely. Second, record those thoughts by writing whatever you can. As in speaking, you must have something to say, a reason for saying it, and someone to whom you talk.

1) Your subject

Before writing, ask yourself: “What is the subject or the material do students want to write about and what do you know about it?” Choose a subject that you care about and know about (or find out). Then you say it more clearly and confidently. You must select and then narrow your subject from the general that you will practice doing in the exercises that follow.

2) Your purpose

After deciding the subject, now ask yourself: “What is the purpose?” Communicating always has a purpose: to inform, to persuade, or to entertain or may be to do all the three. You could inform, persuade, or entertain your classmates with examples unusual you have experienced at your job.
3) Your audience

After deciding your subject and your purpose, ask yourself, “who is the audience?” the answer will determine what you say about your subject and what purpose you hope to achieve. You may need to provide a lot of evidence to persuade a reader who does not agree with your opinion, but provide far less for someone who tends to agree with you (Flower, 1989:69-71).

b. Writing draft I

The second step of the writing process involves writing your thoughts on paper or on the computer. Don’t worry about making mistakes because you will probably change your mind and your wording later. This step is called writing draft I. It is time to relax, write quickly and begin organizing your thoughts. These are some steps of writing draft I:

1) Brainstorming

One way to capture your thoughts is by brainstorming, or listing thoughts as they come to you. You might brainstorm twice or three times to generate more ideas.

2) Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they come to you. Then you circle the ideas and
connect them to your subject circle. These related ideas are like branches.

c. Free writing

Another way to get started is by free writing. You simply write about the subject without worrying about sentence, structure, spelling, logic, and grammar. Write, as you would speak so that can get your ideas down fast (Flower, 1989:71-74).

e) The Students’ Problems in Writing Skill

The students of the Senior High School still have a lot of problems in expressing ideas through the written language. The problems of writing deal directly with three factors: psychological, linguistic, and cognitive – although these inevitably overlap to some extent (Byrne, 1998). The learners are confronted with the fact that they are required to write their own, without the possibility of interaction or the benefit of the feedback (psychological problem). Beside, in write their ideas they have to keep the channel of communication open through their own efforts and to ensure both the choice of sentence structure and by the way the sentences are linked together and sequenced, that the text produced can be interpreted on its on (linguistic problem). Moreover, writing is a task which is often imposed on the students, it can cause a problem in terms of content – what to say. Being a
lost for ideas is a familiar experience to most of the students when they are obliged to write (cognitive problems).

To overcome the problems, the English teachers need to be aware that writing is an important, basic language skill and need to be taught in an interesting and various manners.

B. The concept of Film

Film, as stated in Microsoft Encarta (2006), is a series of image that are projected into a screen to create the illusion of motion. Furthermore, motion pictures are also called movies, film or cinema, are one of the most popular forms of entertainment, that have people to immerse themselves in an imaginary world for a short period of time.

Meanwhile, Kirkpatrick (1993:495) defines film as a series of connected cinemagraphic image projected on a screen. Coulson (1978:622) states that film is story, incident, etc. Recorder on film in, moving picture. In addition, Lorimor (1995:506) stated that films can record culture, and they can treat social or political issues and other aspect of societies to see aspect of the world that are difficult or impossible to observe with naked eyes. Based on the definition of film I can conclude that film is a work combining a story, scene, history, incident, and also music, it is recorded on film shown as a motion picture in a cinema, TV, etc.
Another opinion about film given by Summer (1992:4760, film is a roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema, a story, play, etc. Recorder on film to be shown in the cinema, on television, etc.

a. Types of Film

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

1) Documentary film
A documentary film supports to present factual information about the world outside the film. As a type of films, documentaries present themselves as factually trustworthy. According to Bordwell and Thompson (1997:44) there are two types of documentary films, they are;
   a. Compilation films; produced by assembling images from archival sources.
   b. Direct cinema; recording an on going event ‘as it happens’ with minimal interference by the filmmaker.

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

3) Animated film

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

4) Experimental or avant-grade film

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

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

b. Film as visual aids in teaching writing

As a good teacher, we need to use visual aids as a method in teaching and learning process because by using visual aids, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help
students master the material that the teacher gives to them. visual aid for Teaching English to Speakers of other Language (1965:41).

From Heaton’s statement above the writer can conclude that besides the other language skills (reading, listening, and speaking), writing is one of language skills that is more complex and difficult than the others. Because students must mastering the grammar and vocabulary. The students must have concept of writing not only in their brain but they also have to translate it in writing language, and it is difficult to write concepts that exist in our brain. So more students assume that writing is a difficult lesson and the result is that the student did not want to study writing or make a text of writing. It is important for teacher to find a method that can make students easily master the material and they can also enjoy the writing class. The writer hopes that film can be an alternative method in teaching narrative texts writing.

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

The English teacher can use any kinds of method or visual aid but they must remember that the method must be suitable with their classroom situation, it must be able to make the students feel comfortable and enjoy the lesson so they can easily master the material.
He also had opinion in his book, visual aid for Teaching English, that the use of any kind of methods has goals to give the students the opportunity to express their own idea, using the language pattern that they have learned. The function of using all kinds of method of opportunity in using English in a way that enables them to express their ideas, interest feeling and needs, clearly, and correctly and confidently.

From that statement the writer can conclude that visual aids are very important and useful in teaching learning process so that students will be more enthusiastic in learning writing in classroom.

c. Advantages of film in teaching writing

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

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

2. cross- cultural awareness
   A film uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example,
typical British ‘body language’ when inviting someone out, or how American speak to waiters. Film is also what kinds of food people eat in other countries and what they wear.

3. The power of creation

When the students make their own film as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of the

4. Motivation

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

d. Implementasi film in teaching

The implementasi film in teaching learning process especially in a narrative writing class, they are:

a. The teacher prepare the right time for watching a movie, and also the teacher must think about the duration, because the students need longer times to watch and understand the movie.

b. The teacher prepare the facilities for watching a movie, some facilities are television sets, VCD player, and the class room. The teacher must think that all of the students can watch the movie easily.
C. Concepts of Narrative Text

A narrative is a story. A narrative text is a writing that tells about a story. We use narrative writing when we tell a friend about some thing interesting that happened to you at work or in school, when you tell some onea joke, or if you write about the events of the day in the privacy of a diary or journal.

Parera (1993:5) had opinion that a narrative was one of the forms of developing writing, for example characters told the history of something basedon the development of writing from time to time.

Meanwhile, Keraf (1989: 136) had an opinion that the narrative wasa form of composition, which had the main objectives.

In the form of activities that were tied together to become an event that happened in a certain time. According to Charles et al (1985:129) most narratives have the following characteristics:

a. It tells story of an event or events
b. The events are usually arranged in a chronological order, in theorder in which they occurred in time.

1. Generic Structure of a Narrative Text

Derewianka (1990) states that the steps for constructing anarrative are;

1. Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (Can be
2. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if some thing unexpected did not happen. This complication will involve the main character(s) and often serves to temporally toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3. Resolution

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

Based on the statement above, the writer concludes that the generic structures of recount are:

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

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

Thirdly is resolution. It is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left
completely unresolved. The writer can conclude that resolution is the end of a story.

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

2. Rules of a Narrative

Derewianka (1990: 32) also states several common grammatical patterns of a recount; they are; specific, often individual participants with defined identities. Major participants are human, or sometimes animals with human characteristics; use of action verbs to refer to events; use of past tense to locate events in relation to speaker’s or writer’s time; use of conjunctions and time connectives to sequence of events; use of adverbs and adverbial of phrases to indicate place and time; use of adjectives to describe nouns.

From the statements above, the writer can conclude that the rules of a recount text consist of; focus on individual participants, use of nouns and pronouns to identify people, animals and things involved; focus on at emporal of sequence of pictures; use of action verbs (material processes) to refer to events; use of past tense to locate events in relation to writer’s or speaker’s time; use adverbs or adverbial of phrases to indicate place and time; and the use of material or action clauses.
3. Resume

Based on previous study, the researcher makes resume that narrative text is actually narrative text as the instrument of the study. This curriculum states that the students are supposed to write a simple composition on a narrative text by using a film as the instrument. And also for improving their abilities in writing a narrative text and to solve the difficulties that the students in doing the text.

4. Conceptual Framework

Narrative text involves many kinds of activities the students can do writing skill. The activities are expected to engage students’ affection in learning. It also held to ensure that there is input before output; therefore, students can be provided with a suitable input before they produce the word in a subsequent task. The conceptual framework underlined this research is given in the following diagram:
If the researcher teaches the students writing by using Animation Movies in learning process, it can improve the students’ ability in writing of narrative text.
CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses classroom action research (CAR) it covers research location, research time and classroom research cycle as follows:

1. Research location.

This classroom action research was conducted at SMA Negeri 2 Sungguminasa, the subject of the research is the second year students. student in class XI IPA 4 in 2012 – 2013 academic years. The class consists of 37 students.

2. Classroom action research cycles.

This classroom action research was conducted through two cycles. It aims at observing the improving of the students’ writing with used animation movie.

B. Instrument of the Research

There are three instruments used some instruments for collecting data:

1. Interview

The researcher used to interview each student to know how far their understand about the movie and narrative text.
2. Observation sheet

The researcher observed sheet aims at finding out the students’ data about their presence and activeness in teaching and learning process.

3. Writing test

Facts test aims to get information about students’ improvement after teaching learning writing text.

C. Classroom action research preparation

1. Observation

This observed observes subject one week namely pre – action. The observer analyses the students’ writing ability in applying the technique well.

2. Lesson plan

Before doing classroom action research, the observer prepared lesson plan.

D. Research Subject

The research subject of this classroom action research are the second year students in the Eleventh Grade at SMA Negeri 2 Sungguminasa. The class consists of 37 students.

E. Research variables and Indicators

1. Variables

Remembering that variable is one of the very important elements of research, the research will use two kinds of variable. Those variables
can be divided into two variables. Those are dependent variable and independent variable that is the variable that influence the other variable.

a. The independent variable was implementation of writing skill in Animation Movies. It is the technique used by the teacher when teaching the material.

b. Dependent variable are grammar and organization area of writing narrative texts.

2. Indicators

The indicators of this research were used to measure the variables. Those are grammar and organization. The indicators of organization were coherence and spatial order. The indicators of grammar are the use of correct grammar, they are: Past tense and present tense.

3. Observation

This observed observes subject one week namely pre – action. The observer analyses the students writing skill in applying the technique well.

4. Reflection

After collecting the data, the observer evaluates the teaching-learning process. Then, do reflection by seeing the result of the observation, whether the teaching learning process the use of animation movies for developing students’ writing skill of narrative texts, reaches success criteria based on the test result of first action.
F. Technique of Data Collection

The technique of data collection done in this research is as follows:

1. Observation; the researcher collects data from interaction between students and researcher, students and students.
2. Test; it aims at finding out the students’ competence in learning English.

G. Instrument of the Research

There are three instruments used some instruments for collecting data:

1. Interview
   The researcher used to interview each student to know how far their understand about the movie and narrative text.

2. Observation sheet
   The researcher Observated sheet aims at finding out the students’ data about their presence and activeness in teaching and learning process.

3. Writing test
   Facts test aims to get information about students’ improvement after teaching learning writing text.

H. Technique of Data Analysis

In giving score with the students’ ability in writing some categories the researcher used are as follows:
1. From the five components of writing, the researcher measured grammar and organization components. To measure the components of writing score the researcher used the following rating scale:

2. **Grammar**

   In language use component used scale 2 – 6 as scoring rate as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>classification</th>
<th>Indicator of grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Excellent</td>
<td>If the grammars of the composition are all correct in tenses, punctuation, capitalization, pronouns</td>
</tr>
<tr>
<td>5</td>
<td>Very Good</td>
<td>If the composition contains few errors of grammar</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
<td>If the composition contains some errors of grammar</td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
<td>If the composition dominated by errors of grammar</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
<td>If the grammar of the composition are all incorrect</td>
</tr>
</tbody>
</table>

   Glencoe (2000: 171)

3. **Organization**

   In organization component, the writer used scale 2-6 as scoring rate as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>classification</th>
<th>Indicators of coherence and spatial order</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Excellent</td>
<td>1. The ideas are well organized in spatial order.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Correct in spatial order concise.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The ideas are cohesion.</td>
</tr>
<tr>
<td>Score</td>
<td>Grade</td>
<td>Comments</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 5     | Good Very | The ideas are adequately organized.  
2. The organization is adequately concise.  
3. The ideas are adequately cohesive.  
4. The ideas are adequately coherent.  
5. The ideas are relevant to outline. |
| 4     | Good   | The ideas are generally organized.  
2. The organization is quite concise.  
3. Few ideas are a break out cohesion.  
4. The ideas are generally coherent.  
5. The ideas are mostly relevant to. |
| 3     | Fair   | The ideas are almost loosely organized.  
2. The organization is not concise.  
3. The ideas are inadequate cohesion.  
4. The ideas are inadequate coherent. |
| 2     | Poor   | The organization are loosely organized.  
2. The organization is not concise in spatial order. |
3. The ideas are confuse and disconnected.

Glencoe (2000: 168)

4. The students participation

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Active</td>
<td>4</td>
<td>Students sit down in their own seat</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>Students are ready to get the material</td>
</tr>
<tr>
<td>Least Active</td>
<td>2</td>
<td>Students attention toward the material</td>
</tr>
<tr>
<td>Not active</td>
<td>1</td>
<td>Students activeness in applying the technique</td>
</tr>
</tbody>
</table>


I. Procedure of Data Analysis

To classify the students score, there were four classifications which will be used as follows:
5. Calculating the mean score of the students’ writing test by using the following formula:

\[ \bar{X} = \frac{\Sigma X}{N} \]

Where:  
- \( \bar{X} \) = Mean  
- \( \Sigma X \) = Total raw score  
- \( N \) = the total number of the student

(Gay, 1987)

6. Calculating the percentage of students’ activity in learning process by using the following formula:

\[ P = \frac{F}{N} \times 100\% \]
Where:  
P = Percentage  
F = frequency  
N = Number of students  

(Sudjana: 1996)
J. Research Procedure

This research conducted in four stages those were: planning, action, observation and reflection. The scheme of this research can be shown below:

The scheme of Classroom Action Research

Cycle I
1. Planning

The activity in this research had two weeks in four times meeting, the stages as follows:

1. Planning

a. Understanding the curriculum that used for the school in the first semester.

b. Making lesson planning based on the curriculum and arranging material of lesson planning based on the teaching of writing ability.
c. Making the observation paper to observe the condition of learning process.

d. Arranging the evaluation test to know the improvement of the result study after they watching film.

2. Action

In this section, in implementing action, the writer was conducted the following procedure:

1. Building the student’s knowledge in writing narrative text

2. Introducing the animation movies to the students

3. Watching “UP” film together, and the students used to be focused to understand the movie plot.

4. After waching the film, the teacher was asked the students to construct narrative text by their own words.

5. The teacher was collected the students’ paper and give them the value.

3. Observation

a. Making a note all the activity of the students in every meeting in order the researcher could measure the improvement of the students’ ability.

b. Identifying and making a note the entire problem that we found when teaching and learning process based on observation paper that had arranged.

c. Doing the evaluation to know the students’ improvement.

d. Giving the chance to the students to give suggestion in action research.
4. Reflection

a) The result of data that was done in the cycle I, it had been continuing in the analysis of the reflection after action research. The reflection that had discussed as well as a guidance Lecturer it should be a reference to make research planning for the next cycle. Then, the researcher arranged the plan for the next cycle which was repaired from cycle I.

**Cycle II**

This cycle was follow up the result of the first cycle after be reflected to decide the next

1. Planning

   a) Resume the plans in the first cycle as may be necessary in solving problems at the first cycle.

   b) From the first cycle of reflection prepared a new plan of action that used be created

   c) Prepare matter of practice, which used be given in class during the learning process to better enable the students, and provide individual guidance to students who are experiencing difficulties.

2. Action

   In this stages, it was done the second cycle that was almost same as the first cycle by doing several repairmens or adding several activities based on the result analysis of the first reflection in the first cycle.
3. Observation

In generally, in this section observation of the second cycle is continues action in the first section

4. Reflection

According to the achievement result of the observation used to be collected and analyzed. The researcher was arrange conclusion that the animation movie can improve the students ability in writing narrative text.
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the finding of the research and discussion that contains of data analysis in detail. The findings of the research cover the result of the data from D-test to cycle I and cycle I to cycle II about students’ improvement in writing and the improvement of the students’ activeness in teaching and learning process.

A. Findings

The findings of classroom action research dealing with the answer of the problem statement which aims to improve students’ achievement in writing narrative test. The findings consist of students’ achievement in writing and observation result. It’s about the students’ activeness in teaching and learning process. To measure the students’ achievement of their writing result there are two components of writing that is concerned by the researcher, namely: grammar and organization.

1. Grammar

   a. The improvement of students’ mean score in writing views from grammar
Table 1. The Students’ Mean Score and Improvement in Grammar

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Mean Score</th>
<th>Improvement (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>DT</td>
<td>CI</td>
</tr>
<tr>
<td>1</td>
<td>Past Tense</td>
<td>47.59</td>
<td>63.13</td>
</tr>
<tr>
<td>2</td>
<td>Present Tense</td>
<td>46.64</td>
<td>63.54</td>
</tr>
<tr>
<td></td>
<td>ΣX</td>
<td>94.23</td>
<td>126.67</td>
</tr>
<tr>
<td></td>
<td>X̄</td>
<td>47.11</td>
<td>63.33</td>
</tr>
</tbody>
</table>

The data in the table above showed the students’ writing skill in grammar as the result of calculating the diagnostic test and students’ test at the students’ writing skill by using Animation Movies of Narrative Texts. Where the students score in diagnostic test is different from the students’ test in the first cycle. The mean score in Diagnostic Test is 47.11%, cycle I is 63.33% and in cycle II is 77.01%. The assessment of cycle II was greater than cycle I and diagnostic test (77.01% >63.33 %> 47.11%) and classified as good. And then, improvement from cycle I to cycle II was 21.59%.

Based on the percentages above there are significant improvements of the students by using Animation Movies of Narrative Texts. To see clearly the improvement of the students’ writing grammar, the following graphic is presented.
The chart above shows that the improvement of the students’ Grammar from Diagnostic Test (47.11%), cycle I (63.33%) to cycle II (77.01%). Therefore there was the improvement of the students’ in content and the target can be achieved. Finally, the Use of Animation Movies is effective for students.

1. **Improvement of the students’ organization.**

   In implementation of Animation Movies in writing narrative texts, the writer found that the mean score of organization aspect in cycle II was greater than the mean score of organization in cycle I. It would be described in the table below:
Table 2: The students’ Improvement in Organization

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Mean Score</th>
<th>Improvement (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>DT</td>
<td>CI</td>
</tr>
<tr>
<td>1</td>
<td>Coherence</td>
<td>45.75</td>
<td>61.83</td>
</tr>
<tr>
<td>2</td>
<td>Spatial Order</td>
<td>42.08</td>
<td>65.37</td>
</tr>
<tr>
<td></td>
<td>ΣX</td>
<td>87.83</td>
<td>127.2</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>43.9</td>
<td>63.6</td>
</tr>
</tbody>
</table>

The data in the table above showed the students’ writing skill in organization as the result of calculating of cycle I and cycle II at the students’ writing skill by using Animation Movies, where the students’ score in cycle I and cycle II was different. The mean score in cycle I was 63.6%, and cycle II was 79.78%. The achievement of cycle I was greater than the cycle II (79.78 % > 63.6%) and classified as good.

Based on the percentages above there was a significant improvements of the students by using Animation Movies of Narrative Texts. To see clearly the improvement of the students’ writing organization, the following chart presente
The chart above showed that the improvement of the students’ organization from diagnostic test (43.9%), cycle I (63.6%) and cycle II (79.78%). Therefore, there was the improvement of the students’ organization and the target can be achieved. Finally, the Animation Movies of Narrative Texts was effective for students.

2. The improvement of the students’ writing skill through Animation Movies of Narrative Texts

The implementation of Animation Movies of Narrative Texts in improving the students’ writing skill covered grammar and organization. The improvement of the students’ writing skill could be seen clearly in the following table:

Table 3: The Students’ Improvement in Writing Skill

<table>
<thead>
<tr>
<th>No</th>
<th>Variables</th>
<th>Mean Score</th>
<th>Improvement (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DT</td>
<td></td>
<td>43.9</td>
<td></td>
</tr>
<tr>
<td>CI</td>
<td></td>
<td>63.6</td>
<td></td>
</tr>
<tr>
<td>CII</td>
<td></td>
<td>79.7</td>
<td></td>
</tr>
</tbody>
</table>
The table above indicates that there was improvement of the students’ writing skill from cycle I and cycle II was different. After evaluation in diagnostic test (45.5%), cycle I the students’ writing skill becomes (63.46%) and categorized as good and cycle II (78.39%), which categorized as good. The improvement of students’ writing skill achieve from cycle I to cycle II (23.57%). There was also significant improvement of the students’ writing skill from cycle I to cycle II.

The table above proves that used of Animation Movies of Narrative Texts in teaching and learning process was able to improve the students’ writing skill after taking action in cycle I and cycle II where the students’ achievement in cycle II was greater than cycle I.

To see clearly the increase of the students’ writing skill, the following chart presented:
Graphic 3: The Improvement of the Students’ Writing Skill

The chart above shows that the improvement of the students’ writing skill from diagnostic test (45.5%), cycle I (63.46%), to cycle II (78.39%), from cycle I to cycle II the giving score were classified from good to good. After evaluation in cycle I and cycle II, there was a significant improvement of the students’ Grammar and organization that shown clearly in the chart after taking an action in two cycles through Animation Movies.

2. Observation Result

The following table and graphic show the observation result of the students’ activeness in learning writing from cycle I to cycle II
Table 4. The students’ observation result during teaching and learning process

<table>
<thead>
<tr>
<th>Cycles</th>
<th>Activeness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Meeting (%)</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>56.3</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>64.5</td>
</tr>
</tbody>
</table>

The students’ observation can be shown through the graphic below:

Graphic 4: The Improvement of the Students’ Activeness During Teaching and Learning Process

Table 4 and graphic 4 above show that in cycle I the students’ activeness in the 1st meeting is 56.3%, the 2nd meeting is 57.3%, the 3rd meeting is 59.40% and the 4th meeting is 76.0%. In cycle II students’ activeness in the 1st meeting is 64.5%, the 2nd meeting is 71.8%, the 3rd meeting is 73.0% and the 4th meeting is 92.7%. Base on the interpretation of the table and the graphic above indicate that
the activeness of students in learning process always grow up from the first meeting in cycle I. For the first meeting of cycle II students probably get bored of material so their activeness decrease but researcher tries to engage them. It makes their activeness increase again until the last meeting in cycle II.

3. The Implementation of Animation Movies

The implementation of Animation Movies to improve the students’ writing skill in Narrative Texts has been done at XI IPA 4 of SMAN 2 Sungguminasa. It follows the principle working of (CAR) Classroom Action Research that conducted on two cycle, every cycle consisted of four meetings. Before implementing this method, diagnostic test to the students to measure the students narrative texts in writing skill, where verb and the use of to be an indicators of grammar Coherence, Choronological order and spatial pattern as indicators of organization. After that the researcher explain about the advantages of the method to the students and applied Animation Movies in teaching and learning.

The students’ motivation in teaching and learning process can be influenced by Animation Movies that the teacher used. Even through, this method has some weakness but in implementing it, the students are interest in learning process. The students look braver and more confident to write and express their ideas. They also admit that they become more active and full of concentration in the classroom.
The use of Animation, supports and guides from the teacher made the students more active and it caused the improvement of their skill in writing. The improvement of the students can be seen in the students’ scores. Animation Movies in teaching writing can overcome the students difficulty in expressing their ideas. The students also have a positive response when this method implemented.

The students writing skill can be improved through Animation Movies because this method, they can express their ideas freely with their own scene in their mind before and helps the students to find words more, so that it make easy for the students to arrange their idea into a good narrative texts. Method is so fun and interesting not only for the students which enjoy to express their ideas as they wish but also helps the readers to created the some text in their mind and know the purposes of their writing directly without read the text.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students’ improvement in writing component of grammar, organization and the students’ improvement in writing result, and also the activeness of students in learning process would explain as follows:

1. Grammar.
The improvement of the students’ skill to write good paragraphs after implementing Animation Movies had effect that was effective. Where, the researcher found in the data source from D-Test result in component of grammar that the students just could get score that was 21.59%, it means that it was far from the target, but after implementing the students could get score 63.33% in the cycle I. In cycle II, it became 77.01.

The researcher taught about the Narrative Texts in the cycle 1 through Animation Movies in the class. The researcher found that the students still difficult to write well, especially to use appropriate tense. There is also another problem that students face in component of grammar that is how to use preposition.

The difficulty of the students in grammar had been analyzed, so the researcher had to think the solution of the problem. So, the researcher decided to do the cycle 2 by doing revision in the lesson plan which prepared in revised planning of cycle 2.

The value improvement of the students’ writing achievement in grammar from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (47.11) ≤ Cycle I (63.33) ≤ Cycle II (77.01), where in D-Test the students’ mean score in grammar is 47.11, after evaluation in cycle I the students’ mean score achievement in grammar becomes 63.33, so the improvement of students’ writing achievement in grammar from D-Test to cycle I is 34.43% while in
cycle II the students’ mean score in grammar is 77.01, so, the improvement of students’ mean score achievement in grammar from cycle I to cycle II is 21.6%.

The result above also proves Animation Movies is able to improve the students’ writing skill at XI IPA 4 Class of SMAN 2 Sungguminasa significantly. It seen clearly the result of cycle II (77.01) is higher than cycle I (63.33) and D-test (47.11).

2. Organization.

After implementation of Animation Movies in the class, the researcher found that the mean score of data source from D-Test in organization was 43.9. In the cycle 1, the students got 63.6, and in the cycle 2, the students got 79.78.

The researcher taught about the Narrative Texts in the cycle 1 through implementation of Animation Movies’UP” in the class. The researcher found that the students had difficulty to organize the idea. The students have less skill in organization element of writing.

Based on the unsuccessful teaching in the cycle 1, the researcher decided to do cycle 2. In the cycle 2, the researcher revised the lesson plan. Where, when the researcher explained about step by step to wrote Narrative Texts the researcher should explain more clearly, if needed gave the students occasion to ask about the material. Besides
that, the researcher had to give better guidance for the student in organizing their idea.

The value improvement of the students’ writing achievement in organization from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (43.9) ≤ Cycle I (63.6) ≤ Cycle II (79.78), where in D-Test the students’ mean score in organization is 43.9, after evaluation in cycle I the students’ mean score achievement in organization becomes 63.6, so the improvement of students’ writing achievement in organization from D-Test to cycle I is 44.8% while in cycle II the students’ mean score in organization is 79.78, so, the improvement of students’ mean score achievement in organization from cycle I to cycle II is 25.5%.

The result above also proves that Animation Movies is able to improve the students’ writing skill at XI IPA 4 Class of SMAN 2 Sungguminasa significantly. It seen clearly the result of cycle II (79.78) is higher than cycle I (63.6) and D-test (43.9).

1. The Improvement of The Students’ Achievement in Writing Result

The Use of animation movies for developing student’s achievement writing result can be seen the difference by considering the result of the students’ Diagnostic Test and the students’ achievement after watching animation movies UP in cycle I and cycle II.

From the table 9 and graphic 9 above indicate that there is improvement of the students’ achievement writing result from D-Test to cycle I and also from
cycle I to cycle II (Diagnostic-Test (43.9) ≤ Cycle I (63.6) ≤ Cycle II (79.78),
where in D-Test the students’ mean score in writing result is 43.9, after
evaluation in cycle I the students’ mean score achievement in writing result
becomes 63.6, so the improvement of students’ writing achievement in writing
result from D-Test to cycle I is 44.8%. While in cycle II the students’ mean
score in writing result is 79.78, so, the improvement of students’ mean score
achievement in writing result from cycle I to cycle II is 79.78 From the result
of those tests namely from D-test to cycle II indicates that there is a significant
improvement of students’ mean score achievement in writing result from D-
test to cycle II namely 25.5%

The result above also proves that the effectiveness of animation movies is
able to improve the students’ writing achievement in writing result
significantly. It seen clearly the result of cycle II (69.3) is higher than cycle I
(43.9) and D-test (63.6) or cycle II (79.78) ≥ cycle I (43.9) ≥D-test (63.6).

2. The Improvement of The Students’ Activeness During The Teaching and
Learning Process

The observation result of students’ activeness in teaching and learning
process improved significantly through Animation Movies of Narrative Texts
in cycle I the students’ activeness in the 1st meeting is 65.4% its mean that
there is still the other activity that the students were done during the teaching
and learning process. After repair the weakness that faced during the teaching
and learning process. The students join until the end of cycle II, the students’
activeness in the last meeting becomes 94.6%. It's mean that the students pay full attention during teaching and learning process and there is no another activity that the students were done. The students are joining the teaching and learning process seriously. It's mean that, the application of numbered heads together technique to improve the students' activeness during teaching and learning process is successful.

Base on the interpretation of the table and the graphic on the findings above, indicate that there is a significant improvement of the students activeness during teaching and learning process from the first meeting in the cycle I until the last meeting in cycle II.
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter, the researcher puts forward the following conclusion and suggestion.

A. CONCLUSION

Based on the findings above the researcher concludes that:

1. The use of Animation Movies could increase the students’ writing skill. It can be shown of the student’s mean score of writing skill narrative texts from D-Test to cycle I and cycle II, where the result of D-Test students’ mean score is 45.5 after evaluation in cycle I it becomes 63.46 and while in cycle II, the students’ mean score is 78.39. So, the improvement from D-Test to cycle I is 39.4% and from cycle I to cycle II is 23.5%

2. The use of animation movies could improve the students’ ability to know more about their self, then create it on their writing especially on their narrative text. In the other hand, watching the film could make the students more enjoy and active in the learning process because they can tell or create all about their happened in the film.
3. The application of the movies also helps the students to find out the topic. So they can express the idea or content that they want to write under the guidance of the teacher.

4. The use of Animation Movies could increase the students’ writing skill. It can be shown of the students’ mean score of grammar from D-Test to cycle I and cycle II, where the result of D-Test students’ mean score is 47.11 after evaluation in cycle I it becomes 63.33 and while in cycle II, the students' mean score is 77.01. So, the improvement from D-Test to cycle I is 34.43% and from cycle I to cycle II is 21.6%

5. The use of Animation Movies could increase the students’ writing skill. It can be shown of the students’ mean score of organization from D-Test to cycle I and cycle II, where the result of D-Test students’ mean score is 43.9 after evaluation in cycle I it becomes 63.6 and while in cycle II, the students' mean score is 79.78. So, the improvement from D-Test to cycle I is 44.8% and from cycle I to cycle II is 25.5%

6. The students’ activeness in the first meeting of cycle II is 64.5%. After repair the weakness and take action through the effectiveness animation movies during teaching and learning process, the students’ activeness becomes 92.7% in the last meeting of cycle II. Its mean that the application of number head together technique is able to improve the students’ activeness in learning English especially in teaching writing narrative text.
B. SUGGESTION

Based on the findings above, the researcher stated suggestions as follows:

1. The English teacher is suggested to use of Animation movies as one of the alternative ways in writing skill.

2. The students are expected to increase their ability in learning writing with the use of Animation movies.

3. The English teacher have to maximize his explanation in giving guidance to the students in learning and teaching writing process so that the students able to understand the material easily.
BIBLIOGRAPHY


Hill Book Company.


RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) 1

Sekolah : SMA Negeri 2 Sungguminasa
Mata pelajaran : Bahasa Inggris
Kelas/semester : XI/ B
Materi : Explanation narrative teks
Alokasi waktu : 4 X 45 menit
Aspek skill : Writing

A. Standar Kompetensi
- Memahami makna dalam konteks Narrative teks dalam kehidupan sehari-hari
- Mengungkapkan makna dalam teks tulis yang berbentuk narrative

B. Kompetensi Dasar
- Merespon makna dalam teks monolog yang menggunakan ragam bahasa secara akurat, lancer dan berteima dalam konteks kehidupan sehari-hari dalam teks berbentuk Narrative
- Mengungkapkan makna dalam langkah retorika dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat lancer dan berteima dalam konteks kehidupan sehari-hari dalam bentuk narrative teks.

C. Indikator Pencapaian Kompetensi

❖ Kognitif
1. Menjelaskan dengan benar pengertian narrative teks
2. Memberikan contoh narrative teks
3. Memahami generic structure narrative teks
4. Mengklasifikasikan jenis-jenis grammatical features of narrative

❖ Psikomotorik
1. Menulis hal-hal yang di amati selama belajar baik contoh dari narrative teks maupun grammatical features of narrative dan generic structure of Narrative

❖ Afektif
1. Melakukan komunikasi: bertanya, berpendapat
2. Melakukan kerjasama

D. Tujuan Pembelajaran

- Kognitif
  1. Siswa dapat memberikan contoh narrative teks
  2. Siswa dapat membedakan grammatical feature narrative teks
  3. Siswa dapat menuliskan/ mencatat kata-kata sulit dari contoh yang diberikan

- Psikomotorik
  1. Dengan diberikan contoh, siswa dapat menulis teks Narrative dengan kata-kata sendiri sesuai dengan pengalaman mereka

- Afektif
  1. Siswa dapat melakukan komunikasi dengan benar dan santun dengan terlibat aktif dalam pembelajaran.

E. Materi Pembelajaran: (Terlampir)

F. Metode Pembelajaran

a. Metode: Pembelajaran cooperative (Reciprocal teaching technik)

b. Model: Pemberian tugas, ceramah, praktik, dan diskusi

G. Skenario Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan (waktu)</th>
<th>Jenis kegiatan</th>
<th>Kegiatan pembelajaran</th>
<th>Karakter yang dinilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal (5 menit)</td>
<td>- Apersepsi - Motivasi</td>
<td>1. guru menyampaikan tujuan pembelajaran 1. guru memberikan motivasi akan pentingnya materi</td>
<td>Perhatian Tanggung Jawab, Jujur, Saling menghargai, kreatif, kerja keras - Komunikatif</td>
</tr>
<tr>
<td>Kegiatan inti (80 menit)</td>
<td>- Eksplorasi - Elaborasi</td>
<td>1. guru menyajikan informasi Narrative teks ber 1. siswa membuat teks narrative 2. siswa membacakan hasil kerjanya di depan kelas 1. guru memberikan komentar/ kotreksi dan saran 2. guru menjelaskan hal-hal yang belum dipahami</td>
<td></td>
</tr>
</tbody>
</table>
- Konfirmasi
- Percaya diri
- Perhatian
- Rasa ingin tahu

Kegiatan akhir

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama Siswa</th>
<th>Aspek yang dinilai</th>
<th>Skor Akhir</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Isi, Struktur, Kosa kata</td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Keterangan :
90 – 100 : Amat baik
80 – 89  : Baik
70 – 79  : Cukup
< 69     : Kurang

I. Sumber dan Alat

1. Sumber
   - Modul Siswa
   - Buku Paket look Ahead.

2. Alat / Media
   - Spidol
   - Papan tulis
Makassar, september 2012

Mahasiswa P2K

Sri Rahayu Oktavia Arifin
Nim. 10535 3698 08

Disetujui oleh

Guru Pembimbing

A. Kamariah S.Pd., M.Pd
Nip. 19850815 2009012 009
Rencana Pelaksanaan Pembelajaran

(RPP) 2

Sekolah : SMA Negeri 2 Sungguminasa
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / B
Materi : Narrative teks
Alokasi Waktu : 4 X 45 Menit
Aspek Skill : Writing

A. Standar Kompetensi
- Memahami makna dalam teks Narrative berlanjut dalam kehidupan sehari-hari
- Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk Narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar
- Mengungkapkan makna teks dalam bentuk narrative resmi dan tidak resmi yang melibatkan tindak tutur
- Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar

C. Indikator

- **Kognitif**
  1. Mengidentifikasi Teks Narrative
  2. Mengidentifikasi teks narrative yang telah di tulis
  3. Menidentifikasi dependent dan independent clause (Grammar feature)

- **Psikomotorik**
  1. Menulis grammatical feature dan generic structure dengan tata bahasa dan susunan yang tepat

- **Afectif**
  1. Melakukan komunikasi : bertanya, mengomentari, presentasi
  2. Melakukan kerjasama
  3. Antusias dalam belajar
D. Tujuan Pembelajaran

- Kognitif
  1. Dengan memberikan contoh, siswa dapat membedakan ragam bahasa tulis dari teks narrative
  2. Dengan melihat contoh, siswa dapat mengidentifikasi teks yang telah diberikan

- Psikomotorik
  1. Dengan diberikan kesempatan siswa dapat menulis teks Narrative kemudian mengidentifikasi secara berkelompok

- Afektif
  1. Dengan terlibat aktif dalam pembelajaran siswa dapat melakukan komunikasi dengan benar dan santun yang meliputi presentasi, bertanya dan berpendapat
  2. Dengan terlibat aktif dalam pembelajaran siswa dapat melakukan kerjasama dengan baik dalam kelompok

E. Materi Pembelajaran (Terlampir)

F. Metode Pembelajaran

1. Metode : Pembelajaran kooperatif (reciprocal teaching teknik)

G. Kegiatan / Skenario Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan (waktu)</th>
<th>Jenis Kegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>Karakter yang dinilai</th>
</tr>
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<tr>
<td>Kegiatan awal (10 menit)</td>
<td>- Apersepsi</td>
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<td>- Motivasi</td>
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<td>Kegiatan inti (80 menit)</td>
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<td>- Kerjasama</td>
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</tr>
</tbody>
</table>
3. guru meminta siswa menjawab pertanyaan terkait dengan materi.
4. guru memeriksa tugas siswa.

<table>
<thead>
<tr>
<th>Kegiatan akhir (5 menit)</th>
<th>1. Guru dan siswa melakukan refleksi</th>
<th>2. Guru memberikan tugas</th>
<th>Tanggung jawab</th>
</tr>
</thead>
</table>

H. Penilaian Hasil Belajar

1. Penilaian
   - Jenis / Teknik : Tes lisan
   - Bentuk Instrumen : Performance
   - Contoh Instrumen : (Terlampir)
   - Format Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama Siswa</th>
<th>Aspek yang dinilai</th>
<th>Skor Akhir</th>
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</tr>
</tbody>
</table>

Keterangan :
90 – 100 : Amat baik
80 – 89  : Baik
70 – 79  : Cukup
< 69     : Kurang

I. Sumber dan Alat

1. Sumber
   - Modul Siswa
   - Buku Paket lookAhead.

2. Alat / Media
   - Spidol
   - Papan tulis
Makassar, september 2012

Mahasiswa P2K

Sri Rahayu Oktavia Arifin
Nim. 10535 3698 08

Disetujui oleh,

Guru Pembimbing

A. Kamariah S.Pd., M.Pd
Nip. 19850815 200901 2 009
Rencana Pelaksanaan Pembelajaran
(RPP) 3

Sekolah: SMA Negeri 2 Sunguminasa
Mata Pelajaran: Bahasa Inggris
Kelas / Semester: XI/ B
Materi: Tenses (simple past tense)
Alokasi Waktu: 4 X 45 Menit
Aspek Skill: Writing

A. Standar Kompetensi
Memahami Makna dalam cirri-ciri kebahasaan teks narrative dalam bentuk simple past tense

B. Kompetensi Dasar
Memahami dan merespon makna teks narrative dalam bentuk simple past tense

C. Indikator Pencapaian Kompetensi

- **Kognitif**
  1. Mengidentifikasi makna dalam narrative bentuk Simple past tense
  2. Mengidentifikasi jenis kata dari teks berbentuk Simple past tense
  3. Mencatat kata-kata sulit yang didengar

- **Psikomotorik**
  1. Mendulis kembali pola atau susunan simple past tense baik Nominal maupun verbal

- **Afektif**
  1. Melakukan komunikasi: bertanya, mengomentari, presentasi
  2. Melakukan kerjasama
  3. Antusias dalam belajar

D. Tujuan Pembelajaran

- **Kognitif**
  1. Dengan diberikan pola atau rumus dari simple past tense, siswa dapat mengidentifikasinya
  2. Dengan diberikan contoh, siswa dapat mengidentifikasi kalimat dari simple past tense.
3. Dengan diperlihatkan contoh, siswa dapat menuliskan kembali contoh kalimat berbentuk past tense baik secara nominal maupun verbal

- Psikomotorik
  1. Dengan diberikan kesempatan siswa dapat menulis kembali kalimat atau teks berbentuk narrative dengan bentuk simple past tenses

- Afektif
  1. Dengan terlibat aktif dalam pembelajaran siswa dapat melakukan komunikasi dengan benar dan santun yang meliputi presentasi, bertanya dan berpendapat.
  2. Dengan terlibat aktif dalam penelajaran siswa dapat melakukan kerjasama dengan baik

E. Materi Pembelajaran (Tetilampir)

F. Metode Pembelajaran

1. Model : Writing by Listening
2. Metode : Cooperative learning (Reciprocal teching technik)

G. Kegiatan / Skenario Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan (waktu)</th>
<th>Jenis Kegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>Karakter yang dinilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td>Apersepsi</td>
<td>1. Guru mengumpulkan tugas sebelumnya</td>
<td></td>
</tr>
<tr>
<td>(10 menit)</td>
<td>- Motivasi</td>
<td>2. Guru menyampaikan tujuan pembelajaran.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>3. Guru melakukan tanya jawab terkait dengan materi yang akan diberikan.</td>
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<td></td>
<td>1. Guru memberikan motivasi tentang pentingnya materi yang akan dibahas</td>
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<td>- tanggung jawab</td>
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<td>- Perhatian</td>
</tr>
<tr>
<td>(80 menit)</td>
<td>- Elaborasi</td>
<td>2. Guru menjelaskan mengenai simple past tense dalam narrative</td>
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<tr>
<td></td>
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<td>3. Guru meminta siswa menulis contoh kalimat berbentuk simple past tense</td>
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<td>4. Guru memeriksa tugas siswa</td>
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<td>- Perhatian</td>
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<td>- Patuhan</td>
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<td></td>
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<td>- Ketekunan</td>
</tr>
</tbody>
</table>
- Konfirmasi dan mengoreksi kesalahan siswa.
2. Guru dan siswa bersama-sama menelaah tenses simple past tense dengan teliti
3. Guru menjelaskan tentang hal-hal yang belum diketahui siswa.

| Kegiatan akhir (5 menit) | 1. Guru dan siswa melakukan refleksi  
2. Guru memberikan tugas dan hafalan | Tanggung jawab |

H. Penilaian Hasil Belajar

1. Penilaian
   - Jenis / Teknik: Tes tulis
   - Contoh Instrumen: (Terlampir)
   - Format Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama Siswa</th>
<th>Aspek yang dinilai</th>
<th>Skor Akhir</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Isi, Struktur, Kosa kata</td>
<td></td>
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<td>2</td>
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<td>3</td>
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</tr>
</tbody>
</table>

Keterangan:
90 – 100 : Amat baik  
70 – 79 : Cukup  
81 – 89 : Baik  
< 69 : Kurang

I. Sumber dan Alat

1. Sumber
   - Buku Paket Look Ahead.

2. Alat / Media
   - Spidol
   - Papan tulis
Makassar, september 2012
Mahasiswa P2K

Sri Rahayu Oktavia Arifin
Nim. 10535 3698 08

Disetujui oleh,

Guru Pembimbing

A. Kamariah S.Pd., M.Pd
Nip. 19850815 200901 2 009
Rencana Pelaksanaan Pembelajaran
(RPP) 4

Sekolah : SMA Negeri 2 Sunguminasa
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI/ B
Materi : Narrative text
Alokasi Waktu : 4 X 45 Menit
Aspek Skill : Writing

J. Standar Kompetensi
Memahami Makna dalam ciri-ciri kebahasaan teks narrative dalam animation movies.

K. Kompetensi Dasar
Memahami dan merespon makna teks narrative dalam animation movies.

L. Indikator Pencapaian Kompetensi

 Kognitif
4. Mengidentifikasi makna dalam narrative text dalam animation movies.
5. Mengidentifikasi jenis kata dari teks berbentuk narrative.
6. Mencatat kata-kata sulit yang didengar

 Psikomotorik
2. Menulis kembali pola atau susunan simple past continuous tense baik Nominal maupun verbal

 Afektif
4. Melakukan komunikasi : bertanya, mengomentari, presentasi
5. Melakukan kerjasama
6. Antusias dalam belajar

M. Tujuan Pembelajaran

 Kognitif
3. Dengan diberikan pola atau pengertian narrative text, siswa dapat mengidentifikasinya.
4. Dengan diberikan contoh, siswa dapat mengidentifikasi kalimat dari narrative text.
5. Dengan diperlihatkan contoh, siswa dapat menuliskan kembali contoh kalimat berbentuk narrative text baik secara nominal maupun verbal.
Psikomotorik
2. Dengan diberikan kesempatan siswa dapat menulis kembali kalimat atau teks berbentuk narrative dalam animation movies.

Afektif
3. Dengan terlibat aktif dalam pembelajaran siswa dapat melakukan komunikasi dengan benar dan santun yang meliputi presentasi, bertanya dan berpendapat.
4. Dengan terlibat aktif dalam pembelajaran siswa dapat melakukan kerjasama dengan baik

N. Materi Pembelajaran (Terlampir)
O. Metode Pembelajaran
3. Model : Writing skill
4. Metode : Animation movies of narrative texts

P. Kegiatan / Skenario Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan (waktu)</th>
<th>Jenis Kegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>Karakter yang dinilai</th>
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</thead>
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<tr>
<td>Kegiatan awal</td>
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<td>4. Guru mengumpulkan tugas sebelumnya</td>
<td>- tanggung jawab</td>
</tr>
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<td>(10 menit)</td>
<td>- Motivasi</td>
<td>5. Guru menyampaikan tujuan pembelajaran.</td>
<td>- percaya diri</td>
</tr>
<tr>
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<td>6. Guru melakukan tanya jawab terkait dengan materi yang akan diberikan.</td>
<td>- Perhatian</td>
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<tr>
<td></td>
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<td>2. Guru memberikan motivasi tentang pentingnya materi yang akan dibahas</td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td>- Eksporasi</td>
<td>1. Guru memberikan instruksi terkait dengan animation movies yang akan di putar.</td>
<td>- Perhatian</td>
</tr>
<tr>
<td>(80 menit)</td>
<td>- Elaborasi</td>
<td>2. Guru menjelaskan mengenai simple past continuous tense dalam narrative tentang animation movies tersebut.</td>
<td>- Patuan</td>
</tr>
<tr>
<td></td>
<td>- Konfirmasi</td>
<td>3. Guru meminta siswa menulis general structure dari animation movies yang di putar tadi.</td>
<td>- Ketekunan</td>
</tr>
</tbody>
</table>
4. Setelah guru memberikan kesempatan menulis kalimat narrative, siswa dapat mengidentifikasinya.
5. Guru mengidentifikasi kalimat narrative tersebut.
7. Guru dan siswa bersama-sama menelaah general structure dalam narrative dengan teliti.
8. Guru menjelaskan tentang hal-hal yang belum diketahui siswa.

<table>
<thead>
<tr>
<th>Kegiatan akhir (6 menit)</th>
<th>Tanggung jawab</th>
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</thead>
</table>

**Q. Penilaian Hasil Belajar**

2. Penilaian
   - Jenis / Teknik : Tes tulis
   - Contoh instrumen : (Terlampir)
   - Format Penilaian

<table>
<thead>
<tr>
<th>No.</th>
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<table>
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<tr>
<th>Skor Akhir</th>
<th>Keterangan</th>
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<tr>
<td>90 – 100</td>
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<td>70 – 79</td>
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<td>82 – 89</td>
<td>Baik</td>
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<td>&lt; 69</td>
<td>Kurang</td>
</tr>
</tbody>
</table>

**R. Sumber dan Alat**

2. Sumber
   - Buku Paket look Ahead.

2. Alat / Media
   - Spidol
Makassar, September 2012

Mahasiswa

Sri Rahayu Oktavia Arifin
Nim. 10535 3698 08

Disetujui oleh
Guru Pembimbing

A.Kamariah S.Pd., M.Pd
Nip. 19850815 200901 2 009
# Observation Sheet of Cycle I

SMA Negeri 2 Sungguminasa

<table>
<thead>
<tr>
<th>No.</th>
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<th>Fourth Meeting</th>
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Explanation:

4 = Very Active

3 = Active

2 = Less Active

1 = No Active

*S = Sick

*P = Permission

*A = Absent
Observation Sheet of Cycle II
SMA Negeri 2 Sungguminasa

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