

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

This research is a classroom action research on the use of animated film to improve students' ability in writing narrative text. It is aimed to know the implementation of animated film in improving students' ability in writing narrative text and to identify the improvement of students' ability in writing narrative text after learning using animated film at the tenth grade students of MAN Pematang especially class X.5 in the academic year of 2010/2011.

The research had been conducted since January 24<sup>th</sup> 2011 to February 23<sup>th</sup> 2011. The researcher used four cycles included pre cycles. Before the researcher did the research, she made a plan to set the activities that would be done in the research cycles by making lesson plans as guidance in teaching and learning process. In every cycle, the researcher observed the classroom activities and gave test to the students in the end of lesson. Then, the researcher and the teacher made a reflection step to analyze the problems faced in every cycle. After that, the researcher compared the result of the test in the pre cycle with the result of the test in the next cycle. The descriptions of results research in each cycle are as follow:

##### 1. Pre Cycle

This research was started on Monday, January 31<sup>st</sup>, 2011. There were 38 students as participant. Because the teacher had taught about narrative text, the researcher did pre- cycle by herself. In this cycle, the researcher taught writing narrative text using conventional method and the researcher observed the teaching learning process. In this activity, the researcher began with asked the students about legend or Indonesian folklore as warming up. After that, she gave explanation about narrative, but not all of the students paid attention to her. They were only quiet and some of them were talking with his or her friend during teaching and learning process. After that, the

researcher gave sample of narrative text and asked the students to find out the characteristics of narrative text. After they did the task, the researcher gave test to know the students' ability in writing narrative text before giving treatments. This test was an essay writing test and the teacher gave key words related to the story. It was followed by 38 students and the teacher provided 30 minutes for them to do the test. The result of pre-cycle test can be seen in the table below:

Table. 4  
The Result of Pre Cycle Test

No	Students Code	Score	Grade
1	A – 1	60	Fair
2	A – 2	49	Poor
3	A – 3	38	Poor
4	A – 4	Out	-
5	A – 5	49	Poor
6	A – 6	40	Poor
7	A – 7	73	Fair
8	A – 8	38	Poor
9	A – 9	42	Poor
10	A – 10	35	Poor
11	A – 11	45	Poor
12	A – 12	58	Less
13	A – 13	44	Poor
14	A – 14	Absent	-
15	A – 15	40	Poor
16	A – 16	49	Poor
17	A – 17	52	Less
18	A – 18	39	Poor
19	A – 19	50	Less
20	A – 20	Out	-
21	A – 21	34	Poor
22	A – 22	49	Poor
23	A – 23	36	Poor
24	A – 24	34	Poor
25	A – 25	52	Less
26	A – 26	50	Less

27	A – 27	48	Poor
28	A – 28	34	Poor
29	A – 29	49	Poor
30	A – 30	60	Fair
31	A – 31	38	Poor
32	A – 32	40	Poor
33	A – 33	62	Fair
34	A – 34	40	Poor
35	A – 35	48	Poor
36	A – 36	35	Poor
37	A – 37	38	Poor
38	A – 38	Absent	-
39	A – 39	60	Fair
40	A – 40	64	Fair
41	A – 41	34	Poor
42	A – 42	48	Poor
	Total	1754	

After calculating the students score, the researcher calculated the mean to measure the improvement of students' score in every cycle. To know the mean of the students' score in the pre cycle the researcher used formula as follows:

$$\bar{x} = \frac{\sum X}{N}$$

Where:  $\bar{x}$  = the mean

$X$  = the sum offset score

$N$  = the number of the students.

The computation of the average of the score is as follow:

$$\bar{x} = \frac{1754}{38} = 46.2$$

From the data above, it showed that the average of the students score in the pre cycle is 46.2. This score was still low from the standard score in the school (Minimum Passing Grade Criteria) was 65. It is means that students' ability in writing narrative text was poor. The teacher and researcher decided

to use another technique to make students interested in the learning process in order to improve students' ability in writing narrative text. They decided to use animated film as a medium in teaching learning process.

## 2. The First Cycle

This cycle was conducted on Wednesday, February 2<sup>nd</sup> and Monday, February 7<sup>th</sup> 2011. The result of the test in pre-cycle was not satisfied yet. The problems faced by students were that they had difficulties to express their ideas and they also had limited vocabulary items. So, the researcher decided to use animated film as a teaching medium to solve the problem. In this activity, the researcher became a teacher. The students were enthusiastic in following the treatment; the researcher told students that they would watch animated film in learning writing narrative text.

Because this research was classroom action research, there were four steps; planning, acting, observing and reflecting. In the planning, the researcher made lesson plan, prepared material including animated film, the test instrument, and the observation checklist. In the acting, the researcher began the activity with explaining narrative text and the students paid attention to her explanation. After that, the researcher gives the question's sheet to the students about animated film. The researcher asked the students to answer the questions after they watched animated film. Then, the researcher played animated film and let the students watched the film. After answering the questions based on the film, teacher asked the students to make a narrative paragraph based on their answer.

On Join Construction of Text, the researcher together with the students discussed about students' answer and students' narrative text. After that, the researcher asked the students to work in pairs and to find out the generic structures from narrative paragraph. Then, the researcher and the students discussed the students' answer

On Independence Construction of Text, the researcher gave short explanation to the students that they were going to watch animated film and

they had to make a narrative paragraph based on the film that would be eased by questions. The researcher also allowed students to open dictionary when they found difficult words. The test result of the first cycle can be seen in the table below:

Table. 5  
The Results of the First Cycle

No	Students Code	Score	Grade
1	A – 1	78	Good
2	A – 2	53	Less
3	A – 3	50	Less
4	A – 4	Out	-
5	A – 5	Absent	-
6	A – 6	45	Poor
7	A – 7	80	Good
8	A – 8	45	Poor
9	A – 9	49	Poor
10	A – 10	45	Poor
11	A – 11	38	Poor
12	A – 12	38	Poor
13	A – 13	37	Poor
14	A – 14	45	Poor
15	A – 15	40	Poor
16	A – 16	Sick	-
17	A – 17	55	Less
18	A – 18	38	Poor
19	A – 19	55	Less
20	A – 20	Out	-
21	A – 21	44	Poor
22	A – 22	50	Less
23	A – 23	48	Poor
24	A – 24	P	-
25	A – 25	60	Fair
26	A – 26	50	Less
27	A – 27	50	Less
28	A – 28	40	Poor
29	A – 29	53	Less
30	A – 30	57	Less

31	A – 31	58	Less
32	A – 32	46	Poor
33	A – 33	68	Fair
34	A – 34	58	Less
35	A – 35	48	Poor
36	A – 36	45	Poor
37	A – 37	60	Fair
38	A – 38	48	Poor
39	A – 39	60	Fair
40	A – 40	45	Poor
41	A – 41	48	Poor
42	A – 42	Sick	-
	Total	1827	

After that, the researcher calculated the mean using the same formula with previous cycle. The result of the mean of the first cycle is:

$$\bar{X} = \frac{\sum X}{N}$$

Where:  $\bar{X}$  = the mean

$X$  = the sum offset score

$N$  = the number of the students.

The computation of the average of the score is as follow:

$$\bar{X} = \frac{1827}{36} = 50.8$$

The result of the mean was 50.8. It means that the students' score in first cycle could be said increase, although the average score was still poor. But it was unsatisfied yet, because there were many of students still got less and poor score. The problems were faced by the researcher and the teacher in this cycle were the students still confused about grammar item and to make a narrative text based on the animated film. The result of their writing was also still poor on the content and language use item. So the researcher had to

continue to the next cycle. In observation step, the researcher and the teacher observed the events that happened during the treatment using observation checklist. After that, the researcher and the teacher discussed teaching learning process that would be done in the next cycle to fix the problems. They decided to use same technique, but in the next cycle the researcher would explain about the tense that was used in narrative text.

### 3. The Second Cycle

The second cycle was conducted on Wednesday, February 9<sup>th</sup>, and Monday, February 14<sup>th</sup>, 2011. Based on the problems faced by students in first cycle, in this cycle the researcher used the same technique as the previous one. The students did the same activities as same the first cycle. The researcher asked the students about the previous film. Before acting, the researcher gave motivation to students especially the students were less active in the group discussions. Researcher also asked them about the previous lesson. In this cycle the researcher asked students to more pay attention when she began explaining the material in order to fix the previous problems. First, the researcher gave explanation to the students about past tense briefly. The researcher discussed with the students about their previous film's answer while played and paused the animated film to make sure about the answer. Then, the researcher discussed the students' narrative writing together with the students. After that, the students were asked to find out the generic structures and language features inside the text. In this cycle students were assigned to work in group of 3 or 4. The researcher gave chance for them to ask some questions if they had difficulties. The researcher always pushes them to ask the researcher if they had the problem or they have not understood about material. Then, the activity was going on like the previous cycle and the teacher observed the event during the treatment. After those activities were done, the researcher gave writing test in group. There was significant improvement in this cycle; it could be seen from the result of the test below:

Table. 6  
The Result of Writing Test in the Second Cycle

No	Students Code	Score	Grade
1	A – 1	80	Good
2	A – 2	Absent	-
3	A – 3	70	Fair
4	A – 4	Out	-
5	A – 5	65	Fair
6	A – 6	60	Fair
7	A – 7	85	Good
8	A – 8	50	Less
9	A – 9	65	Fair
10	A – 10	65	Fair
11	A – 11	65	Fair
12	A – 12	60	Fair
13	A – 13	57	Less
14	A – 14	60	Fair
15	A – 15	60	Fair
16	A – 16	63	Fair
17	A – 17	60	Fair
18	A – 18	60	Fair
19	A – 19	65	Fair
20	A – 20	Out	-
21	A – 21	70	Fair
22	A – 22	P	-
23	A – 23	60	Fair
24	A – 24	65	Fair
25	A – 25	78	Good
26	A – 26	67	Fair
27	A – 27	68	Fair
28	A – 28	50	Less
29	A – 29	60	Fair
30	A – 30	65	Fair
31	A – 31	Absent	-
32	A – 32	60	Fair
33	A – 33	80	Good
34	A – 34	60	Fair
35	A – 35	60	Fair



36	A – 36	50	Less
37	A – 37	75	Good
38	A – 38	55	Less
39	A – 39	65	Fair
40	A – 40	50	Less
41	A – 41	50	Less
42	A – 42	65	Fair
	Total	2343	

From that result, the researcher could calculate the average (mean) of the score as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2343}{37} = 63.3$$

The result above shows that the average of students test in the second cycle was 63.3. The result of the second cycle was better than the previous one. It means that there were improvements for the students' ability in writing narrative text. Almost all of students got fair score and there were 8 students still got less score. The result of this cycle still had not achieved the standard score there was 65. So the researcher decided to continue the research to the next cycle. In this cycle the problems were faced by the researcher and the teacher were some of the students were still confused to arrange good word order. So in the next cycle the researcher had to give more explanation clearly and asked students to more pay attention.

#### 4. The Third Cycle

The third cycle was conducted on Wednesday, February 16<sup>th</sup> and Monday, February 21<sup>st</sup>, 2011. The activity in this cycle was same with previous cycle, the researcher made planning before conducting research and some preparations. If in the second cycle the problems were faced by the researcher and the teacher were some students were still confused to arrange good word order, in this cycle the researcher asked students to more pay

attention, repeated her explanation clearly and gave chance for them to ask some questions if they had difficulties. In the first meeting, the researcher asked the students to answer the previous film's questions. Teacher played and pause film to correct students' answer. After that, the students and the teacher discussed about the students' answer. Then, the students were asked to identify generic structure and language feature in group of 3 or 4. In this activity the teacher did as a corrector. It was aimed to make sure that they did not have any problems. After that, the activity was going on like the previous cycle and the teacher observed the event during the treatment. After those activities were done, the researcher gave writing test individually in the next meeting using animated film. This activity, the researcher gave keywords based on the content of film. The result of the test in this cycle as follow:

Table. 7

## The Result of Writing Test in the Third Cycle

No	Students Code	Score	Grade
1	A - 1	80	Good
2	A - 2	65	Fair
3	A - 3	75	Good
4	A - 4	Out	-
5	A - 5	70	Fair
6	A - 6	72	Fair
7	A - 7	Sick	-
8	A - 8	70	Fair
9	A - 9	75	Good
10	A - 10	70	Fair
11	A - 11	70	Fair
12	A - 12	73	Fair
13	A - 13	70	Fair
14	A - 14	65	Fair
15	A - 15	Sick	-
16	A - 16	70	Fair
17	A - 17	72	Fair
18	A - 18	73	Fair
19	A - 19	70	Fair
20	A - 20	Out	-
21	A - 21	75	Good
22	A - 22	70	Fair

23	A – 23	65	Fair
24	A – 24	65	Fair
25	A – 25	65	Fair
26	A – 26	70	Fair
27	A – 27	73	Fair
28	A – 28	70	Fair
29	A – 29	65	Fair
30	A – 30	70	Fair
31	A – 31	70	Fair
32	A – 32	73	Fair
33	A – 33	80	Good
34	A – 34	75	Good
35	A – 35	70	Fair
36	A – 36	70	Fair
37	A – 37	78	Good
38	A – 38	65	Fair
39	A – 39	70	Fair
40	A – 40	73	Fair
41	A – 41	60	Fair
42	A – 42	74	Fair
	Total	2686	

Then, the researcher calculated the mean:

$$\bar{X} = \frac{\sum X}{N}$$

Where:  $\bar{X}$  = the mean

$X$  = the sum offset score

$N$  = the number of the students.

The computation of the average of the score is as follow:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2686}{38} = 70.7$$

So the mean of the students score in third cycle was 70.7. It means that the students score in this cycle could be categorized increased significantly. In this cycle, the students' improvement on writing narrative text was more significant. Their

writing of narrative text was improved in language elements, especially in using grammar. Teacher and researcher concluded that students' ability in writing narrative text was improved significantly after being given treatment using animated film. They were also being enthusiastic in learning process, they were serious in paying attention when the researcher explained the material, some of students who asked questions and responded questions were increased, they were serious in making effort to write. The teacher and researcher decided to stop in this cycle, because they concluded that students' ability in writing narratives text was significantly improved since the first cycle until the third cycle.

## B. Research Discussion

After the researcher implementing animated film in teaching writing narrative text, the researcher got the data from each cycle. It was analyzed to get the improvement in every cycle, and then the researcher got the result of the classroom action research. The result of research shows that there was significant improvement of students' ability in writing narrative text after taught using animated film. It can be seen from the result of the test from the first cycle until third cycle.

Table. 8

The Result of Test from the First Cycle until Third Cycle as Follow:

N0	Students Code	Pre cycle	Cycle 1	Cycle 2	Cycle 3
1	A – 1	60	78	80	80
2	A – 2	49	53	Absent	65
3	A – 3	38	50	70	75
4	A – 4	Out	Out	Out	Out
5	A – 5	49	Absent	65	70
6	A – 6	40	45	60	72
7	A – 7	73	80	85	Sick
8	A – 8	38	45	50	70
9	A – 9	42	49	65	75
10	A – 10	35	45	65	70
11	A – 11	45	38	65	70
12	A – 12	58	38	60	73
13	A – 13	44	37	57	70
14	A – 14	Absent	45	60	65
15	A – 15	40	40	60	Sick

16	A – 16	49	Sick	63	70
17	A – 17	52	55	60	72
18	A – 18	39	38	60	73
19	A – 19	50	55	65	70
20	A – 20	Out	Out	Out	Out
21	A – 21	34	44	70	75
22	A – 22	49	50	P	70
23	A – 23	36	48	60	65
24	A – 24	34	P	65	65
25	A – 25	52	60	78	65
26	A – 26	50	50	67	70
27	A – 27	48	50	68	73
28	A – 28	34	40	50	70
29	A – 29	49	53	60	65
30	A – 30	60	57	65	70
31	A – 31	38	58	Absent	70
32	A – 32	40	46	60	73
33	A – 33	62	68	80	80
34	A – 34	40	58	60	75
35	A – 35	48	48	60	70
36	A – 36	35	45	50	70
37	A – 37	38	60	75	78
38	A – 38	Absent	48	55	65
39	A – 39	60	60	65	70
40	A – 40	64	45	50	73
41	A – 41	34	48	50	60
42	A – 42	48	Sick	65	74
	SUM	1754	1827	2343	2686
	MEAN	46.2	50.8	63.3	70.7

From the table, it can be concluded that there is difference in students' ability in writing narrative text after giving treatment using animated film in each cycle. In pre cycle the mean is 46.2. That means that the students' ability in writing narrative text was poor. The students had difficulties in expressing their ideas. They did not know what they should write. Most of their writing results were not enough to evaluate.

In cycle one, after the researcher taught using animated film in the first time the results of students' writing were improved. Animated film could help them to express their ideas easily. The students also found writing process easier. In this cycle, the mean score was increased to 50.8. This shows that there was improvement

in students' writing ability. But, because their vocabulary were still limited, so most of their writing were still confused. They were also still poor in grammar item. It could be seen from their writing. The score had not achieved the standard score and many of them got poor score. So, the research was continued to the cycle II.

In cycle II before the teacher gave treatment to the students, she explained about the grammar briefly. In treatment session, the teacher gave explanation about the questions based on the film. The teacher gave chance to open the dictionary and the students could ask the teacher to clarify the questions. So the problems faced in the previous cycle can be solved. In this cycle the content and organization item of students' writing were significantly improved. Their writing narrative was better than before, especially in exploring the ideas, using organization and vocabulary. The mean score was 63.3. It shows that the mean have increased but have not achieved the standard score. They still had problem in grammar items, especially in arranging word order. So the researcher decided to conduct cycle III to give more explanation to students in order that all of them could get a better achievement in writing.

The result of cycle III showed that all of students have achieved the standard score of the school. It means that there were significant improvements of students' writing ability after they taught using animated film. It can be seen from the result of students' writing test. Their writing of narrative text were improved in language elements, especially in using grammar. The mean of students' score in the third cycle was 70.7.

From the explanations above, the researcher concludes that animated film can be a teaching medium to improve students' writing ability. According to Widarso, "one of good stimulus to get writing process easier for students is a set of questions which are related to each other. By answering the questions, and arrange the answers in a paragraph, it will create a simple text".<sup>1</sup> As a result, animated film is used as stimulus to improve students' ability in writing narrative text because the answer of questions can be arranged in written text, like narrative text. From animated film, students are able to share their ideas and produce a good narrative text.

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<sup>1</sup> Wishnubroto Widarso, *Kiat Menulis dalam Bahasa Inggris*. (Yogyakarta: Kanisius, 1992),p.48.

The implementation of animated film also could improve students' activities in teaching and learning process. It can be seen from the result of the observation checklist that was summed up on the table below:

Table. 9

Observation of Students' Activities

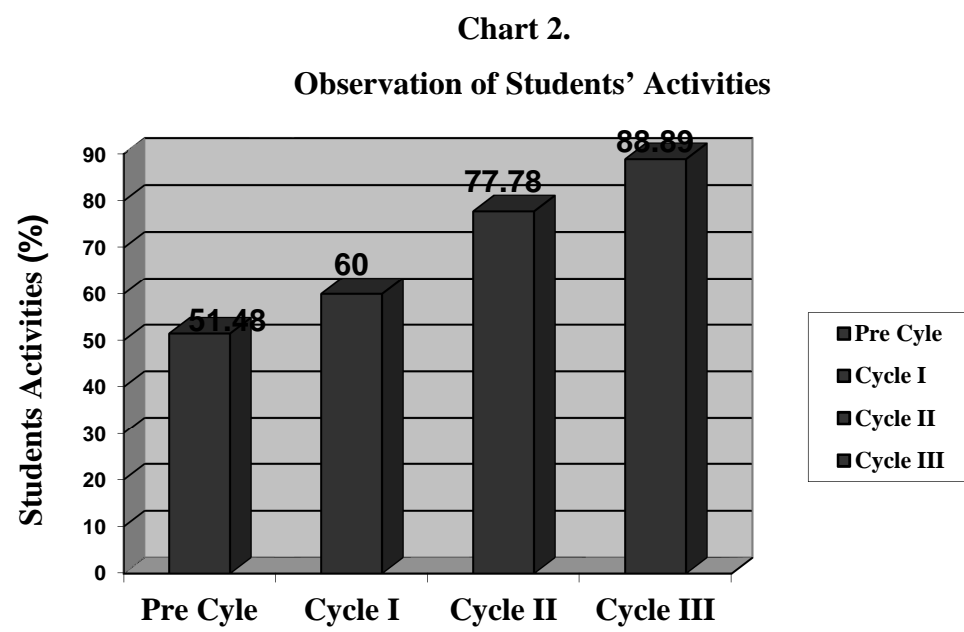
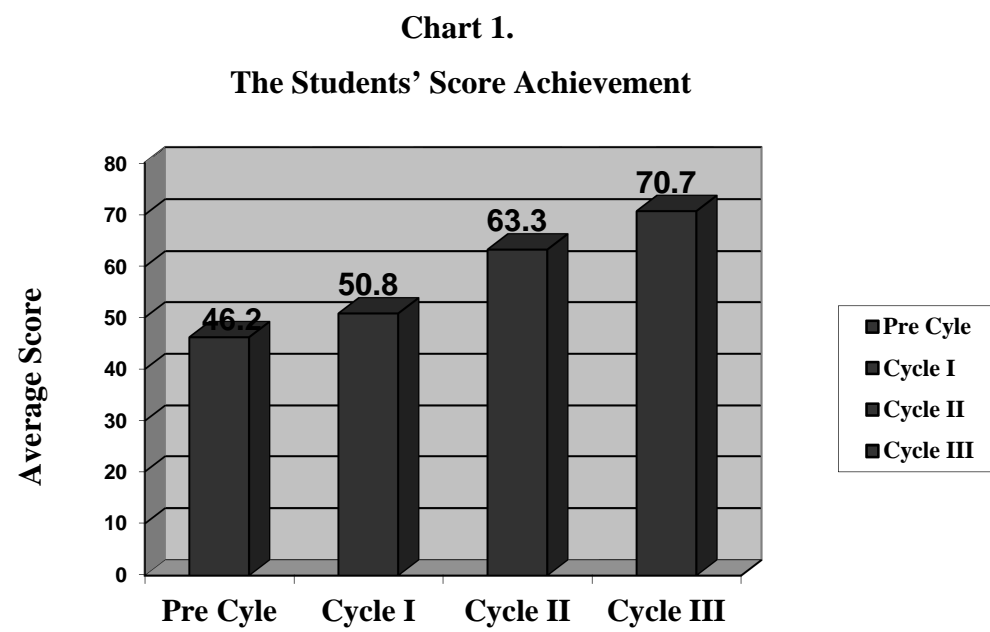
Activities	Pre cycle	Cycle 1	Cycle 2	Cycle 3
Percentage	53.33 %	60%	77.78%	88.89%

Based on the observation result, the pre cycle activities have percentage 51.48 %. It means that the activity of pre cycle was average. In this cycle, most of students were passive during the lesson. Not all of the students paid attention to teacher's explanation. There were only few students active to ask questions to the teacher during the teaching learning process. Their activity in asking and responding questions both from the teacher or their friends was poor. So when they were assigned to do the task (in this case is to write narrative text) they were confused and had difficulties to express their ideas.

While the percentage of students' activities when the researcher used animated film in teaching writing narrative text in cycle one is 60%, 77.78 % in cycle two and 88.89 % in cycle three. It shows that there were improvements of students' activities in each cycle after they were taught using animated film. In cycle one, when the researcher began the treatment using animated film, the students were enthusiastic in following the lesson. It was caused they never have been taught using film. Besides interesting and motivating. In cycle II and cycle III, the students' activities were more increased from the previous cycle, especially when they were assigned to identify the generic structures and language features from narrative text in group of 3 or 4s. The students were more active in discussion. For the result of observation check list in each cycle can be seen in appendix 5-8.

From the explanations above, it can be concluded that the use of animated film in teaching writing narrative text could help students to improve their writing ability. So, this classroom action research in the use of animated film to improve students' ability in writing narrative text at the tenth grade students of MAN Pematang in the academic year of 2010/2011 was success. To give easier

understanding about the result of this research, the result of test and observation checklist in every cycle can be drawn in the charts bellows:





The findings reveal that the study of improving students' writing ability using animated film is successful viewed from some dimensions:

1. Animated film can improve the student's writing ability in narrative text effectively, their narrative writing are better than before, especially in exploring the ideas, using organization, vocabulary and grammar.
2. Motivation and interest of the students are higher when joining in every discussion of task in English Class. They are very happy and enthusiastic when watching film and do the task. Besides that, activities using animated film make the students more concentrate to the teacher's explanation, so that the students' understanding about material become higher. Finally, the students' ability in writing narrative text is improved.

### **C. Limitation of this Study**

1. This study may have differences when it is conducted in other subject. Therefore, this study is only limited in X.5 students of MAN Pematang in the academic year of 2010/2011.
2. The use of animated film in this study is only to improve students' ability in writing narrative text not all of genres.