

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Pre-cycle Analysis

##### 1. Description

The pre cycle was conducted on March, 3, 2011. In this pre cycle, the researcher focused on problem identification of students' ability on narrative speaking, the process can be explained as follow:

- a. Planning the action
  - 1) Organizing actions involves preparing observation list, interview guideline and test material to the students.
  - 2) Preparing media (tape recorder and cassette) to record the research activity.
- b. Implementation of action
  - 1) The researcher conducted interview to teacher to know the difficulties faced by him to teach narrative speaking to his students.
  - 2) The researcher conducted interview to the students to know their difficulties in mastering a narrative speaking material.
  - 3) The researcher asked students perform speaking narrative in front of the class.
- c. Observing
  - 1) Whilst conducting the test, the researcher observed the class performances in order to be able to identify the problem occurred by students when performing a narrative speaking.
  - 2) Through field notes, researcher wrote it down the importance point of students problem in order to ease in conducting the next cycle.
- d. Analysis and reflection
  - 1) The writer analyzed the result of interview to teacher and students.
  - 2) The writer concluded the students' difficulties in performing narrative speaking in order to be easy on giving treatment to them in the next cycle.

## 2. Result

Before the researcher applied the first cycle, she conducted the pre cycle steps at eight graders students of MTs al Hidayah NU 03 Kendal. Briefly, in the first, researcher discussed with English teacher of IIB class of MTs al Hidayah NU 03 Kendal about the students' problems in narrative speaking. The result showed that some students' felt difficult to perform a narrative speaking in front of the classroom. They tent to be shy, lack of confidence and not knowing how to start speaking narrative. More over, the students tent to be bored with the way the teacher taught them. They needed something new to stimulate them organizing idea and then performed it freely in front of the classroom.

In the implementation of action, the researcher asked every student to perform narrative speaking in front of the classroom. Even though in front of their friend, some of them seemed confused and lack of confidence about their ability to deliver a narrative speaking. Teacher had given a free topic to them, such as Cinderella, snow white, etc, but they were still unable to practice it. As a result their score also were not as good as expected. The following table is the students' result in the pre-cycle step.

**Table 1**  
Students' Score In Pre-Cycle

No.	Student Number	Name	M/F	Code	Scoring Criteria					Total	Score
					1	2	3	4	5		
1	4491	Achmad Arif'an	M	S1	2	1	1	2	2	8	40
2	4535	Achyar Mahya	M	S2	3	2	1	2	2	10	50
3	4581	Achmad Mansur	M	S3	2	2	2	2	2	10	50
4	4537	Adib Budianto	M	S4	2	2	2	2	2	10	50
5	4538	Ahmad Anfal Sopiyan	M	S5	3	2	1	2	2	10	50
6	4494	Ahmad Riyadi	M	S6	3	2	2	2	2	11	55
7	4584	Akhmad Rifai	M	S7	3	2	2	2	2	11	55

8	4540	Akhmad Sodikin	M	S8	2	2	2	2	2	10	50
9	4542	Akhmat Riyadi	M	S9	2	2	2	2	2	10	50
10	4504	Desiya Citra Indah Sari	F	S10	2	2	2	2	2	10	50
11	4505	Diah Puspitasari	F	S11	1	2	2	2	2	9	45
12	4507	Dwi Setianingsih	F	S12	2	2	2	2	2	10	50
13	4588	Eka Yuliana	F	S13	2	2	2	2	2	10	50
14	4546	Farkhatun Adhimah	F	S14	2	2	2	2	2	10	50
15	4508	Fatkhur Rokhman	M	S15	2	2	2	2	2	10	50
16	4547	Fatkhur Supriyanto	M	S16	2	2	2	2	2	10	50
17	4591	Fika	F	S17	2	2	2	2	2	10	50
18	4592	Handayani	F	S18	2	3	2	2	2	11	55
19	4509	Haristian Dwi Herlambang	M	S19	2	3	2	2	2	11	55
20	4595	Indah Fitriani	F	S20	2	3	2	2	2	11	55
21	4551	Isroful Imron	M	S21	2	3	2	2	2	11	55
22	4511	Kartini	F	S22	2	3	2	2	2	11	55
23	4558	Miftachul Anam	M	S23	2	3	3	1	1	10	50
24	4513	Miftakhul Khafidz	F	S24	2	1	3	2	1	9	45
25	4514	Moh. Agus Haryono	M	S25	2	2	3	2	1	10	50
26	4515	Mohlisin	M	S26	2	2	3	2	2	11	55
27	4606	Muchammad Khilmi	M	S27	2	2	3	2	1	10	50
28	4560	Muh. Aenur Rojab	M	S28	2	2	2	2	1	9	45
29	4609	Muhammad Dimiyati Rois	M	S29	2	3	2	2	1	10	50
30	4612	Nur Azizah	F	S30	2	3	2	2	2	11	55
31	4520	Nur Istaani Khasanah	F	S31	2	2	2	1	1	8	40
32	4566	Nurul Faidatul Khusniyah	F	S32	2	2	2	2	1	9	45
33	4613	Putri Hidayanti	F	S33	2	2	2	2	1	9	45

34	4527	Samsiyatun	F	S34	2	2	2	2	1	9	45
35	4616	Santi	F	S35	3	2	2	2	1	10	50
36	4571	Siti Alif Hanifah	F	S36	3	2	2	2	1	10	50
37	4617	Siti Nur Janah	F	S37	3	2	2	2	1	10	50
38	4619	Soleh	M	S38	3	2	1	2	2	10	50
39	4620	Sri Purwaningsih	F	S38	3	1	1	2	2	9	45
40	4621	Surifah	F	S40	3	2	2	2	2	11	55
41	4530	Ulimatun Kanifah	F	S41	3	1	2	2	2	10	50
42	4575	Wasilah	F	S42	2	2	1	2	2	9	45
		TOTAL								418	2090
		AVERAGE								9.95	49.76

Scoring Criteria :

1. Prononciation
2. Vocabulary
3. Structure
4. Fluency
5. Content

Based on the phenomenon above, the researcher believed that students' ability to perform a narrative speaking in front of the classroom still low and must be improved by varying teaching method using the new media. In this case the researcher used films as media to improve students' ability in narrative speaking.

### 3. Observation Result

The observation result done in this cycle can be seen in the following table:

**Table 2**

No.	Observed Aspect	Score (%)
1	Teacher	
	a. Teachers' ability to manage the class	70
	b. Teacher's Performance in teaching the material.	68

	c. Teacher's ability to motivate and develop students' interest toward the material given.	70
	d. Teacher's ability to evaluate the students.	75
	e. Teacher's ability to answers students' question	80
2	Students	
	a. Students' attention toward the teacher's explanation	45
	b. Students' activeness during teaching and learning process	25
	c. Students' respons toward the teacher's order to perform the narrative speaking	24
	d. Students' interaction to others and the teacher.	40
	e. Students' ability to expand their idea in a speaking form.	20
	f. Students' understanding toward the material given	37

Scoring criteria:

75-100 = Excellent

51-75 = Good

26-50 = Medium

1-25 = Poor

There are two major object observed those are Teacher's aspect and students' aspect. Teachers' aspect related to five major points those are:

a. Ability to manage the class

It is about teacher's ability to manage the class during teaching and learning process. Some aspect dealing with this aspect as follow:

- 1) Ability to deal with any types of students with different personality and ability to understand the material given.
- 2) Ability to manage the chaos.
- 3) Ability to maintain students' question and response if any.

In this pre cycle, teachers have a good grade. She could manage the class well. However, she had difficulties to maintain the chaos caused by students because she had to manage a big class consist of 42 students and not all students could be managed or warned to pay attention to the material given easily.

b. Performance in teaching the material.

This aspect related to teacher's appearance in front of the students during teaching and learning process. Some aspect related to this aspect are:

- 1) Dressing style.
- 2) Pace and intonation.
- 3) Emotion control
- 4) Excitement.

Teacher showed a good performance during teaching and learning process. However, her pace and intonation sometimes too fast so that the students faced difficulties to understand teacher's explanation; and sometimes her emotion became out of control because of students' noise. This became important point of view to the researcher to design the first cycle step.

c. Ability to motivate and develop students' interest toward the material given.

This aspect related to teacher's ability to motivate and develop students' interest toward the material given during teaching and learning process. Some aspect related to this aspect are:

- 1) Giving motivation to student that has less or more interest in English.
- 2) Delivering wish word to lift students' interest.

All the aspect observed has been done. However, because of noise caused by students the aspect couldn't be done maximally.

d. Ability to evaluate the students.

Related to ability to evaluate students' with different level of competence. Some aspects related to this as follow:

- 1) Evaluation technique and method appropriateness.
- 2) Time to evaluate students.

Teacher actually had a good technique and method to evaluate students. Improvement needs to be applied to ease teacher in conducting evaluation to the students.

- e. Ability to answers students' question.

Related to teachers' ability to answer every question given by the students. . Some aspects related to this as follow:

- 1) Teacher's way to answer students' question.
- 2) Teacher's way to answer students' question if he couldn't answer the question or found difficulties to answer.

In this aspect, teacher could answer every question given by the students. However while answering the questions some students did not paid attention and tend to be noise. Only few students paid attention on it.

For students' observed aspect, there are six aspects observed as follow:

- a. Students' attention toward the teacher's explanation.

Aspect observed related to this point as follow:

- 1) Students' focus on the material taught.
- 2) Students' chaos or noisy.

In this cycle students were so noisy because this is the pre cycle stage in which the researcher dealt with the classroom atmosphere. However, this cycle had given idea to the researcher on how to design the teaching and learning process in the first cycle.

- b. Students' activeness during teaching and learning process.

Aspect observed related to this point is students' activeness to ask question to the teacher and answer the question given. In this cycle students tend to be silent and paid less attention toward the material give.

- c. Students' respons toward the teacher's order to perform the narrative speaking. In this case students' response related to their performance after being pointed with the teacher whether they are exited or not. In

this cycle, students were less to response the material given. Some students especially in the back seat tend to be noise and this act influenced the others. So that the class became chaos.

d. Students' interaction to others and the teacher.

This aspect related to students' confidences and way to interact with their friend. Some aspects observed are:

- 1) Attitude (politeness)
- 2) The use of English.
- 3) Confidence.

This aspect was very low as well. The interaction pattern needed to be re-managed because the class was so noisy. So that the researcher had to be able to maintain students chaos in the first cycle.

e. Students' ability to expand their idea in a speaking form.

This aspect realated to students' creativity to expand their idea in spoken form, the aspect abserved is the same with the criteria in oral test.

Most of students were speechless when ordered by teacher to perform narrative speaking. They didn't know on how to expand their idea in spoken form.

f. Students' understanding toward the material given.

Related to their capability to catch the material. The aspect in this manner as follow:

- 1) Students' ability to perform narative speaking
- 2) Students' result to complete worksheet given.

As it the pre cycle step, the researcher only focused on the students' ability to perform narrative speaking. As it is explained in point e, the students' ability to perform narrative speaking was low and the researcher more believed that the use of film would give influence toward this factor.

From the observation above it can be seen that some aspects related to teacher and students during teaching and learning process need to be



improved, i.e. students' activeness during teaching and learning process and their ability to expand their idea to speak are still very low and based on the result the researcher conducted the 1<sup>st</sup> cycle in order to improve those factor observed.

## **B. First cycle Analysis**

### **1. Description**

The first cycle was conducted on March, 8 and 9, 2011 and followed by 42 students, 20 boys and 22 girls. Researcher started to use films as media to improve students' narrative speaking. The following is the procedures of the first cycle:

#### **a. Planning the action.**

- 1) Organizing actions, arranging lesson plan and making indicator of success.
- 2) Choosing appropriate movie, and preparing note books to observe class. In this cycle the researcher used movie entitled "up".
- 3) Making some quizzes and preparing some cards as a tool to observe in teaching learning process.
- 4) Preparing media.

#### **b. Implementation of action.**

- 1) The researcher started the research at 12.30 pm because the allocated time for English class was at the 7<sup>th</sup> and 8<sup>th</sup> hour. So that the researcher had to be able to manage the class as good as possible because some students were less pay attention to the material given.
- 2) The researcher as a teacher entered the class, greeted the students, asked students about what they had known about narrative. In this cycle, only a few students knew about narrative. So that the teacher had to explain more about narrative briefly especially related to speaking skill about it.
- 3) After explaining narrative, the researcher gave some examples related to narrative. In this case the researcher told students that

they could also learn narrative through films. Knowing this, the students felt happy and asked the teacher to play it as soon as possible. But before watching the film. The researcher gave the students' worksheet in order to be fulfilled as guidance to support them in performing a narrative speaking after watching the movie.

- 4) The researcher delivered the abstract of the movie in order to ease students' understanding on the movie.
- 5) The researcher played the movie and asked students to write important points related to the movie in order to be presented in form of spoken after watching it.
- 6) The researcher asked the students to perform a narrative speaking in front of the class based on the film they watched.

c. Observing.

- 1) While playing the movie, the researcher observes students activities based on the observation list prepared by the researcher.
- 2) Through field notes, researcher wrote it down when the class has finished, it aimed to know the result of the observation in the class.

d. Analysis and reflection.

- 1) Evaluation and analysis of students' progress in order to rearrange some plans in the next cycle (second cycle).

## 2. Result

The students result performances in the first cycle can be seen as follow:

**Table 3**  
Students' Score in the 1st Cycle

No.	Student Number	Name	M/F	Code	Scoring Criteria					Total	Score
					1	2	3	4	5		
1	4491	Achmad Arif'an	M	S1	2	3	2	2	3	12	60
2	4535	Achyar Mahya	M	S2	3	2	3	2	2	12	60

3	4581	Achmad Mansur	M	S3	2	2	2	2	3	11	55
4	4537	Adib Budianto	M	S4	2	3	2	2	3	12	60
5	4538	Ahmad Anfal Sopiyan	M	S5	3	2	3	2	3	13	65
6	4494	Ahmad Riyadi	M	S6	3	2	2	2	3	12	60
7	4584	Akhmad Rifai	M	S7	3	2	2	2	3	12	60
8	4540	Akhmad Sodikin	M	S8	2	2	2	2	3	11	55
9	4542	Akhmat Riyadi	M	S9	2	2	3	2	3	12	60
10	4504	Desiya Citra Indah Sari	F	S10	2	3	2	2	3	12	60
11	4505	Diah Puspitasari	F	S11	2	3	2	2	3	12	60
12	4507	Dwi Setianingsih	F	S12	2	2	3	2	3	12	60
13	4588	Eka Yuliana	F	S13	2	3	3	2	3	13	65
14	4546	Farkhatun Adhimah	F	S14	2	3	2	2	3	12	60
15	4508	Fatkhur Rokhman	M	S15	2	2	3	2	3	12	60
16	4547	Fatkhur Supriyanto	M	S16	2	2	3	2	3	12	60
17	4591	Fika	F	S17	2	2	3	2	3	12	60
18	4592	Handayani	F	S18	2	3	2	2	3	12	60
19	4509	Haristian Dwi Herlambang	M	S19	2	3	3	3	3	14	70
20	4595	Indah Fitriani	F	S20	2	3	2	2	3	12	60
21	4551	Isroful Imron	M	S21	2	3	2	3	3	13	65
22	4511	Kartini	F	S22	2	3	2	3	3	13	65
23	4558	Miftachul Anam	M	S23	2	3	3	1	3	12	60
24	4513	Miftakhul Khafidz	F	S24	2	2	3	2	3	12	60
25	4514	Moh. Agus Haryono	M	S25	2	2	3	2	3	12	60
26	4515	Mohlisin	M	S26	2	2	3	2	3	12	60
27	4606	Muchammad Khilmi	M	S27	2	2	3	2	3	12	60

28	4560	Muh. Aenur Rojab	M	S28	2	2	3	2	3	12	60
29	4609	Muhammad Dimiyati Rois	M	S29	2	3	3	2	3	13	65
30	4612	Nur Azizah	F	S30	2	3	3	2	3	13	65
31	4520	Nur Istaani Khasanah	F	S31	2	2	3	3	3	13	65
32	4566	Nurul Faidatul Khusniyah	F	S32	2	2	3	2	3	12	60
33	4613	Putri Hidayanti	F	S33	2	2	3	2	3	12	60
34	4527	Samsiyatun	F	S34	2	2	3	2	3	12	60
35	4616	Santi	F	S35	3	2	3	2	3	13	65
36	4571	Siti Alif Hanifah	F	S36	3	2	3	2	3	13	65
37	4617	Siti Nur Janah	F	S37	3	2	3	2	3	13	65
38	4619	Soleh	M	S38	3	2	3	2	3	13	65
39	4620	Sri Purwaningsih	F	S38	3	3	3	3	3	15	75
40	4621	Surifah	F	S40	3	3	2	2	3	13	65
41	4530	Ulimatun Kanifah	F	S41	3	3	2	2	3	13	65
42	4575	Wasilah	F	S42	2	2	2	2	3	11	55
		TOTAL								519	2595
		AVERAGE								12.35	61.78

Scoring Criteria :

1. Prononciation
2. Vocabulary
3. Structure
4. Fluency
5. Content

Based on the data above, if the researcher compared with the pre-cycle result, the students speaking narrative were better than in the pre cycle. Students were enthusiastic because they learned with film that they had never seen before. Some students were interested in the film showed,

and all the worksheet could be fulfilled overall. After watching the film, as it was scheduled, the students tried to perform narrative speaking based on the worksheet they had fulfilled in front of the classroom as they had done in the pre cycle. The researcher randomized the turn in order to know the students' improvement after being treated with the film. As a result, some students had their progress unlike in the pre cycle. They became more active and their confidences to speak were better than before. They were more eager to speak even though some of them still speechless but slowly the others started to speak as well. In this first cycle the writer spent more than two hours two motivated students in order to show their speaking ability in front of their friend.

The class became so noisy but the noise came from students' speaking practice. The researcher felt so excited toward this situation because she never imagined that the students were so enthusiastic. One by one the students came up and spoke in front of their friend and the researcher recorded it. Some of them didn't come up to the front of the classroom, but the teacher asked them to have a pair discussion toward the material given as a practice before performing in front of the classroom.

After conducting first cycle, as a reflection, the researcher thought that she still needed to manage the time as good as possible because in this cycle, the researcher ran out of time. More over, the researcher also needed to motivate students' that they could be better to perform narrative than this one. The following is the progress of students' score this cycle if we compared with the pre cycle:

**Table 4**

<b>Average score of the pre-cycle</b>	<b>Average score of the first cycle</b>
<b>49.76</b>	<b>61.78</b>

Based on the result above, there were progress than the pre cycle, and the researcher decided to conduct the next cycle in order to improve

the students ability to be better than the fist cycle because there were some students that still speechless and shy to speak in front of the classroom.

### 3. Observation Result

The observation result done in this cycle can be seen in the following table:

**Table 5**

No.	Observed Aspect	pre-cycle (%)	1st cycle (%)
1	Teacher		
	a. Teachers' ability to manage the class	70	72
	b. Teacher's Performance in teaching the material.	68	74
	c. Teacher's ability to motivate and develop students' interest toward the material given.	70	76
	d. Teacher's ability to evaluate the students.	75	79
	e. Teacher's ability to answers students' question	80	82
2	Students		
	a. Students' attention toward the teacher's explanation	45	64
	b. Students' activeness during teaching and learning process	25	62
	c. Students' respons toward the teacher's order to perform the narrative speaking	24	56
	d. Students' interaction to others and the teacher.	40	54
	e. Students' ability to expand their idea in a speaking form.	20	45
	f. Students' understanding toward the material given	37	52

Scoring criteria:

75-100 = Excellent

51-75 = Good

26-50 = Medium

1-25 = Poor

There are two major object observed those are Teacher's aspect and students' aspect. Teachers' aspect related to five major points those are:

- a. Ability to manage the class

It is about teacher's ability to manage the class during teaching and learning process. Some aspect dealing with this aspect as follow:

- 1) Ability to deal with any types of students with different personality and ability to understand the material given.
- 2) Ability to manage the chaos.
- 3) Ability to maintain students' question and response if any.

In this cycle, teachers have a good grade. She could manage the class well. However, she had difficulties to maintain the chaos caused by students. But if the researcher compared with he first cycle, it was much better because the presence of films to teach could influence this aspect. So that, the score increased from 70 to 72.

b. Performance in teaching the material.

This aspect related to teacher's appearance in front of the students during teaching and learning process. Some aspect related to this aspect are:

- 1) Dressing style.
- 2) Pace and intonation.
- 3) Emotion control
- 4) Excitement.

Teacher showed a good performance during teaching and learning process. However, her pace and intonation sometimes were too fast so that the students faced difficulties to understand teacher's explanation. The score became increase from 68 to 74.

c. Ability to motivate and develop students' interest toward the material given.

This aspect related to teacher's ability to motivate and develop students' interest toward the material given during teaching and learning process. Some aspect related to this aspect are:

- 1) Giving motivation to student that has less or more interest in English.
- 2) Delivering wish word to lift students' interest.

All the aspect observed has been done. However, because of noise caused by students the aspect couldn't be done maximally like the pre cycle. However, this is much better than the previous one.

d. Ability to evaluate the students.

Related to ability to evaluate students' with different level of competence. Some aspects related to this as follow:

- 1) Evaluation technique and method appropriateness.
- 2) Time to evaluate students.

Teacher actually had a good technique and method to evaluate students. Improvement in the next cycle needs to be applied to ease teacher in conducting evaluation to the students.

e. Ability to answer students' question.

Related to teachers' ability to answer every question given by the students. . Some aspects related to this as follow:

- 1) Teacher's way to answer students' question.
- 2) Teacher's way to answer students' question if he couldn't answer the question or found difficulties to answer.

In this aspect, teacher could answer every question given by the students. However while answering the questions some students did not pay attention and tend to be noisy. Only few students pay attention on it. However the frequency of students' question increased. Students' became courage to ask question if they didn't understand the teacher's explanation.

For students' observed aspect, there are six aspects observed as follow:

a. Students' attention toward the teacher's explanation.

Aspect observed related to this point as follow:

- 1) Students' focus on the material taught.
- 2) Students' chaos or noisy.



In this cycle students were not as noisy as in the pre cycle because the presence of films and worksheet that must be completed could reduce this noise.

- b. Students' activeness during teaching and learning process.

Aspect observed related to this point is students' activeness to ask question to the teacher and answer the question given. In this cycle students tend to be more active than in the pre cycle and paid more attention toward the material given.

- c. Students' respons toward the teacher's order to perform the narrative speaking. In this case students' response related to their performance after being pointed with the teacher whether they are exited or not. In this cycle, students became courage to response the material given. Because teacher arranged the students in letter O, as a result the noise reduced.

- d. Students' interaction to others and the teacher.

This aspect related to students' confidences and way to interact with their friend. Some aspects observed are:

- 1) Attitude (politeness)
- 2) The use of English.
- 3) Confidence.

In this cycle, the students' interaction to discuss the material after being taught using film started to build. Students' noise reduce and they more focused on accomplishing the work sheet

- e. Students' ability to expand their idea in a speaking form.

This aspect realated to students' creativity to expand their idea in spoken form, the aspect abserved is the same with the criteria in oral test.

Students became courage to speak and started to be able to expand their idea in form of spoken form because the presence of worksheet guideline ease them to formulate idea.

- f. Students' understanding toward the material given.

Related to their capability to catch the material. The aspect in this manner as follow:

- 1) Students' ability to perform narative speaking
- 2) Students' result to complete worksheet given.

Students became more easily to understand the material given by the use of films as teaching media. Students understanding, in this case, could be identified through their performance in front of the classroom. And overall students have improvement related to expanding idea to speak. And the researcher became sure that the next cycle would be much better.

Based on the data above it can be seen that there are some progress of observed aspect such as students' understanding toward the material and ability to expand the idea to speak from 20 to 45 and 37 to 52. It means that the use of films as media in teaching gave influence toward the process of teaching and learning process. Some factor such as students' interest and the film chosen played important rule here.

## **C. Second Cycle Analysis**

### **1. Description**

The second cycle was conducted on March, 15 and 16, 2011 and followed by 42 students, 20 boys and 22 girls. Researcher used different films as media to improve students' narrative speaking. The following is the procedures of the second cycle:

- a. Planning the action
  - 1) Organizing actions, arranging lesson plan, making indicator of success and preparing media.
  - 2) Choosing appropriate movie, preparing note books to observe class.
  - 3) Making some quizzes related to movie
- b. Implementation of action

- 1) The researcher asks students perform a monologue in front of class as a warming up activity and in order to know their progress after the first cycle.
  - 2) The researcher introduced the next movie played to them.
  - 3) The researcher gives students a set of question related to the movie.
  - 4) The researcher delivered the abstract of the movie in order to ease students in understanding the movie.
  - 5) The researcher played the movie and asked students to write important points related to the movie in order to be presented to their performance based on the worksheet they had received from the teacher.
  - 6) The researcher asked the students perform a narrative speaking in front of the class.
- c. Observing
- 1) The researcher observed and took a note on students' performance after watching the movie to identify their progress on narrative speaking.
  - 2) Through field notes, researcher writes it down when the class has finished, it aimed to know the result of the observation in the class.
- d. Analysis and reflection
- 1) Comparing the result of the action implementation and the first tests with the indicator of success.
  - 2) Evaluation.

## 2. Result

The students result performances in the second cycle can be seen as follow:

**Table 4**  
Students' Score in the 2nd Cycle

No.	Student Number	Name	M/F	Code	Scoring Criteria					Total	Score
					1	2	3	4	5		
1	4491	Achmad Arif'an	M	S1	4	3	3	3	3	16	80
2	4535	Achyar Mahya	M	S2	3	3	3	3	3	15	75
3	4581	Achmad Mansur	M	S3	2	2	3	3	3	13	65
4	4537	Adib Budianto	M	S4	2	3	2	3	3	13	65
5	4538	Ahmad Anfal Sopiyan	M	S5	3	2	3	2	3	13	65
6	4494	Ahmad Riyadi	M	S6	3	4	3	3	3	16	80
7	4584	Akhmad Rifai	M	S7	3	3	3	2	3	14	70
8	4540	Akhmad Sodikin	M	S8	3	3	3	3	3	15	75
9	4542	Akhmat Riyadi	M	S9	3	3	3	2	2	13	65
10	4504	Desiya Citra Indah Sari	F	S10	2	2	2	2	3	11	55
11	4505	Diah Puspitasari	F	S11	3	3	2	2	3	13	65
12	4507	Dwi Setianingsih	F	S12	3	4	2	2	3	14	70
13	4588	Eka Yuliana	F	S13	3	4	3	3	3	16	80
14	4546	Farkhatun Adhimah	F	S14	3	4	2	2	3	14	70
15	4508	Fatkur Rokhman	M	S15	3	3	4	3	3	16	80
16	4547	Fatkur Supriyanto	M	S16	3	3	3	3	3	15	75
17	4591	Fika	F	S17	3	2	2	2	3	12	60
18	4592	Handayani	F	S18	3	3	2	3	3	14	70
19	4509	Haristian Dwi Herlambang	M	S19	2	3	4	2	2	13	65
20	4595	Indah Fitriani	F	S20	3	3	4	2	3	15	75
21	4551	Isroful Imron	M	S21	2	3	4	2	3	14	70
22	4511	Kartini	F	S22	3	3	2	3	3	14	70

23	4558	Miftachul Anam	M	S23	3	3	3	2	3	14	70
24	4513	Miftakhul Khafidz	F	S24	2	3	3	3	3	14	70
25	4514	Moh. Agus Haryono	M	S25	4	2	3	2	3	14	70
26	4515	Mohlisin	M	S26	3	2	3	3	3	14	70
27	4606	Muchammad Khilmi	M	S27	2	3	3	2	3	13	65
28	4560	Muh. Aenur Rojab	M	S28	2	2	3	3	3	13	65
29	4609	Muhammad Dimiyati Rois	M	S29	3	3	2	2	3	13	65
30	4612	Nur Azizah	F	S30	2	3	2	3	3	13	65
31	4520	Nur Istaani Khasanah	F	S31	2	3	2	3	3	13	65
32	4566	Nurul Faidatul Khusniyah	F	S32	2	3	3	2	3	13	65
33	4613	Putri Hidayanti	F	S33	2	2	2	3	3	12	60
34	4527	Samsiyatun	F	S34	2	3	3	3	3	14	70
35	4616	Santi	F	S35	3	2	2	2	3	12	60
36	4571	Siti Alif Hanifah	F	S36	3	3	2	2	3	13	65
37	4617	Siti Nur Janah	F	S37	3	2	3	2	3	13	65
38	4619	Soleh	M	S38	3	2	3	2	3	13	65
39	4620	Sri Purwaningsih	F	S38	3	3	3	2	3	14	70
40	4621	Surifah	F	S40	3	2	3	2	3	13	65
41	4530	Ulimatun Kanifah	F	S41	3	3	3	2	3	14	70
42	4575	Wasilah	F	S42	3	3	3	4	3	16	80
		TOTAL								577	2885
		AVERAGE								13.73	68.69

Scoring Criteria :

1. Prononciation
2. Vocabulary
3. Structure
4. Fluency
5. Content

Based on the data above, if the researcher compared with the first cycle result, the students' speaking ability became more increase.

Even though they still guided by the guideline, but the guideline for the second cycle is different with the first one. This is more general, so that the students' had to expand their idea more than the first cycle. After watching the movie, as the first cycle, the students' perform narrative speaking again but with the different format. In this cycle, the speaking activities were like discussion because the researcher gave the students' some question related the movie they watched in order to improve their fluency to speak with others. Some students' still faced the difficulties with the researcher vocabulary choice but the researcher always tried to enable them to be understood toward what the researcher said. There were 6 turn in this cycle, each turn consisted 7 students in a circle and then they spoke with the teacher about the movie they watched in a format of narrative.

As a reflection, the students' narrative was much better than the first cycle. They also more confident to perform a narrative in front of the classroom because they had guideline to guide them arrange their idea. Even though he researcher still found some students' were speechless but this cycle was better than before. The teacher has to be more patient to guide her students in order to improve their speaking skill because a young learner will improve their confidence if they practiced every time. The following is the students' progress of the second cycle.

**Table 5**

<b>Average score of the pre-cycle</b>	<b>Average score of the first cycle</b>	<b>Average score of the second cycle</b>
<b>49.76</b>	<b>61.78</b>	<b>68.69</b>

### 3. Observation Result

The observation result done in this cycle can be seen in the following table:

**Table 2**

No.	Observed Aspect	pre-cycle (%)	1st cycle (%)	2nd cycle (%)
1	Teacher			
	a. Teachers' ability to manage the class	70	72	75
	b. Teacher's Performance in teaching the material.	68	74	82
	c. Teacher's ability to motivate and develop students' interest toward the material given.	70	76	79
	d. Teacher's ability to evaluate the students.	75	79	84
	e. Teacher's ability to answers students' question	80	82	80
2	Students			
	a. Students' attention toward the teacher's explanation	45	64	74
	b. Students' activeness during teaching and learning process	25	62	68
	c. Students' respons toward the teacher's order to perform the narrative speaking	24	56	67
	d. Students' interaction to others and the teacher.	40	54	65
	e. Students' ability to expand their idea in a speaking form.	20	45	56
	f. Students' understanding toward the material given	37	52	65

Scoring criteria:

75-100 = Excellent

51-75 = Good

26-50 = Medium

1-25 = Poor

Two major object observed those are Teacher's aspect and students' aspect. Teachers' aspect related to five major points those are:

- a. Ability to manage the class

It is about teacher's ability to manage the class during teaching and learning process. Some aspect dealing with this aspect as follow:

- 1) Ability to deal with any types of students with different personality and ability to understand the material given.
- 2) Ability to manage the chaos.
- 3) Ability to maintain students' question and response if any.

In this cycle, teachers have an excellent grade. She could manage the class well. However, she still had difficulties to maintain the chaos caused by students. But if the researcher compared with he first cycle, it was much better because the presence of films to teach could influence this aspect. The next film gave difference influence to the students and the noise became manageable. So that, the score increased from 72 to 75.

b. Performance in teaching the material.

This aspect related to teacher's appearance in front of the students during teaching and learning process. Some aspect related to this aspect are:

- 1) Dressing style.
- 2) Pace and intonation.
- 3) Emotion control
- 4) Excitement.

Teacher showed a good performance during teaching and learning process. However, her pace and intonation sometimes were still too fast so that the students faced difficulties to understand teacher's explanation. For dressing style, excitement, and emotion control could be graded in good level.

c. Ability to motivate and develop students' interest toward the material given.

This aspect related to teacher's ability to motivate and develop students' interest toward the material given during teaching and learning process. Some aspect related to this aspect are:



1) Giving motivation to student that has less or more interest in English.

2) Delivering wish word to lift students' interest.

All the aspect observed has been done. However, because of noise caused by students the aspect couldn't be done maximally like the pre cycle. However, this is much better than the previous one.

d. Ability to evaluate the students.

Related to ability to evaluate students' with differenet level of competence. Some aspects related to this as follow:

1) Evaluation technique and method appropriateness.

2) Time to evalute students.

Teacher actually had a good technique and method to evaluate students. In this case, the researcher applied discussion method to evaluate the students. And this method arose students' activeness to response the material given.

e. Ability to answers students' question.

Related to teachers' ability to answer every question given by the students. . Some aspects related to this as follow:

1) Teacher's way to answer students' question.

2) Teacher's way to answer students' question if he couldn't answer the queston or found difficulties to answer.

In this aspect, teacher could answer every question given by the students. The frequency of students' question increased. Students' became courage to ask question if the didn't understand the teachers explanation.

For students' observed aspect, there are six aspects observed as follow:

a. Students' attention toward the teacher's explanation.

Aspect observed related to this point as follow:

1) Students' focus on the material taught.

2) Students' chaos or noisy.

In this cycle students more paid attention toward the material given. The class became more conducive than in the first cycle because the students had known their duty in the teaching and learning process.

- b. Students' activeness during teaching and learning process.

Aspect observed related to this point is students' activeness to ask question to the teacher and answer the question given. In this cycle students tend to be more active than in the first cycle and paid more attention toward the material given.

- c. Students' respons toward the teacher's order to perform the narrative speaking. In this case students' response related to their performance after being pointed with the teacher whether they are exited or not. In this cycle, students became courage to response the material given. Because teacher arranged the students in letter O, as a result the noise reduced.

- d. Students' interaction to others and the teacher.

This aspect related to students' confidences and way to interact with their friend. Some aspects observed are:

- 4) Attitude (politeness)
- 5) The use of English.
- 6) Confidence.

In this cycle, the students interaction to discuss the material after being taught using film started to build. Students' noise reduce and they more focused on accomplishing the work sheet. They became more polite as well because they had adjusted to the atmosphere create by the researcher.

- e. Students' ability to expand their idea in a speaking form.

This aspect realated to students' creativity to expand their idea in spoken form, the aspect abserved is the same with the criteria in oral test.

Students became courage to speak and started to be able to expand their idea in form of spoken form because the presence of worksheet guideline ease them to formulate idea.

f. Students' understanding toward the material given.

Related to their capability to catch the material. The aspect in this manner as follow:

1) Students' ability to perform narative speaking

2) Students' result to complete worksheet given.

Students became more easily to understand the material given by the use of films as teaching media. Students understanding, in this case, could be identified through their performance in front of the classroom. And overall students have improvement related to expanding idea to speak.

The table above is overall comparative result of the observation during conducting the research. It can be identified that the uses of films to teach give a continuing progress toward the teacher and students' condition during teaching and learning process. Besides entertain all the subjects in the class, the use of films as a varying method to teach will crate such interesting atmosphere during teaching and learning process.

#### **D. Interpretation of the Whole Cycle**

From the analysis above, the researcher interprets that movie can build students' confident and ability to perform a narrative speaking. The students' overall progress from the first until the second cycle showed that the students' speaking ability can be improved by using movie. In the pre cycle, the students' average score was 49.76. It can be described that the students were still so weak to speak about narrative in front of the classroom. So that it had to be improved, in this case, the use of films as media to improve students' ability in speaking narrative was used in the cycles whether 1<sup>st</sup> or 2<sup>nd</sup>.

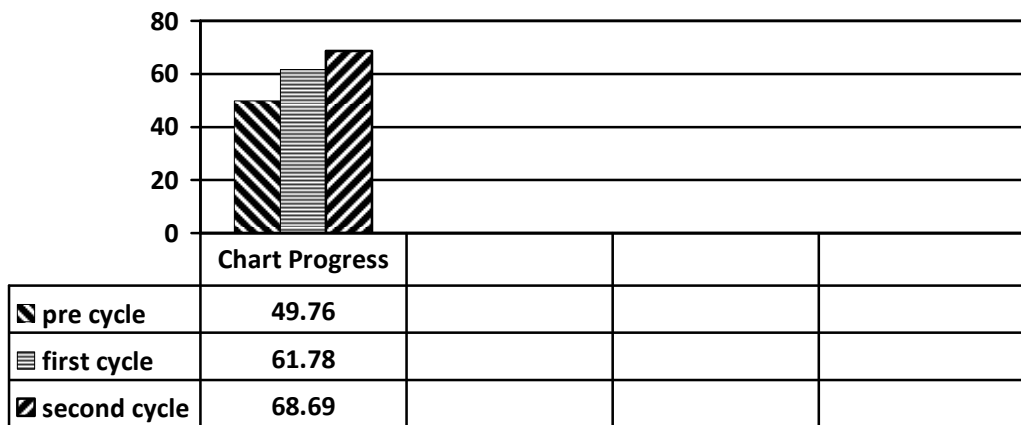
In the first cycle, the students' average score was 61.78. It means that there is a progress of using films as media to improve students' ability

in narrative speaking like it was explained in the cycle analysis. The presence of films could overcome students' difficulties of performing narrative speaking. Even though it is still in the first cycle, it showed that there are some advantages of using films to teach narrative speaking, i.e. students' will be more enthusiastic toward the material given and they started to become courage to speak in front of the classroom.

In the second cycle, the students' average score was 68.69. It could be seen that there is a progress again of using films to teach narrative. By using the different format like discussion, the researcher was able to improve the students' speaking ability because they became easier to express what they are going to say based on the researcher's question. In this cycle, the students had to be more active to speak because they had to answer the teacher questions.

The presence of films as media to improve students narrative speaking had given a significant progress toward their speaking ability. Since they were never taught by using films, the presence of this research also gave the students new perspective that they could also relate the material to their hobby like movie, music, etc.

The researcher realized that there were still many weaknesses in this research such as run out of time, noise in the classroom, etc. But the result of this research, at least, may give us overview that we can teach narrative speaking by using media namely films. The overall progress from the cycles can be seen as follow:



Based on the chart above, it can be seen that the teaching and learning process between the teacher and the students increase from the pre until the 2<sup>nd</sup> cycle. In addition, the use of films as media to teach can be applied in every level of students' by considering the appropriate movie based on the genre in order to ease students understanding the material.