

**IMPROVING STUDENTS' NARRATIVE SPEAKING  
ABILITY THROUGH THE PRINCESS AND THE DRAGON  
FILM AT THE EIGHTH GRADERS OF MTs AL ISHLAH  
PAGERUYUNG KENDAL  
( A Classroom Action Research at Eighth Grade of MTs Al Ishlah  
Pageruyung Kendal in the Academic Year 2014/2015)**

**A Final Project**

Submitted in partial Fulfillment of the Requirement  
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in English Education



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Semarang, March 13, 2015





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*Assalamu 'alaikum wr.wb.*

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

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I state that this thesis is ready to be submitted to Education and Teacher Training Faculty English Department Walisongo State University for Islamic Studies to be examined at Munaqosyah session.

*Wassalamu 'alaikum. wr. wb.*

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## **MOTTO**

Don't too much to think how to do something, just do it and  
you will know how to do.

You don't need to give up this time, because you may just  
need to try one more time to be successful.

(Suci Rohmini)

## DEDICATION

This thesis is dedicated to :

- The reseacher's husband Fathurrohman who always give support emotionally and materially with prayer , love, and patience to finish this project.
- The reseacher's son Adhwa Aidina Rahman who always support her to finish this project,since he is still a baby fourth month until today.
- All my big family members.

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*In The Name of Allah, the Most Gracious the Most Merciful*

First, Peace is upon to the king of life, Allah SWT. The mercy and blessing until this final project (thesis) can be completely finished.

Second, Shalawat and Salam always dedicated to our beloved prophet Muhammad PUBH, the last prophet and the prophet who had brought us from the darkness to the lightness.

I realize that I cannot complete this thesis without support, cooperation, and help encouragement from a lot of people. Therefore, I would like to extend my appreciation to all of them, especially to:

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2. Dr. H. Muslih, M.A., as the Head of English Department, thanks for all his supports and permission to write this paper.
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9. The big family in Yangti's house (Bu Fat, Mbak Gia, Bu Tina, Bu Zuli, Mbak Rini, Mbak Umi, Mbak Luluk, Bu Sri)
10. Last but not least, for those who can not be mentioned one by one, and had supported to reach my dream.

Finally, the researcher realizes that there are so many short coming in this study in spite of all my efforts. Therefore, the researcher would be very grateful for any corrections, comments, and criticisms, from all readers to improve this thesis.

The researcher,

**Suci Rohmini**  
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## ABSTRACT

Title : Improving Students' Narrative Speaking Ability through The Princess and The Dragon Film at the Eight Grade of MTs AL Ishlah Pageruyung Kendal (A Classroom Action Research at Eighth Grade Students of MTs Al Ishlah Pageruyung, Kendal in the Academic Year 2014/2015)

Name of the Student : Suci Rohmini  
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The background of this study is based on phenomenon that students of VIII A Class of MTs Al-Ishlah Getasblawong in the academic year of 2014/2015 their ability in speaking is still low and it needs to be improved. Some of them were still reluctant or even discourage to speak English because they don't know how to deliver their idea in English. The use of films as media in teaching narrative is expected to motivate students in learning process. They will be more interested, and also they get illustration and new vocabularies to express their idea in English.

The purpose of this study can be stated as follow:

1. To describe the teaching narrative speaking using film is implemented at eight grade of MTs Al Ishlah Pageruyung Kendal.
2. To find out the improvement of students' narrative speaking after being taught using film at the eight grade of MTs Al Ishlah Pageruyung Kendal

The result of this study shows that in the pre cycle, the students' average score is 62.50. In the first cycle, the students' average score is 70.36. From pre-cycle, first-cycle, and second-cycle the average of students' score is always increasing. It means that there is an improvement of students' narrative speaking ability after being taught using films. In conclusion, The Princess and the Dragon Film is effective to improve students' narrative speaking ability.

The use of film as media to improve students narrative speaking ability is also able to make students interested and motivated in learning process. The pictures, sound, and animation make them more attracted give their attention, on the other hand unconsciously they are learning a narrative text. So it can give them illustration of narrative story, moreover, it provides new vocabularies. Therefore, it will help them retell the narrative story. Since it gives positive impact to students' achievement in narrative speaking, the use of film as media is very helpful in improving students' narrative speaking ability.

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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Language is used as a means of communication with other people. Language is system of arbitrary symbol which help the people of a particular community to communicate and to interact.<sup>1</sup> By using language, it can create an understanding between the agents who carry out the conversation.

Language learning is to learn how to use the language to communicate. Learning English become a necessity because English is used to communicate all over the world. It is not necessarily, the case that English will remain dominant among world languages. However, there is no doubt it is and will remain a vital linguistic tool for many business people, academics, tourists, and citizens of the world who wish to communicate easily across nationalities for many years to come.<sup>2</sup>

Basically, there are four skills required in English teaching learning program. They are reading, speaking, listening and writing. Based on those skills, speaking is one of the most important skill in language learning. When learning a second

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<sup>1</sup> Bashir et al, "Factor Effecting Students' English Speaking Skill", British Journal of Arts and Social Science, Volume 2, 35 (2011)

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching Third Edition* (New York: Longman,2001) page 2.

language or a foreign language, people frequently measure their success on whether or not they are able to speak the language. Speaking has a prominent place at the language learning. It is the most important skill in the work field. In contrast, schools and universities pay less attention to this skill for logistical reasons.<sup>3</sup> In sum, teachers have to be more concern about this.

The ability to speak a second or a foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skill.<sup>4</sup> Speaking is a direct interaction. When speaking, the speaker try to deliver information to be understood by the listener, and directly the listener give a feed back to what speaker is saying in one time. Consequently, the speaker needs to be able to anticipate, and then produce a correct response when in a speaking exchange. In addition, the speaker has to possess knowledge to formulate rules and context to each purpose of speaking because each purpose has its rules and context.

Islam sees language as a part of human life since the stage: Allah has taught human an ability to communicate or art of speech that are verse in Al Quran which shows it

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<sup>3</sup> Kathleen B Egan, "Speaking: A Critical Skill and a Challenge", *Calico Journal*, Volume 16,277 (June 1999)

<sup>4</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002) page 201.

خَلَقَ الْإِنْسَانَ (۳) عَلَّمَهُ الْبَيَانَ (۴)

“He has created man, (and) taught him eloquence.”(QS. Ar- Rahman 3-4).<sup>5</sup>

From the verses above, we know that Allah has given to human beings eloquence which is used by them to communicate each other and fulfill their need to survive. Human beings can master eloquence, in this case mastering language by way of learning.

Sometimes many students feel nervous when speaking in front of class. It is normally happen. Even it indicates a positive sign in language learning. This feeling can make students like in a competition environment, so that students are motivated to study harder. The feeling of nervousness before giving a public speech is, in experienced speakers, often a sign of facilitative anxiety, a symptom of just enough tension to get the job done.<sup>6</sup>

Media is used to encourage teaching and learning process. It can create more various learning activities. By using media, it can build students' critical thinking, and help students understand the material easier. Critical thinking is that mode of thinking — about any subject, content, or problem in which the thinker improves the quality of his or her thinking by skillfully

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<sup>5</sup> Shaheeh International, An Authentic, Accurate and Clear English Translation Al Muntada Al Islami (Riyadh: AbdulQasim Publishing House, 1997) page 887.

<sup>6</sup> H. Douglas Brown, Principles of Language Learning and Teaching (New York: Pearson Education Inc, 2010) page 178.



analyzing, assessing, and reconstructing it. Therefore, from the media used is able to help them analyze, assess and reconstruct between their own knowledge and what media provided and relate it to the material.

When using media, it must be appropriate with the material. The appropriateness between material and media which is used is important to determine learning outcomes. Bazalgette 1989 in Fleming,

Media education.....seeks to increase children critical understanding of the media...How they work, how they produce meaning, how they are organized and how audiences make sense of them, are the issues that media education addresses. It aims to develop systematically children critical and creative powers through analysis and production of the media artifacts. This also depends their understanding of the pleasure and enjoyment provided by the media. Media education aims to create more active and critical media users who will demand, and could contribute to, a greater range and diversity of the media product.<sup>7</sup>

The researcher chooses film as a media in teaching narrative speaking. The researcher has an opinion that by using film, students will be more interested in learning speaking because it presents picture animation or audio-visual. If teacher chooses video/film which appropriate with students' needs, it will motivate students' interest, providing realistic listening practice,

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<sup>7</sup> Mike Fleming and David Stevens, *English Teaching in the Secondary School* (New York: Routledge, 2010) page 178.

stimulating language use and heightening students' awareness.<sup>8</sup>

Narrative story is interesting genre that is very useful for students to explore and express ideas, opinion, and experience. It has moral values to be shared with students, it teaches us about good thing and shows us the bad thing and should be done.

Teaching is not an easy job, but it is necessary one. It can be very rewarding when we see our students' progress and know that we have helped them to achieve that. A study employs "film" of Princess and the Dragon film, especially in teaching English is expected can improve students' narrative speaking ability of the students at MTs Al Ishlah Pageruyung. So the researcher wants to explore deeper about IMPROVING STUDENTS' NARRATIVE SPEAKING ABILITY THROUGH THE PRINCESS AND THE DRAGON FILM AT THE EIGHTH GRADERS OF MTs AL ISHLAH PAGERUYUNG KENDAL (A Classroom Action Research at Eighth Grade Students of MTs Al Ishlah Pageruyung, Kendal in the Academic Year 2014/2015)

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<sup>8</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002) page 364.

## **B. Reason for Choosing Topic**

Reasons for choosing the topic in this research are following:

1. Based on the problem that the researcher found, many students have difficulty speaking where as speaking skill is important in language learning.

Therefore, the researcher wants to know about improving students' narrative speaking ability through The Princess and the Dragon Film.

2. Film as a media in language learning can attract students' attention. It can make students more interested and motivated in teaching and learning process. Therefore, the researcher wants to know about the improvement of students' narrative speaking ability through The Princess and the Dragon Film.

## **C. Research Question**

Based on the backgrounds are discussed above, the researcher underlines the problems as follow:

1. How is the teaching narrative speaking using film as a media implemented at the eight grade of MTs Al Ishlah Pageruyung Kendal?
2. How is the improvement of students' narrative speaking after being taught using the film at the eight grade of MTs Al Ishlah Pageruyung Kendal?

#### **D. Objectives of the Research**

Based on the research questions above, there are two objectives of this research.

1. To describe the teaching narrative speaking using film is implemented at eight grade of MTs Al Ishlah Pageruyung Kendal.
2. To find out the improvement of students' narrative speaking after being taught using film at the eight grade of MTs Al Ishlah Pageryuyng Kendal

#### **E. Limitation of the Study**

In order to avoid misinterpretation of the problem, the researcher would like to give limitation to the scope of the study. In this research, the researcher uses film to improve students' narrative speaking skill. The film that is used entitled The Princess and the Dragon Film.

#### **F. Significance of the Research**

The result of the study in the field of education may give some advantages to students and language teachers as the following:

1. Theoretically the result of the research may give broader knowledge to the readers about the use of film as media to improve students' narrative speaking.
2. Pedagogically the result of this research beside give advantages to the researcher, it may also give some

advantages to the students' and teachers:

a. For the Researcher

The researcher will get some experiences and knowledge directly how to implement of teaching narrative speaking using film.

b. For the English Teacher

Based on this research, it may give motivation to the teachers to improve students' skills by choosing appropriate and variation learning strategy, and the researcher hopes the teachers can use film as alternative media in teaching narrative. So, the students will get better achievement.

c. For the Students

The researcher hopes the use of film as media can be an alternative in learning narrative, so that the students will improve their speaking skill in retelling narrative stories.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

##### 1. Media

Media can be used to enhance learning process. Teacher will be easier to construct students' understanding toward a concept of material. Recently, in modern era technology also gives an impact to learning process. It shows that the alteration of using media from conventional to modern. There are many kinds of media as the impact of the development of technology. Wall in Davison, Media are the 'the channels of communication a society uses to speak to itself. Media education deals with the full range of modern communication forms that have developed since the late nineteenth century: television, cinema, radio, music industry, newspaper, and comic industries, advertising, and electronic media such as internet and mobile phones.<sup>9</sup>

On the other hand, Frau states media/medium as an intervening means, instrument or agency: it is a substance or a channel through which effects or information can be carried or transmitted. A medium is something we use when we want to communicate with people *indirectly*-rather than in person or

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<sup>9</sup> Jon Davison and Jane Dowson, *Learning to Teach English in the Secondary School* (New York: Routledge,2009) page 179.

by face-to-face contact. The word “media” is just the plural of “medium”.<sup>10</sup>

Media are very helpful for teacher to transmit knowledge effectively. Frau states, there is that fact that all teachers use media for different kinds as “teaching aids”-not only audio visual media , but also text books and other print materials<sup>11</sup>. Meanwhile, according to Patel there are 3 kind of teaching aids that are: visual aids, audio aids, and audio visual.<sup>12</sup>

In this research is focus on audio visual aids. According to Patel there are 4 kinds of audio visual aids: First, Video Cassette Player, In teaching and learning process VCP can be used to play a video cassette, so that students can watch a film to make them more interested in learning process. VCP also can play teaching material which is available video cassette. Second, Video Compact Disk Player, VCD player is useful in teaching process because it can play material on VCD. It can be said that it is modern audio visual aid. Third, Television, Everyone has television at their home. We can watch many programmers on it including the educational program. Fourth, Film Projector, The existence of

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<sup>10</sup> Divina Frau and Meigs, *Media Education* (Paris: L’expresseur,2006) page 165.

<sup>11</sup> *Ibid*, page 13.

<sup>12</sup> M.F. Patel and Praveen M. Jain, *English Language Teaching* (Jaipur: Sunrise, 2008) page 58.

film is preceding television and the other media. It is very well known at that time. The film is played by the help of film projector.<sup>13</sup>

## 2. Film

Film is the process of production used to record images and sounds in cinema. By extension, the spectacle created by the storytelling elaborated by these images and sounds, even if the medium and the aesthetic forms produced through it do not share the same properties.<sup>14</sup> According to Harmer here the reasons film/video give extra dimension to the learning experience: First, Seeing language in use: This greatly aids comprehension, because students not only hear the language, but also see it too. Second, Cross-cultural awareness: It gives students a chance to see such things as what kinds of food people in other countries, and what they wear. Third, The power of creation: when students use cameras, they have potential to create something enjoyable and memorable. Fourth, Motivation: Most students show an interest, when they have a chance to see language in use and hear it.<sup>15</sup>

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<sup>13</sup> *Ibid*, page 64.

<sup>14</sup> Divina Frau and Meigs, *Op. Cit.*, page 13.

<sup>15</sup> Jeremy Harmer, *Op.cit.*, page 282.



### 3. Speaking

#### a. Definition

Brown states speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse.<sup>16</sup> Meanwhile Louma defines speaking as meaningful interaction between people. Some applied linguistic analyses, especially ones that focus on linguistic features, may at first sight seem to emphasize form at the cost meaning, but in fact the concepts that are used in them are closely related to meaning as well<sup>17</sup>. Based on the definition above, it can be concluded that speaking is a productive skill that requires the ability to arrange linguistic strings for the purpose delivering message to create meaningful interaction. Other definition of speaking, in traditional methodologies speaking means imitating what teacher said, memorizing dialogue and responding to drills.<sup>18</sup>

On the other hand, narrative speaking can be defined as an activity telling about past event or experience in oral

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<sup>16</sup> H. Douglas Brown, *Language Assessment*, (New York: Pearson Education, Inc, 2004) page 140.

<sup>17</sup> Sari Louma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004) page 27.

<sup>18</sup> Jack C. Richards, *Teaching Listening and Speaking*, (Cambridge: Cambridge University Press, 2008) page 27.

performance whether it is true or not in order to entertain or amuse the listeners.

b. Types of Speaking

In learning second language student needs a process to be near-native speaker, however, it is not easy. The process is similar like when the students acquiring first language acquisition. There are some stages of speaking in learning English as a second language:<sup>19</sup>

At stage one students use sense of hearing to receive information about new vocabularies. They have not produced languages. They are rarely speaking though they may know some receptive vocabularies. They are still imitating what they heard. To show their understanding sometimes they imitate gestures or movements. At this stage students need many listening activities to improve their vocabularies. The more listening activities will help them build their vocabulary. On the other hand, on their speaking skill they only can understand when people talk to them about something that relates to language that they know. Comprehension activities help them comprehend vocabulary and grammatical rules. It can make them to be easier for learning at stage two, because at stage two they are directly involved in simple conversation. After stage one learners have had a basic for real communication. At

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<sup>19</sup> Bashir et al, *Op.cit.*, Page 36-38.

stage one students are rarely involved in the real speaking activities, but comprehension exercises will help their word and sentence building. Meanwhile, real communication in stage two is depend on their memory of words or phrases at the stage one.

At stage two, there is a development of students' ability. Students try to produce some words. They use words that they have heard though they can't use it properly. The more words they heard it will increase their vocabulary. Meanwhile for their speaking ability, they are able comprehend what they heard. There are some improvements at this stage, students can understand complex discourse. They also able to speak in tasks that are structured and predictable.

At stage three, students can communicate using simple phrases and sentences. They sometimes use the wrong grammatical rules in asking question. They try to understand a conversation with their friends or an easy stories. For speaking skill, the knowledge from previous stage is still needed to gain the new information in the next stage. Previous information will help students improve their comprehension. In this stage learners have understood linguistic content, and it is possible for them to develop other knowledge of non linguistic content. After this stage, the learners have developed connected narrative discourse.

At stage four, their speaking and writing ability are increased. They can use more complex sentences to express their idea. They are able to ask question. They can learn with little help of teacher. At this stage, can learn with many variations in English. So the teacher should develop variation in teaching process. At this stage students can understand the more complex concepts than from the previous one.

At stage four learners learn from the experiences that they have. The learners can give reaction to native speakers. They can a bit understand when native speaker is saying. In this stage, learners has improved the abstract and hypothetical discussion.

At this stage learners' ability achieve the advance level to perform content area learning. The support in reading, writing, and speaking should be given continuously. At this stage, learners can talk or give a speech without any preparation.

Based on the stages above, there are developments of students' ability on speaking skill on every stage. The developments are from very base aspects of speaking until the advances aspects of speaking.

On the other hand, according to brown there are fives basic types of speaking that are: The first basic is *Imitative*. At this type of speaking, the speaking performance is the

ability to simply parrot back (imitate) a word or phrase or possibly a sentence. The learners are not able to understand or convey meaning or to participate in an interactive conversation. The second is *Intensive*. At this type of speaking the speaker must be aware of semantic properties in order to be able to respond, but the interaction with an interlocutor or test administrator is minimal at best. The third is *Responsive*. At this type of speaking include interaction and comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The fourth is *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. At this type of speaking involves interpersonal exchanges which use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. And the Fifth is *Extensive* (Monologue). Extensive oral production include speeches, oral presentations, and story-telling, during the opportunity for interaction is highly limited and ruled out together.<sup>20</sup>

Based on the explanation above, there are some criteria of each stages/types of speaking. Both stages/types of speaking have similarities. That are the development of

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<sup>20</sup> H. Douglas Brown, *Op.cit.*, page 141-142.

speaking skill in language learning.

### c. Teaching Speaking

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency. Teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often consider that speaking more difficult than the other skills of reading, writing and listening. Students often feel more anxiety related to their oral production. Speaking is interrelated with the other skills, its development results in the development of the others. Louma in Richards, the complexity of spoken interaction in either a first or second language are: First, learners are still difficult to composed the idea. They may have a good idea in their mind, but they are not able to arrange it into a well organized idea. Second, May be planned or unplanned. Either planned or unplanned speech e.g. lecturer or conversation. It might involves complexities because it is possible there is unpredictable response, so it needs spontaneous to give appropriate response. Third, employ more vague and generic words. In speaking uses the direct speech to communicate to each other, different with written language it frequently about a record of speech or indirect speech. Fourth, Employs fixed phrases, fillers, and hesitation markers. Speaking requires

simultaneous action that the words are being spoken are for being understood. It means that speakers have to adapt to their listeners what they say according to the listeners' reactions. Fifth, Contains slips and errors reflecting online processing. Even though in a direct interaction it is probably there is misunderstanding in conceiving meaning from the speaking opponent. Sixth, it involves reciprocity. There is an interaction between the speaker and listener that create meaning or understood message between them. Seventh, Shows variation. In a conversation it reflects the speaker roles, speaking purpose, and the context. So, the interaction will be various not monotonous.

In teaching speaking, teacher needs to provide appropriate learning activities that encourage teaching and learning process. According to Harmer, these are the most widely used in classroom activities: First, *Acting from a script*: Students are asked to act out scenes from plays and/or their course books, sometimes filming the result. Students often act out dialogue they have written. They need to be given a time to rehearse their dialogues before they are asked to perform. Second, *Communication Games*: The games are designed to provoke communication between students. Student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and

arrange), or find similarities and differences between pictures. The example of activities are: Twenty questions, Just a minute, and Call my bluff. Third, *Discussion*: In discussion students are often reluctant to give an opinion in front of class. It may be because they can not think of anything to say. The 'Buzz group' is one way in which a teacher can avoid such difficulties. It means is that students have a chance for quick discussion in small group before they speak in public. So that students have a chance to think of ideas before speak in front of class. Another way to train students to respond fluently and immediately is 'Instant comment'. This involves showing them photographs or topic, then students say first thing that come to their head. 'Balloon debate' also a popular games, it is based on scenario in which a group of people are travelling in the basket of a balloon. Fourth, *Prepared talks*: It is a kind of activity where a students make a presentation on a topic of their own choice. Students should speak from notes rather than script, because they have chance for preparation. The development of the talk, from original ideas to finished work, will be of vital importance. Fifth, *Questionnaires*: Questionnaire are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say each other. The results obtained from questionnaires can then



form the basis for written work, discussions, or prepared talks. Sixth: *Simulation and Role-play*: It can be used to encourage general oral fluency. Ken Jones in Harmer simulation have the following characteristics: First reality of function is students must think they as real participant in the situation, second a simulated environment is teacher give a suggestion that classroom is like in the real environment, third structure is students must be given the necessary information to carry out the simulation effectively.<sup>21</sup>

#### 4. Narrative

##### a. Social function

According to Peter Knapp, It can not say that narrative is about entertaining a reading audience, narrative also a medium for changing social opinions and attitudes.<sup>22</sup> And the social function/purpose of narrative text according to Gerot is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.<sup>23</sup> On the other hand, Hyland states, Genre purpose of narrative is

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<sup>21</sup> Jeremy Harmer, Op.cit., page 271-275.

<sup>22</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar* (Sydney: University of New South Wales, Ltd.,2005) page 220.

<sup>23</sup> Linda Gerot and Peter Wignel, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1995) page 204.

to entertain and to instruct via reflection on experience.<sup>24</sup>

b. Generic structure

Gerot states generic structure of narrative are as follow:<sup>25</sup>First is Orientation. That is sets the scene and introduces the participants. Second is evaluation ,there is a stepping back to evaluate the plight. Third is Complication, a crisis arises. Fourth is Resolution, that is the crisis is resolved, for better or for worse. And the last is Re-orientation, optional.

c. Language features

The language features of narrative text are as follows: Focus on specific and usually individually participants, Using action processes, Using of relational and mental processes, Using temporal conjunctions and temporal circumstances, Using past tense, Short, telegraphic information about story summarized in one sentence headline.<sup>26</sup>

## **B. Previous Research**

There are some researches that have been conducted related to study:

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<sup>24</sup> Ken Hyland, *English for Academic Purpose* (New York: Routledge, 2006) page 47.

<sup>25</sup> Linda Gerot and Peter Wignel, *Loc.cit.*

<sup>26</sup> *Ibid*

1. The use of film as media to improve students' narrative speaking ( A classroom Action Research at II B class of MTs Al Hidayah NU 03 Kendal In The Academic Year 2010/2011 made by Siti Erichah NIM 063411048, IAIN Walisongo Semarang. Student explain that The Presence film as media to Improve students' narrative speaking had given a significant progress toward their speaking ability. In this previous research based on phenomenon, that students' ability in speaking of IIB class students of MTs Al – Hidayah NU 03 Kendal in the academic year 2010/2011 needs to be improved. Some of them were still lazy or even discourage to speak English because they don't have enough idea to speak. The researcher used the methods of collecting data using test and observation. Meanwhile, a statistical analysis and interpretation are applied to analyze the data of this study. The result of this study shows that in the pre cycle, the students' average score is 49.76. In the first cycle, the students' score is 61.78. It means that there is a progress of students' achievement after being taught using films. In the second cycle, the students' average score was 68.69. It could be seen that there is a continuing progress of using film to teach narrative. The presence of films as a media to improve the students' speaking had given a significant progress toward their speaking ability. Since they were 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 watching movie, listening music, etc.<sup>27</sup>

2. The use of film as a media to Improve Students' narrative speaking skill (A classroom action research at the second Grade of MTs Assalafiyah Sitanggal Brebes In the Academic year 2009/2010), made by Munip Riyanto NIM 053411254 IAIN Walisongo Semarang Student explain that the students improve their retelling narrative story by using film as a media in learning speaking. In this research the students still have difficulties in retelling the narrative story. The teacher still uses conventional methods; the teacher only delivers verbally. She does not use the media, so the students are easy to get bored. To improve students' ability in retelling narrative story, teacher can use film as teaching media to help students in learning process. Here the researcher uses type of speaking of extensive (monologue). This research conducted two cycles in the classroom action research; they are pre cycle, first cycle, and second cycle. The techniques which were used to collect the data were documentation, observation, and test. In the pre cycle, the

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<sup>27</sup> Siti Erichah," The use of film as media to improve students' narrative speaking ( A classroom Action Research at II B class of MTs Al Hidayah NU 03 Kendal In The Academic Year 2010/2011)", Thesis of Faculty Language and Arts UIN Walisongo Semarang (Semarang: Library of UIN Walisongo, 2011)

teacher uses conventional method. The teaching learning process in cycle 1 until cycle 2 in classroom action research, the teacher introduced the narrative story that was represented by films, playing the film then giving assessment test. In this research, the researcher analyzed the result from observation and achievement test from each cycle. In the pre cycle, the average of the students' achievement was 48, 36%. In the first cycle there was about 60% or almost majority of the students joined in the class, the average of students' achievement was 66, 45%. In the second cycle there was about 60% or almost majority of the students joined in the class, the average of the students' achievement was 71, 36%. Result of the research shows that the students improve their retelling narrative story by using film as media in learning speaking.<sup>28</sup>

### **C. Action Hypothesis**

A hypothesis is the statement or estimation of identifying feature in temporary of research which has weak correctness so that it needs empirical experiment. The word of hypotheses is from the word "*hypo*" that has meaning under and "*thesa*" that has meaning correctness.

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<sup>28</sup> Munip Riyanto," The use of film as a media to Improve Students' narrative speaking skill (A classroom action research at the second Grade of MTs Assalafiyah Sitanggal Brebes In the Academic year 2009/2010), Thesis of Faculty Language and Arts UIN Walisongo Semarang (Semarang: Library of UIN Walisongo, 2010)

Based on the description above, the researcher proposes the hypotheses that the film can improve students' narrative speaking ability at the eight grade of MTs Al Ishlah Pageruyung Kendal in the Academic Year of 2014/2015.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method

The research design that is used in this study is classroom action research. Burns states, Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.<sup>29</sup> Creswell also states, Action research is the most applied, practical design. Action researchers explore a practical problem with an aim toward developing a solution to a problem.<sup>30</sup> Both definition of action research are similar. Action research is conducted with the aim that the teachers can develop and repair their skill in giving the material to the students. It is to evaluate how effective teaching processes that have been done. Because it is possible there are many weaknesses in our teaching, so that we need to evaluate and find a new way of teaching to improve students' achievement.

Action research is different with non action research. It has its own characteristic. It emphasizes on action and reflection. Stringer in Gray three characterizes action research as: First, Rigorously empirical and reflective . Second, engaging people

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<sup>29</sup> Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010) page 2.

<sup>30</sup> John W. Creswell, *Education Research* (Boston: Pearson Education, Inc,2012) page 534.

who have traditionally been called “subject” as participant in the research process. Third, resulting in some practical outcome related to the work of the participants.<sup>31</sup>

According to Kemmis and Mc Taggart in Burns, Action research typically involves four broad phases in a cycle of research. The first cycle may become continuing until the outcome has achieved. The cycle of the action research are: *Planning*, to make an improvement in conducting action research. It needs to make a proper planning which appropriate to the problems. These are that needed to be considered in making a planning: what kind of investigation to be used and what kind of possible improvement. *Action*, the planning that has been made will intervent the teaching situation. It relates to the problem and what is to be expected. *Observation*, in this phase involves the observation of the effects from the previous phase. *Reflection*, in this phase is to evaluate and describe the effects of the action to reflect what has been done and plan a new planning for the further cycle or just share about the research.<sup>32</sup>

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<sup>31</sup> Gray, et al., *The Research Imagination* (New York: Cambridge University Press, 2007) page 366.

<sup>32</sup> Anne Burns, Op.cit., page 8-9.



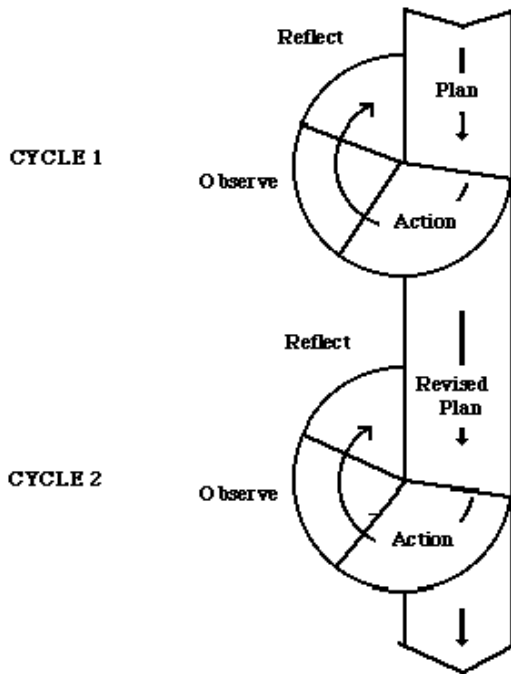


Figure 3.1 Cyclical AR model based on Kemmis and Mc Taggart

The more detail explanation about the design of the research Based on Cyclical AR model based on Kemmis and Mc Taggart:

1. Pre-Cycle

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
    - 1) The researcher prepares questions to make an interview about students' problems..
    - 2) The researcher prepares film, LCD and recorder .
  - b. Implementation of action
    - 1) The researcher conducts interview to students to know their difficulties on narrative speaking.
    - 2) The researcher asks students to perform speaking narrative about a story that they have known in front of class.
  - c. Observing
    - 1) While students are performing narrative speaking, the researcher is identifying students' problem on narrative speaking.
    - 2) The researcher takes a note about what she is observing.
  - d. Analysis and reflection
    - 1) The researcher analyze the result of interview with students.
    - 2) The researcher makes a conclusion about students' difficulties on speaking narrative, so it can be consideration to make a plan in the next cycle.
2. Cycle 1
- a. Planning the action
    - 1) Organizing actions, arranging lesson plan, and

making indicator of learning outcomes.

- 2) Making instrument.
- 3) Choosing appropriate film.

b. Implementation of action

- 1) The researcher as a teacher gives explanation to students about narrative text.
- 2) The researcher gives some examples related to narrative.
- 3) The researcher introduces the film which want to be played to students.
- 4) The researcher asks students to write important points which related to the film.
- 5) The researcher gives students questions related to the films.
- 6) The researcher plays the film.
- 7) The researcher asked students to perform a narrative speaking in front of the class.

c. Observing

- 1) While playing the film, the researcher observes students activity.
- 2) The researcher takes a note about 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.

### 3. Cycle 2

#### a. Planning

- 1) Organizing actions, arranging lesson plan, making indicator of learning outcomes.
- 2) Making instrument.
- 3) Choosing appropriate film.

#### b. Implementation

- 1) The researcher asks students to write important points related to the film that will be presented.
- 2) The researcher gives students a questions related to the film.
- 3) The researcher plays a film once more.
- 4) The researcher asks students to perform a narrative speaking in front of the class.

#### c. Observing

- 1) The researcher observes and takes a note on students performance.
- 2) The researcher evaluates the students' progress on their narrative speaking.
- 3) The researcher compares students' narrative speaking ability between the cycle 1 and cycle 2.

## **B. Participants and Setting**

This research is conducted on the first semester at eight grade of MTs Al-Ishlah Pageruyung Kendal in the academic

year 2014/2015. The researcher takes VIIIA class which consists of 28 students. The research was conducted 2 month starts from October 13<sup>th</sup> 2014 until December 13<sup>th</sup> 2014.

### **C. Collaborator**

The presence of a collaborator in a classroom action research will make the method provided will be able to be applied nicely because the collaborator plays significant role in this kind of research. The collaborator of this research was Ms.Evi Rizka Oktaviani, S.Pd. as the English teacher of MTs Al-Ishlah Getasblawong in the academic year of 2014/2015.

### **D. Variables and Indicators**

A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied. According to Ary the most important classification of variables is on the basis of their use within the research, that are independent and dependent variables. Independent variables are the antecedent to dependent variables and are hypotheses to influence the dependent variable. Dependent variable is the outcome of the research. However, it is often more difficult to label variables as independent or dependent in non experimental studies.<sup>33</sup>

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<sup>33</sup> Donald Ary, et al., *Introduction to Research in Education* (Canada: Nelson Education, Ltd, 2010) page 37.

1. Independent Variable

Independent variables are those that researcher chooses to study in order to assess their possible effect(s) on one or more other variables. An Independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. The indicator is The Princess and the Dragon Film.

2. Moderator Variables

Moderator variable is a special type of independent variable. It is a secondary independent variable that has been selected for study in order to determine if it affects or *modifies* the basic relationship between the primary independent variable and the dependent variable. The indicator is Narrative text.

3. Dependent Variables

The variable that the independent variable is presumed to affect is called a dependent variable .In commonsense term, the dependent variable “depend on” what the independent variable does to it, how it affects it. The indicator is Narrative speaking skill.

#### **E. Research procedure**

This research will be held at Eighth graders of MTs Al Ishlah Pageruyung Kendal. In this research, the researcher uses three cycles. Before the researcher does a cycle, she will provide a questionnaire to know the students tend of all The Princess and The Dragon Film. Then she will do the pre-test to measure the

student's understanding in speaking English. Pre-test is also used to decide the first score before she uses test.

This is procedure of research:

1. Pre cycle of classroom action research

Pre-test was the first activity before the teacher did the teaching-learning activities in first and second cycle. The students would tell about narrative film and the writer introduced herself to students.

- a. Planning

- 1) Making lesson plan based on the teaching-learning activity
- 2) Preparing the test instrument
- 3) Preparing teaching facilities (board marker, eraser, Laptop, LCD and Speaker)
- 4) Preparing hand-rolled paper and assessments sheets.
- 5) Preparing students' attendance list

- b. Acting

- 1) Teacher introduced herself to students.
- 2) Teacher called the students' name.
- 3) Teacher explained her aim in conducting an action research in the classroom.
- 4) Teacher introduced the Princess and the Dragon Film.
- 5) Students watch the film.

- 6) Teacher asked students to work in individually, watch the film and write the answer in the paper and also orally.
  - 7) Teacher recorded the test, analyzed the result of the test and gave scores to the students.
- c. Observing
- 1) Observing the students' activities
  - 2) Observing the students' speaking skill
- d. Reflecting
- In this step, I evaluated the steps in pre-test and discussed the results of the observation for the improvement in posttest.
2. Cycles of classroom action research
- a. First cycle (First meeting) → (show the film)

In teaching-learning activity I, the researcher would present The Princess and The Dragon Film as the method in teaching speaking. In order to make the teaching learning process effective, it was necessary for each member of the class to participate. The following procedures were as follows:

- 1) Planning
  - a) Showing the Film
  - b) Arranging a lesson plan based on the teaching material.
  - c) Preparing the test instrument



- d) Hand-out consists of a series of two activities those are listening music and then looking at some pictures related to the material.
- e) Preparing teaching facilities (board marker, eraser, Laptop, LCD and Speaker)
- f) Preparing observation sheets
- g) Preparing students' attendance list

## 2) Acting

- a) Teacher distributed the copies of worksheets
- b) Teacher asked students to watch the Princess and the Dragon film
- c) Teacher asked students to answer questions activities in their worksheets
- d) Students practiced answer the question orally in front of the class

## 3) Observing

- a) Observing the students' activities
- b) Observing the teaching learning process

## 4) Reflecting

In this step, I evaluated the steps in teaching learning activity 1 and discussed the result of the observation for the improvement in the next activities.

- b. Second cycle (Second meeting) → (Logical mathematic, linguistic, kinesthetic)

In the last activity, the students did learning activity III. In this test, the students performed the dialogue that given in the three previous meeting and fill up the questionnaire. The teacher recorded the students' voices and distributed the questionnaire. The following procedures were as follows:

- 1) Planning
  - a) Making lesson plan based on the teaching learning activity
  - b) Preparing the test instrument
  - c) Preparing teaching facilities (board marker, eraser, Laptop, LCD and Speaker)
  - d) Preparing assessment sheets
  - e) Preparing students' attendance list
- 2) Acting
  - a) Teacher distributed the worksheet to students
  - b) Teacher introduced the text and give some instructions related to the worksheet
  - c) Students watch the Princess and the Dragon Film
  - d) Teacher called students' name

- e) Students answer the question orally in front of class
  - f) Teacher recorded the test and noted the score for each category
- 3) Observing
- a) Observing the students' activities
  - b) Observing the students' learning process
- 4) Reflecting

Reflecting was done at the end of teaching learning activity II by observing and analyzing the results of observation in teaching learning activity I and II. Reflecting in this step was done to watch The Princess and the Dragon Film the results of observations to make a conclusion.

#### **F. Technique of Data Collection.**

According to Creswell, in action research there are 3 kinds of data collection techniques; Experiencing, Enquiring, and Examining. Experiencing is collecting data by observing and taking field notes, Enquiring is collecting data by asking people for information, and Examining is collecting data by using and making records.<sup>34</sup> The techniques which is used to collect the data are enquiring and examining. In enquiring the researcher uses

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<sup>34</sup> John W Creswell, Op.cit., page 590.

test, meanwhile in examining the researcher uses recording to collect data.

### 1. Observation

The researcher observed the condition of teaching and learning process in the classroom. The researcher acted as participant observer who took part in activities in the setting the researcher observed. At the same time, the researcher was participating in activities and recording information. The observation is conducted to know how is the teacher performance, and how students' behavior while participating in learning process. The observation scheme is as following:

**Table 3.1**  
**Observation Sheet**

No	Aspects	Pre-cycle	1st-cycle	2nd-cycle
1.	Teacher			
	a. Teacher's ability to manage the class.			
	b. Teacher's performance in teaching the material.			
	c. Teacher's ability to motivate and develop students' interest toward the material given.			
	d. Teacher's ability to evaluate students.			
	e. Teacher's ability to answer students' questions.			
2.	Students			
	a. Students' attention toward teacher's explanation.			
	b. Students' activeness during			

No	Aspects	Pre-cycle	1st-cycle	2nd-cycle
	teaching and learning process.			
	c. Students' response toward teacher's order to perform narrative speaking.			
	d. Students' interaction to teachers and the other students.			
	e. Students' ability to expand their idea in a speaking form.			
	f. Students' understanding toward the material given.			

Scoring criteria:

71-100 : Excellent

41-70 : Good

21-40 : Medium

1-20 : 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.

b. Performance in teaching the material.

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

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

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 aspects related to this aspect are:

- 1) Giving motivation to students who are less motivated in learning English.
- 2) Delivering wish word to lift students' interest.

d. Ability to evaluate the students.

Related to ability to evaluate students' different level of competence, some aspects related to this as follow:

- 1) Evaluation the appropriateness of technique and method.
- 2) Time to evaluate students' achievement.

- e. 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' questions.
  - 2) Teacher's way to answer students' question if she couldn't answer the question or found difficulties to answer.

For students' observation aspects, there are six aspects observed they are 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.
- 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.
- c. Students' response 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.
- d. Students' interaction to others and the teacher.

This aspect related to students' behavior toward the teacher and students' confidences to interact with their friends. Some aspects observed are:

- 1) Attitude (politeness)
  - 2) The use of English.
  - 3) Confidence.
- e. Students' ability to expand their idea in a speaking form.  
This aspect related to students' creativity to expand their idea in spoken form, the aspect observed is the same with the criteria in oral test.
- 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 narrative speaking.
  - 2) Students' result to complete worksheet given.

## 2. Test

Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group.<sup>35</sup> In order to discover how students are thinking and using the target language (English). Moreover, it is aimed to know students' abilities and difficulties on narrative speaking so that the researcher can prepare the next cycle to improve students' abilities and resolve the problems on speaking narrative.

The tests are conducted in the end of each cycle. The test will be conducted only in one class at VIII A class which consists of 28 students. The researcher will play the princess and the dragon film. Then the researcher will give a test based

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<sup>35</sup> H. Douglas Brown, Op.cit., page 3.



on the film. The tests consist of written and oral test. On written test, students should answer some questions related to the film. Meanwhile on oral test, students should retell the story of the Princess and the Dragon film in front of class.

Tests of the first cycle are conducted on November 10<sup>th</sup> and 12<sup>th</sup> 2014. On November 10<sup>th</sup> 2014 the researcher conducts written test. Students should answer questions in written form based on a film of Princess and the Dragon that has been played. There are 28 students who join the test. On November 12<sup>th</sup> 2014 the researcher conducts oral test. Students have to retell the film of The Princess and the Dragon after watching the film then the researcher records the student speaking narrative.

In the second cycle the researcher conducts the test on December 1<sup>st</sup> and 3<sup>rd</sup> 2014. There are 28 students who join the test. Similar with on the fist cycle, the tests consists of written and oral test. On December 1<sup>st</sup> 2014, the researcher conducts written test, after it finish the researcher continue conducting the oral test until time is up, then students who have not performed doing oral test on December 3<sup>rd</sup> 2014.

To evaluate the test, the researcher gives scoring to written and oral test. The scoring system for oral test is based on TSE scale. There are 6 scales on TSE. The each scale has some criteria.

### 3. Documentation

Another data is needed to help the researcher runs the research. Therefore, data will be collected through documentation. The data which are collected through documentation are students' previous scores on speaking skill, students' written test scores on the first cycle and second cycle, students' performance test on the first cycle and second cycle, students' recording on performance test, and photos of students' activities while the research is conducted. The use of such data can provide background information and understanding, and also help the researcher comes into a conclusion for the issues on research.

### **G. Techniques of Data Analysis**

In this research, the researcher use TSE scale to give scoring. TSE scale or the Test of Spoken English scale has some description or criteria of each level. According to Louma TSE scale is described as follow:<sup>36</sup>

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<sup>36</sup> Sari Louma, *Op.cit.*, page 61.

**Table 3.2**  
**The National Certificate descriptive scale**  
**(National Board of Education, 2002)**

<b>S C A L E</b>	<b>CRITERIA</b>
<b>6</b>	<p>Speaks fluently with few if any non-native features, such as a foreign accent. Is capable of expressing even subtle nuances of meaning with precision, and also makes varied and appropriate use of idiomatic expressions.</p> <p>Is able to describe even a complicated topic and to include sub-themes in the description, to develop different viewpoints and to bring the presentation to an appropriate conclusion.</p>
<b>5</b>	<p>Speaks fluently without frequent obvious need to search for an expression.</p> <p>Delivery characterized by naturalness, coherence and appropriate length.</p> <p>Is able to present a clear and detailed description of even a complex topic. Can use idiomatic expressions and everyday expressions, and is able to express nuances fairly well.</p>
<b>4</b>	<p>Copes fairly well even in less familiar speech situations.</p> <p>Makes a distinction between formal and informal registers, at least to some extent.</p> <p>Is able to present and justify an opinion comprehensibly. Is able to talk about and describe sights, sounds and experiences.</p> <p>Is obliged only rarely to use circumlocutions in everyday communication because of inadequate language proficiency.</p>
<b>3</b>	<p>Copes with the most familiar speech situations and is able to take the initiative in everyday language-use situations.</p> <p>Speech may be quite slow but there are few unnatural pauses.</p> <p>Is comprehensible despite transferring native or foreign language structures and vocabulary to the target language.</p> <p>Pronunciation may clearly deviate from target language</p>

	standards.
<b>2</b>	<p>Copes with routine speaking situations that require a simple exchange of information. Nevertheless, the speaker's language proficiency considerably restricts the range of matters that can be dealt with.</p> <p>Successful communication of a message presupposes that the interlocutor is willing to help the speaker in forming the message.</p> <p>Pronunciation may deviate clearly from the target language norm, thus requiring special effort from the interlocutor and impeding successful communication</p>
<b>1</b>	<p>Is able to ask and reply to simple questions dealing with immediate everyday needs.</p> <p>Can make use of simple polite forms.</p> <p>Copes with the very simplest speaking tasks, but communication is slow and very fragmented.</p> <p>Often obliged to resort to nonverbal means in order to be understood.</p>

After giving scores to students' speaking performance, the researcher analyze the data. Data analysis leads researcher to interpret data to come into a conclusion. Creswell states, In most situation descriptive statistics will suffice for your action research data analysis, although you may compare some group data or relate several variables .<sup>37</sup>Meanwhile, According to Burn, descriptive statistics include measurement of central tendency which involves calculating mean, media, and mode, and measurement of dispersion which involves

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<sup>37</sup> John W. Creswell, Op.cit., page 591.

calculating range and standard deviation.<sup>38</sup> Formulas which are used for calculating data are as follow:

1. Mean<sup>39</sup>

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

Where  $\bar{X}$  = sample mean

$\sum$  = means “the sum of”

X = individual score in the distribution

n = number of scores in the sample

2. Observation Checklist

To analysis data observation checklist, the researcher uses the formula to measure the mean of activities in teaching learning process is as follow<sup>40</sup>

$$\text{Score} = \frac{\sum x}{S \text{ max}} \times 100\%$$

$\sum x$  : score got

S max : score maximum

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<sup>38</sup> Anne Burns, Op.cit., page 135.

<sup>39</sup> Timothy C. Urdan, *Statistics in Plain English* (New York: Routledge, 2010) page 14.

<sup>40</sup> C.R. Kothari, *Research Methodology: Methods And Techniques*, (New Delhi: New Age International (P) Ltd., Publishers , 2004), p.96

Scoring rubric<sup>41</sup>:

1	: none students	(0%)
2	: few students	(>20 %)
3	: half students	(20% - 49%)
3	: many students	(50% - 69%)
4	: majority students	(70% - 100%)

Scoring level<sup>42</sup>:

A	: 91 - 100	(Excellent)
B	: 76 - 90	(Good)
C	: 61 - 75	(Fair)
D	: 51 - 60	(Sufficient)
E	: < 50	(Less)

The standard of minimum score if the students' success and failure for doing the activities planned above would be assessed by referring to the criterion of the standard of minimum score. Based on the criterion, student could be said to pass the test if their score can reach 70.

## H. Achievement Indicators

To measure whether a research is successful or achieve the goal, it needs to be decided the indicators of the

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<sup>41</sup> Siti Erichah, *The Use Of Film As Media To Improve Students' Narrative Speaking A Classroom Action Research at Eighth Grade Students of MTs Al Ishlah Pageruyung, Kendal in the Academic Year 2014/2015* 'Thesis', (Semarang: IAIN Walisongo Semarang, 2011) Page 34

<sup>42</sup> *Ibid*

research. A research is said successful if it can achieve the indicators of the research. The indicators of this research are:

1. Students are able to identify the generic structure of narrative.
2. Students can identify the language features of narrative.
3. Students are able to perform short simple narrative monologue.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

The researcher presents the result of students' narrative speaking ability, students' difficulties, data description, and data analysis of each cycle of eight grade students MTs Al-Ishlah Getasblawong. To get the accurate and relevant data, the researcher also conducts observation during teaching and learning process. The cycles consist of pre-cycle, cycle I, and cycle II. The results descriptions of all cycles are as follow:

##### **1. Pre-Cycle**

The pre-cycle was conducted on October 15<sup>th</sup> 2014. No student was absent on that day. So, there were 28 students who joined the class. The researcher conducted some steps in this cycle. The researcher prepared questions to know about students' problems in learning narrative speaking and also film, LCD and recorder to be used in the research. Before conducting research, the researcher conducted an interview to students. The researcher asked some questions to students, to know students' difficulties in learning narrative speaking. After that, the researcher analyzed the result of interview. Then she made a conclusion about students' difficulties on speaking narrative, so it can be a consideration to make a plan in the next cycle.



Then, the researcher asked students to perform narrative speaking about a story that they have known in front of class. The title was free. They could choose any kind of title they want like Cinderella, Snow White, Malin Kundang, The Cat and the Mouse, etc. While students were performing narrative speaking, the researcher was identifying students' problem on narrative speaking and giving scores to students' performance. Then the researcher made a note about what she observed.

On the other hand, in teaching and learning process students were so passive a whole time. They just listened what the teacher explained to them. When, the teacher gave them opportunity to ask something that they didn't ask anything and they just keep silent. Meanwhile, when the teacher asked them some questions only a few students who could answer the questions.

Based on students' performance on narrative speaking in the pre-cycle, the result were as follow:

**Table 4.1**  
**Students' Narrative Speaking Scores in the Pre-Cycle**

No	Name	Scores
1	Alfizatul Sa'diyah	70
2	Amalia Fatma Dewi	60
3	Andi Fandiyanto	55
4	Devi Rismawanti	50
5	Dina Arifina	75
6	Edha Nuzulul Hikmah	70
7	Efi Ariska	70
8	Eva Erna Yuliana	60

9	Farkhatus Solichah	65
10	Fatkhur Rohmah	75
11	Imam Sugondo	55
12	Karenina Anggraeni	60
13	Kholisnawati	70
14	Lailatul Karimah	60
15	M. Sakhowi	50
16	M. Ulin Nuha	50
17	Moh. Faiqul Fazarudin	50
18	Muhammad Ishaq Sugiono	55
19	Mukhamad Irfani	50
20	Puji Astuti	75
21	Rizka Khanifa	70
22	Safira Mahrusotul A	65
23	Siti Muamanah	60
24	Siti Mustaqimah	65
25	Solihan	65
26	Yanuar Ma'arif	50
27	Yayuk Fitriyani	75
28	Futuiyah	75
	TOTAL	1750
	AVERAGE	62.5

Based on the result of students' narrative speaking scores in the first-cycle, the average scores of students' performance is 62.5 and it is considered still low. Therefore, the researcher needs to make a learning design which can improve students' ability in the next cycle.

On the other hand, the researcher also conducted observation. The observation involves two subjects, first about teacher's performance and second about students' participation in the teaching and learning process. The result of the observation was as follow:

**Table 4.2**  
**Observation Sheet in the Pre-cycle**

No	Aspects	Pre-cycle
1.	Teacher	
	a. Teacher's ability to manage the class.	70
	b. Teacher's performance in teaching the material.	70
	c. Teacher's ability to motivate and develop students' interest toward the material given.	68
	d. Teacher's ability to evaluate students.	71
	e. Teacher's ability to answer students' questions.	80
2.	Students	
	a. Students' attention toward teacher's explanation.	60
	b. Students' activeness during teaching and learning process.	35
	c. Students' response toward teacher's order to perform narrative speaking.	35
	d. Students' interaction to teachers and the other students.	40
	e. Students' ability to expand their idea in a speaking form.	25
	f. Students' understanding toward the material given.	55

Based on the observation sheet above, the teacher's performance involving 5 aspects can be concluded as follow: *First*, Teacher's ability to manage the class. The score reach 70%.The teacher was able to manage the class quite good. Teacher could make most of students pay attention to the lesson, even though sometimes there are few students who chatted with their friends and didn't pay attention to the lesson. *Second*, Teacher's performance to teach the material. The score reach 70%. The teacher always looks clean and tidy

in her appearance. In delivering the material, especially when she spoke in English, students often didn't understand what she said, but she tried to speak as clear as possible and more slowly in order to make students understood. She also tried to control her emotion when explaining the material to the students because sometimes students were so noisy. *The third*, teacher's ability to motivate and develop students' interest toward the material given. The score reach 68%. The teacher sometimes told a story to students to motivate them in teaching and learning process, but it still could not motivate them maximally, so the researcher need to find new idea to make students more motivated and interested in learning process. *The Fourth*, Teacher's ability to evaluate students. The score reach 71%. The teacher has used quite appropriate technique of assessment. *The Fifth*, Ability to answer students' question. The score reach 80%. The teacher could answer most of students' questions. If the teacher could not answer, she tried to find the answer and told them the answer in the next meeting.

Based on the observation of teacher's performance in teaching and learning process, it can be concluded that teacher's performance in teaching and learning process is still need to be improved. Especially, for some aspects which have low scores. Teacher must be able to motivate students and

make students more interested in teaching and learning process.

Meanwhile, the students' performance involving 6 aspects can be concluded as follow: *First*, Students' attention toward teacher's explanation. The score reach 65%. Most of students pay attention to the lesson, but there are some students who made chaos so the class was noisy. *Second*, students' activeness in teaching and learning process. The score reach 35%. Students were so passive. They are mostly silent when the teacher gave them questions or asked them to ask a question. *The Third*, Students' response toward teacher's order to perform narrative speaking. The score reach 35%. Students felt reluctant when the teacher asked them to perform narrative speaking. They have to be chosen to come in front of class. *The Fourth*, Students' interaction to teachers and the other students. The score reach 40%. Students interacted with their friends when they were chatting or talked about other topic besides learning material. So the teacher need to make their interaction related to the material or their discussion is about learning material. *The Fifth*, Students' ability to expand their idea in a speaking form. The score reach 25%. Students were still not able to express their idea in English. Therefore, the teacher needs to design teaching and learning process which able to help them to express their idea in English. *The Sixth*, Students' understanding toward the material given. The

score reach 55%. As it the pre cycle step, the researcher only focused on the students' ability to perform narrative speaking. As it is explained before, the students' ability to perform narrative speaking was low and the researcher believed that the use of film would influence students' narrative speaking.

Based on the result of interview and observation in the pre-cycle, it can be concluded that students still have some difficulties in learning narrative speaking. They didn't know how to arrange a good sentence, or in other words they didn't know how to speak correctly in English, they also still have limited vocabularies to reveal what is in their mind, they didn't know how to pronounce some words well, they were nervous or shy to speak English in front of class, and they still felt reluctant and less motivated to speak in English. They felt that learning process is still monotonous. It could not make them more motivated in learning process. In conclusion, students need more motivation and guidance from the teacher, and they also need something new in learning process to make them more motivated in learning process.

## 2. First-Cycle

The first-cycle was conducted on November 5<sup>th</sup> 2014. All students attended the class. So, there were 28 students who join the class. The researcher conducted some steps in this cycle. Before conducting research in this cycle, the

researcher arranged lesson plan, made indicator of learning outcomes, made instrument, and chose appropriate film.

In the beginning of the lesson the researcher as the teacher greeted students then checked students' attendance. After that, the teacher explained about narrative text to students, gave some examples related to narrative, introduced the film which want to be played, asked students to write important points which related to the film. Before teacher played the film, the teacher gave worksheet to students. After that, students watched the film while answering questions on the worksheet which related to the film. After answer the questions, students were asked to perform narrative speaking, the researcher gave scores to students' performance, observed students' activities in the classroom, and took a note about students' difficulties in performing narrative speaking. Then, the researcher made an evaluation and analysis of students' progress in order to rearrange some plans in the next cycle.

The results of students' narrative speaking performance in the first-cycle were as follow:

**Table 4.3**  
**Students' Narrative Speaking Scores in the 1<sup>st</sup> Cycle**

No	Name	Scores
1	Alfizatul Sa'diyah	80
2	Amalia Fatma Dewi	70
3	Andi Fandiyanto	75
4	Devi Rismawanti	70
5	Dina Arifina	75

6	Edha Nuzulul Hikmah	75
7	Efi Ariska	75
8	Eva Erna Yuliana	70
9	Farkhatus Solichah	70
10	Fatkhur Rohmah	80
11	Imam Sugondo	60
12	Karenina Anggraeni	75
13	Kholisnawati	70
14	Lailatul Karimah	70
15	M. Sakhowi	60
16	M. Ulin Nuha	60
17	Moh. Faiqul Fazarudin	60
18	Muhammad Ishaq Sugiono	65
19	Mukhamad Irfani	60
20	Puji Astuti	75
21	Rizka Khanifa	75
22	Safira Mahrusotul A	70
23	Siti Muamanah	70
24	Siti Mustaqimah	70
25	Solihan	70
26	Yanuar Ma'arif	70
27	Yayuk Fitriyani	75
28	Futuiyah	75
	TOTAL	1970
	AVERAGE	70.36

The table above shows that the result of students' narrative speaking, the average score is 70.36. Meanwhile the average score of students' narrative speaking in the pre-cycle is 62.5. If it be compared the average score of students' narrative speaking ability between pre-cycle and first-cycle, there is significant improvement. However, the average score is still low and it needs to be improved. Moreover, still there



are many students which have scores under achievement standard. Therefore, the researcher as the teacher has to make learning design for the next cycle to increase students' achievement.

The researcher also conducted the observation during teaching and learning process in the first-cycle. The result of observation was as follow:

**Table 4.4**  
**Observation Sheet in the First-cycle**

No	Aspects	First-cycle
1.	Teacher	
	a. Teacher's ability to manage the class.	73
	b. Teacher's performance in teaching the material.	72
	c. Teacher's ability to motivate and develop students' interest toward the material given.	75
	d. Teacher's ability to evaluate students.	74
	e. Teacher's ability to answer students' questions.	80
2.	Students	
	a. Students' attention toward teacher's explanation.	70
	b. Students' activeness during teaching and learning process.	60
	c. Students' response toward teacher's order to perform narrative speaking.	50
	d. Students' interaction to teachers and the other students.	60
	e. Students' ability to expand their idea in a speaking form.	45
	f. Students' understanding toward the material given.	65

The result of observation in the first cycle shows that teacher's performance in this cycle is as follow: *First*,

Teacher's ability to manage the class. The score reach 73%. The teacher was able to manage the class better than the previous cycle. Teacher could make most of students pay attention to the lesson. Students which didn't pay attention to the lesson is less than before. Teacher also can more control her emotion. *Second*, Teacher's performance in teaching the material. The score reach 72%. The teacher always looks clean and tidy. Students could understand teacher's explanation better. *The third*, teacher's ability to motivate and develop students' interest toward the material given. The score reach 75%. The teacher told more interesting stories, so that students will be more attracted and they can learn moral values of stories. Moreover, teacher used film to teach the material. It makes them more interested in learning process. *The Fourth*, Teacher's ability to evaluate students. The score reach 74%. The teacher was able to assess students' ability better and able to use appropriate technique of assessment. *The Fifth*, Ability to answer students' question. The score reach 80%. The teacher could answer most of students' questions. If the teacher could not answer, she tried to find the answer and told them the answer in the next meeting.

In conclusion, there is an improvement of teacher's performance in teaching and learning process. Teacher's performance in this cycle is better than the previous cycle.

Teacher could manage the class better and could make students more interested in learning process.

Based on the observation above the result of students' performance are as follow: *First*, Students' attention toward teacher's explanation. The score reach 70%. In this cycle students pay more attention to the lesson because film is considered something new in learning process. So, it can attract students' attention. *Second*, students' activeness in teaching and learning process. The score reach 60%. Students were more active in teaching and learning process. Students are more motivated and interested because teacher used film as media for teaching. *The Third*, Students' response toward teacher's order to perform narrative speaking. The score reach 50%. Students were more willingly to perform narrative speaking in front of class. Eventhough, there were some students who were still reluctant to perform narrative speaking in front of class. *The Fourth*, Students' interaction to teachers and the other students. Students were discussing with their friends about the film that has been played. The score reach 60%. *The Fifth*, Students' ability to expand their idea in a speaking form. The score reach 45%. Students were more able to express their idea in English. *The Sixth*, Students' understanding toward the material given. The score reach 65%. The use of narrative film helps them understand the material better.

In sum, most of students' aspects in this cycle are improving. In this cycle students begin become more active in learning process. Students also begin be able to arrange a good sentence. Students' difficulties in learning process are also decreasing little by little.

### 3. Second-Cycle

The second-cycle was conducted on November 19<sup>th</sup> 2014. All students joined the class. There were 28 students. The researcher conducted some steps in this cycle. Before conducting research, the researcher made lesson plan, prepared the test instrument, teaching facilities (board marker, eraser, Laptop, LCD and Speaker), assessment sheets, and students' attendance list.

Teacher opened the class by greeting the students. Then, the teacher asked students' condition, after that teacher checked students' attendance. When starting the lesson, the teacher reviewed the material that has been given. Then, the teacher asked some questions related to the last material and most of students could answer it correctly. After that, teacher distributed the worksheet to students, introduced the text, and gave some instructions related to the worksheet. Then students watched the Princess and the Dragon Film once again. Teacher called students' name. Students answer the question orally in front of class, and teacher recorded the test and noted the score for each category.

The results of students' narrative speaking performance in the first-cycle were as follow:

**Table 4.5**  
**Students' Narrative Speaking Scores in the 2<sup>nd</sup> Cycle**

No	Name	Scores
1	Alfizatul Sa'diyah	70
2	Amalia Fatma Dewi	80
3	Andi Fandiyanto	70
4	Devi Rismawanti	85
5	Dina Arifina	90
6	Edha Nuzulul Hikmah	70
7	Efi Ariska	70
8	Eva Erna Yuliana	70
9	Farkhatus Solichah	90
10	Fatkhur Rohmah	90
11	Imam Sugondo	70
12	Karenina Anggraeni	70
13	Kholisnawati	85
14	Lailatul Karimah	75
15	M. Sakhowi	70
16	M. Ulin Nuha	70
17	Moh. Faiqul Fazarudin	70
18	Muhammad Ishaq Sugiono	70
19	Mukhamad Irfani	70
20	Puji Astuti	85
21	Rizka Khanifa	70
22	Safira Mahrusotul A	70
23	Siti Muamanah	70
24	Siti Mustaqimah	75
25	Solihan	70
26	Yanuar Ma'arif	70
27	Yayuk Fitriyani	90
28	Futuiyah	70
	TOTAL	2105
	AVERAGE	75.18

The table above shows that the result of students' narrative speaking, the average score is 75.18. Meanwhile the average score of students' narrative speaking in the first-cycle is 70.36. Based on the table, there is significant improvement from first-cycle to second cycle. The improvement is 4.82. The average score is categorized good, and no scores is under standard achievement. It indicates there is an improvement of students' ability. Students have understood the material about narrative text, and also they could practice narrative speaking much better than before.

The researcher also conducted the observation during teaching and learning process in the first-cycle. The result of observation was as follow:

**Table 4.6**  
**Observation Sheet in the Second-cycle**

No	Aspects	First-cycle
1.	Teacher	
	a. Teacher's ability to manage the class.	75
	b. Teacher's performance in teaching the material.	75
	c. Teacher's ability to motivate and develop students' interest toward the material given.	76
	d. Teacher's ability to evaluate students.	75
	e. Teacher's ability to answer students' questions.	81
2.	Students	
	a. Students' attention toward teacher's explanation.	73
	b. Students' activeness during teaching and learning process.	70
	c. Students' response toward teacher's order to	65

	perform narrative speaking.	
	d. Students' interaction to teachers and the other students.	65
	e. Students' ability to expand their idea in a speaking form.	65
	f. Students' understanding toward the material given.	70

The result of observation in the first cycle shows that teacher's performance in this cycle is as follow: *First*, Teacher's ability to manage the class. The score reach 75%. The teacher was able to manage the class well. Most of students pay attention to the lesson. There were only 2 or 3 students who were still chatting while the teacher was explaining. *Second*, Teacher's performance in teaching the material. The score reach 75%. The teacher always looks clean and tidy. Most of students could understand the material that given by the teacher. *The third*, teacher's ability to motivate and develop students' interest toward the material given. The score reach 76%. The use film to teach narrative speaking made them more interested and attracted in learning process. *The Fourth*, Teacher's ability to evaluate students. The score reach 75%. The teacher was able to assess students' ability and use appropriate technique of assessment well. *The Fifth*, Ability to answer students' question. The score reach 81%. The teacher is used to be able to answer most of students' questions.

Based on the observation above the result of students' performance are as follow: *First*, Students' attention toward teacher's explanation. The score reach 73%. In this cycle students pay more attention to the lesson because film is considered something new in learning process. Students were interested to its pictures, sound, animation, and color. So, it can attract students' attention. *Second*, students' activeness in teaching and learning process. The score reach 70%. Students were more active in teaching and learning process. Students are more motivated and interested because teacher used film as media for teaching. *The Third*, Students' response toward teacher's order to perform narrative speaking. The score reach 65%. Students were more willingly to perform narrative speaking in front of class. Even though, there were some students who were still reluctant to perform narrative speaking in front of class. *The Fourth*, Students' interaction to teachers and the other students. The score reach 65%. Students were discussing with their friends about the film that has been played. *The Fifth*, Students' ability to expand their idea in a speaking form. The score reach 65%. It contained more vocabularies. Therefore, it's very helpful for students more able to express their idea in English. *The Sixth*, Students' understanding toward the material given. The score reach 70%. By watching narrative film students were easier to get illustration and understand the story, so it made story become



more memorable for students. The use of narrative film helps them understand the material better.

## B. Discussion

After the researcher taught students narrative speaking using film, the researcher got the data from each cycle. It was analyzed in each cycle and the researcher got the result of the classroom action research. The result of research showed that there was significant improvement of students' narrative speaking ability taught using The Princess and the Dragon film. It could be seen from the result of observation from the first cycle up to second cycle.

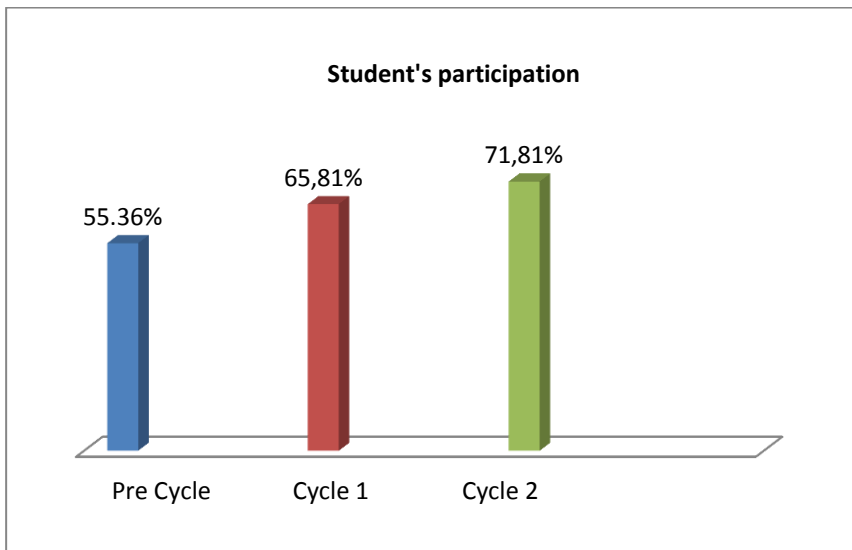


Figure 4.1 Students' Participation

According to the data above, the students' participant whole teaching learning process get improvement in every cycle. The lowest score of students participation is 55,36%. That score is in pre cycle. The middle score is in the first-cycle that is 65.81%. The highest score of students' participation is 71.81%. That score is in second cycle. The students' participation in teaching learning process got improvement and it is followed by improving the students' score in discussion text from pre-cycle to cycle two. The mean of students' score in speaking of discussion text from cycle one to cycle three is as follow:

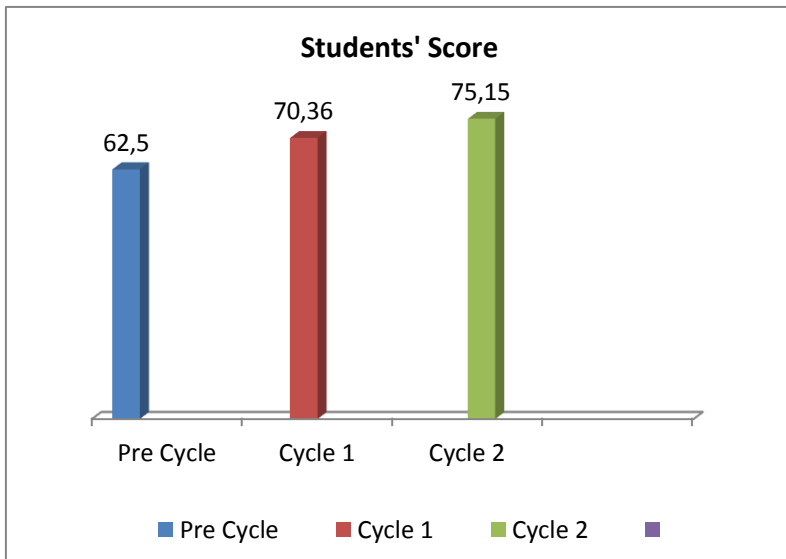


Figure 4.2 Students' Score

According to the data above, the students' score in narrative speaking ability from pre cycle to cycle two got improvement. The lowest mean of students score is 62.50. That mean is in pre cycle. The highest mean of students score in narrative speaking ability is 75.18. That mean is in cycle two.

From the explanations above, it can be concluded that the use of The Princess and the Dragon Film could improve students' narrative speaking ability. Because the students' score have reached more than the standard of minimum score, the cycles are considered enough. In conclusion, The Princess and the Dragon Film can improve students' narrative speaking ability.

## CHAPTER V CONCLUSION AND RECOMMENDATION

### A. Conclusions

In this chapter, the researcher would like to draw some conclusions of the previous chapter. After conducting the research at MTs Al-Ishlah Getasblawong through observation and test the researcher comes to some conclusions.

1. The researcher found that the average score of the test in the pre-cycle is 62.50, cycle I is 70.36, and cycle II is 75.15. From the pre-cycle, cycle I, to cycle II, the improvement of students' narrative speaking in sequence are 7.86 and 4.79. It means that there is always improvement in every cycle. The improvement of students' test score is also indicates that the students' narrative speaking ability is improving in each cycle
2. The researcher found that The Princess and the Dragon Film can improve students' narrative speaking ability. Based on the research finding, it is found that there is significant improvement between pre-cycle and cycle II. In conclusion, The Princess and the Dragon Film is effective to improve students' narrative speaking ability.
3. From the result of observation shows that students' participation in the pre-cycle is 55.36%, cycle I is 65.81%, and cycle II is 75.81%. It means that the use of The Princess and the Dragon Film in improving students' narrative

speaking ability can make students more active, motivated, and interested in teaching and learning process.

## **B. Recommendations**

Countless gratitude is for Allah for the blessing until I can finish the research. Hopefully this research may give advantages. Therefore, the researcher would like to propose some recommendations to be considered as follow:

1. As the English teachers, they should be creative and innovative in designing teaching and learning process. Teachers should be able to find new ways in delivering material to students to make learning process become more effective. Moreover the use of media can help students who have problems or difficulties in learning English. In this case, teachers can use *The Princess and The Dragon Film* to improve students' narrative speaking ability. Because it is proven that *The Princess and the Dragon Film* can improve students' narrative speaking ability.
2. This study is expected to give useful information toward the readers about *The Princess and the Dragon Film* which used to improve students' ability on narrative speaking. In addition, it can be used as reference of research which related to this study.

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## Appendices 1

### Class VIII A Students' of MTs Al Ishlah Pageruyung Kendal in the Academic year of 2014/2015

No.	Students Number	Name	M/F	Code
1	333	Alfizatul Sa'diyah	F	S1
2	321	Amalia Fatma Dewi	F	S2
3	335	Andi Fandiyanto	M	S3
4	331	Devi Rismawanti	F	S4
5	334	Dina Arifina	F	S5
6	320	Edha Nuzulul Hikmah	F	S6
7	361	Efi Ariska	F	S7
8	349	Eva Erna Yuliana	F	S8
9	328	Farkhatus Solichah	F	S9
10	371	Fatkhur Rohmah	F	S10
11	332	Imam Sugondo	M	S11
12	324	Karenina Anggraeni	F	S12
13	337	Kholisnawati	F	S13
14	318	Lailatul Karimah	F	S14
15	313	M. Sakhowi	M	S15
16	359	M. Ulin Nuha	M	S16
17	315	Moh. Faiqul Fazarudin	M	S17
18	370	Muhammad Ishaq Sugiono	M	S18
19	329	Mukhamad Irfani	M	S19
20	357	Puji Astuti	F	S20
21	368	Rizka Khanifa	F	S21
22	336	Safira Mahrusotul A	F	S22
23	323	Siti Muamanah	F	S23
24	326	Siti Mustaqimah	F	S24
25	369	Solihan	M	S25
26	314	Yanuar Ma'arif	M	S26
27	316	Yayuk Fitriyani	F	S27
28	322	Futuiyah	F	S28







Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan /</p>	<ul style="list-style-type: none"> <li>• <i>A: Here's some money for you</i> <i>B: I can't take this, sorry</i></li> <li>• <i>A: Do you like it?</i> <i>B: Yes I do</i></li> <li>• <i>A: Have you done it?</i> <i>B: Sorry, I haven't</i></li> <li>• <i>A: Do you think it's good?</i> <i>B: I think so / Sorry, I can't say anything</i></li> <li>• <i>A: Would you like some...</i> <i>B: Yes, please /</i></li> </ul>	<p>guru dan menirukan ungkapan-ungkapan terkait materi</p> <p>4. Mendengarkan percakapan tentang materi terkait</p> <p>5. Menjawab berbagai informasi yang terdapat dalam percakapan</p> <p>6. Merespon ungkapan-ungkapan yang terkait materi</p>	<p>mengingkari informasi</p> <p>4. Merespon ungkapan meminta, memberi, menolak pendapat</p> <p>5. Merespon ungkapan meminta, menerima, menolak tawaran</p>					benda

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
menerima / menolak sesuatu	<p><i>No, thanks</i></p> <p>2. Tata Bahasa Do you mind ....? Present Perfect</p> <p>3. Kosa kata Kata terkait tema dan jenis teks</p> <p>4. Ungkapan Baku - No Problem - Sorry - Yes, Please - No, Thank you</p>							
Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana secara akurat,	<p>1. Percakapan yang memuat ungkapan-ungkapan berikut: - <i>A: What if it I do it again.</i> <i>B: Fine, with me.</i> - <i>A: I have to go now.</i></p>	<p>1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas</p> <p>2. Mendaftar kosakata yang digunakan</p>	<p>1. Merespon ungkapan meminta, memberi persetujuan</p> <p>2. Merespon ungkapan</p>	<p>Tes lisan</p> <p>Tes lisan</p>	<p>Merespon ungkapan</p> <p>Merespon ungkapan</p>	<p><i>Listen to the expressions and give your response to them.</i></p> <p><i>Listen to the dialogue and complete the</i></p>	2 x 40 menit	<p>1 Buku teks yang relevan</p> <p>2 <i>Script</i> percakapan</p> <p>3 Rekaman percakapan</p> <p>4 Tape recorder</p> <p>5 Gambar yang relevan</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lancar, dan berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon	<p><i>B: Do you have to?</i></p> <p>- <i>A: .....</i></p> <p><i>B: Right / I see / Hm...m.</i></p> <p>- <i>Hello, excuse me</i></p> <p>.....</p> <p>- <i>Did you? / Were you ?</i></p> <p>- <i>Thanks/ Bye.../ See you.</i></p> <p>- <i>Could I speak to</i></p> <p>....</p> <p><i>please?</i></p> <p>- <i>Well, I'm calling to....</i></p> <p>- <i>Nice talking to you</i></p> <p>2. Tata Bahasa</p> <p>- Have / Has to</p>	<p>dalam percakapan</p> <p>3. Menentukan makna kosakata dalam daftar</p> <p>4. Menggunakan kosakata dalam kalimat</p> <p>5. Tanya jawab menggunakan ungkapan – ungkapan terkait</p> <p>6. Menirukan ungkapan yang diucapkan guru</p> <p>7. Mendengarkan percakapan</p> <p>8. Menjawab pertanyaan tentang</p>	<p>pernyataan</p> <p>3. Merespon ungkapan memberi perhatian terhadap pembicara</p> <p>4. Mengawali, memperpanjang an menutup percakapan</p> <p>5. Merespon ungkapan mengawali, memperpanjang dan menutup percakapan telepon</p>	Tes tulis	Melengkapi percakapan  Pilihan ganda	<p><i>text</i></p> <p><i>Listen to the dialogue and choose the best answer</i></p> <p><i>Listen to the dialogue and choose the best answer</i></p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<ul style="list-style-type: none"> <li>- Could I ...?</li> <li>- Past form of be</li> </ul> 3. Kosa kata Kata terkait tema dan jenis teks	percakapan						
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthiness</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

Mengetahui;  
 Kepala Madrasah  
  
 ( Moh. Arif Mahmudi, S.H.I )  
 NIP :



Pageruyung, Juli 2014  
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 ( SUCI ROHMINI )  
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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i>	<ul style="list-style-type: none"> <li>- Be ware</li> <li>1. Teks monolog pendek berbentuk : <ul style="list-style-type: none"> <li>- <i>narrative</i></li> <li>- <i>recount</i></li> </ul> </li> <li>2. Tata Bahasa <ul style="list-style-type: none"> <li>- Simple past tense</li> <li>- Past Continuous tense</li> </ul> </li> <li>3. Kosak kata <ul style="list-style-type: none"> <li>- kata terkait tema dan jenis teks</li> </ul> </li> <li>1. Ungkapan Baku <ul style="list-style-type: none"> <li>- It's terrific !</li> <li>- It's wonderful</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ungkapan terkait materi</li> <li>4. Mendengarkan teks fungsional</li> <li>5. Menjawab berbagai informasi yang terdapat dalam teks.</li> <li>6. Menentukan makna teks fungsional yang diperdengarkan.</li> <li>1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas.</li> <li>2. Mendaftar kosakata yang digunakan dalam</li> </ul>	<ul style="list-style-type: none"> <li>1. Mengidentifikasi berbagai informasi dalam teks monolog narrative dan recount.</li> <li>2. Mengidentifikasi tujuan komunikatif teks naratif dan recount</li> </ul>	Tes tulis	<ul style="list-style-type: none"> <li>Pilihan ganda</li> <li>Melengkapi rumpang</li> </ul>	<ul style="list-style-type: none"> <li><i>Listen to the text and choose the right answer</i></li> <li><i>Listen to the text and complete the bellow sentences</i></li> </ul>	4 x 40 menit	<ul style="list-style-type: none"> <li>yang relevan</li> <li>1. Buku teks yang relevan</li> <li>2. Script cerita naratif</li> <li>3. Rekaman cerita</li> <li>4. Tape recorder</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		<p>percakapan</p> <p>3. Menentukan makna kosakata dalam daftar.</p> <p>4. Mendengarkan teks narrative / recount yang dibacakan guru.</p> <p>5. Tanya jawab berbagai informasi tentang teks yang dibaca guru.</p> <p>6. Mendengarkan teks narrative / recount lainnya.</p> <p>7. Menjawab pertanyaan tentang teks narrative / recount yang didengar secara</p>						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		lisan.						
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								7.

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## SILABUS

**Madrasah** : MTs Al Ishlah Pageruyung  
**Kelas** : VIII (Delapan )  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 1 (Satu)  
**Standar Kompetensi : Berbicara**

### 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.1. Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima	1. Percakapan singkat memuat ungkapan – ungkapan : Contoh : -A: <i>Do you mind lending me some money?</i> B: <i>No, problems</i> -A: <i>Can I have a bit?</i> B: <i>Sure, here you are.</i> -A: <i>Here is some</i>	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik. tema yang dipilih 3. Menirukan	1. Bertanya dan menjawab tentang meminta, memberi, menolak jasa 2. Bertanya dan menjawab tentang meminta, memberi, menolak barang 3. Bertanya dan menjawab tentang meminta,	Unjuk kerja	Uji petik berbicara, Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class</i>	4 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Role cards

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p>	<p><i>money for you.</i>  <i>B: Sorry, I can't take this.</i></p> <p><i>-A: Do you like it ?</i>  <i>B: Yes, I do.</i></p> <p><i>-A: Have you done it?</i>  <i>B: No, I haven't.</i></p> <p><i>-A: Do you think it's good?</i>  <i>B: I think it is / Sorry I can't say any thing</i></p> <p><i>-A: Would you like some .....?</i>  <i>B: Yes, please / No, Thanks</i></p> <p>2. Tata Bahasa  - Do you mind  ....  - Present perfect tense</p>	<p>ungkapan-ungkapan terkait materi yang diucapkan guru</p> <p>4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan</p> <p>5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan</p>	<p>memberi dan mengingkari informasi</p> <p>4. Bertanya dan menjawab tentang meminta, memberi dan menolak pendapat</p> <p>5. Bertanya dan menjawab tentang menawarkan, menerima, menolak sesuatu</p>					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.2. Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) pendek sederhana dengan	<p>3. Kosakata</p> <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> <li>- No Problem</li> <li>- Sorry</li> <li>- No, thanks</li> <li>- Yes, Please</li> </ul> <p>1. Teks percakapan memuat ungkapan berikut: Contoh :</p> <ul style="list-style-type: none"> <li>- <i>A: what if I do it again?</i></li> <li><i>B: Fine with me.</i></li> <li>- <i>A: I Must go now</i></li> <li><i>B: Do you have to?</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Right.</i></li> <li>• <i>I see.</i></li> <li>• <i>Hm...m yeah</i></li> <li>• <i>Hello, excuse me</i></li> </ul>	<p>1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari</p> <p>2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari</p> <p>3. Menjawab pertanyaan tentang isi percakapan</p>	<p>1. Bertanya dan menjawab tentang meminta, memberi persetujuan</p> <p>2. Bertanya dan menjawab tentang merespon pernyataan</p> <p>3. Bertanya dan</p>	Unjuk kerja	Uji petik berbicara Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>	2 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar yang relevan</p> <p>3. Benda sekitar</p> <p>4. Kartu peran</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali,</p>	<ul style="list-style-type: none"> <li>• <i>Did you? / Were you?</i></li> <li>• <i>Thanks/ Bye / see you</i></li> <li>• <i>Could I speak to ..?</i></li> <li>• <i>Well, I'm calling to ...?</i></li> <li>• <i>Nice talking to you.</i></li> </ul> <p>2. Tata Bahasa - Past form of be</p> <p>3. Kosa kata - Kata terkait tema dan jenis teks</p> <p>4. Spelling and intonation</p>	<p>4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait</p> <p>5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks</p> <p>6. Bermain peran menggunakan ungkapan yang telah dipelajari</p>	<p>menjawab tentang memberi perhatian terhadap lawan bicara</p> <p>4. Mengawali, memperpanjang menutup percakapan</p> <p>5. Mengawali, memperpanjang menutup percakapan telepon</p>					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
memperpanjang , dan menutup percakapan telepon								
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthiness</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								4.

Mengetahui;  
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NIP :

## SILABUS

**Madrasah** : MTs Al Ishlah Pageruyung  
**Kelas** : VIII (Delapan )  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 1 (Satu)  
**Standar Kompetensi : Berbicara**

**5. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi	1. Teks fungsional pendek : - Notices - Iklan  2. Tata Bahasa - Imperatives - Comparison  3. Kosakata - Kata terkait tema dan jenis teks  4. Ungkapan baku - attention, please	1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi  2. Membuat kalimat sederhana untuk: - Memberi perhatian	1. Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat  2. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Unjuk kerja	<i>Uji petik berbicara</i>	1. <i>Give suitable notices based on the pictures</i>  2. <i>Make simple advertisements based on the pictures</i>	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bentuk khusus: - undangan - pengumuman - pesan singkat



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>dengan lingkungan sekitar</p> <p>10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan</p>	<p>1. Teks monolog berbentuk recount dan <i>narrative</i>.</p> <p>2. Ciri-ciri kebahasaan teks <i>narrative</i> dan recount.</p> <p>3. Langkah retorika teks <i>narrative</i> dan</p>	<p>(Notice)</p> <p>- Menarik seseorang membeli / menggunakan produk tertentu</p> <p>3. Membahas gambit-gambit yang sering muncul dalam teks fungsional terkait</p> <p>4. Membuat secara lisan:</p> <p>- Notice</p> <p>- Iklan</p> <p>1. Review kosakata dan tata bahasa terkait jenis teks recount dan <i>narrative</i></p>	<p>- Melakukan monolog pendek sederhana dalam bentuk <i>narrative</i> dan <i>recount</i></p>	Unjuk kerja	Uji Petik berbicara	<p>1. <i>Tell us briefly what you did yesterday</i></p> <p>2. <i>Retell a story that you know very well.</i></p> <p>3. <i>Tell a story</i></p>	8 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar yang relevan</p> <p>3. Benda sekitar</p> <p>4. Buku cerita dalam</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
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menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<p>recount.</p> <p>4. Tata Bahasa</p> <ul style="list-style-type: none"> <li>- Simple Past tense</li> <li>- Past continuous tense</li> <li>- temporal conjunctions</li> <li>- Connective words</li> <li>- Adverbs</li> <li>- Adjectives</li> </ul> <p>5. Kosa kata</p> <ul style="list-style-type: none"> <li>- kata terkait tema dan jenis teks</li> </ul> <p>6. Ungkapan baku</p> <ul style="list-style-type: none"> <li>- Really?</li> <li>- That's terrible</li> <li>- How Then ?</li> </ul>	<p>dengan tema yang dipilih</p> <p>2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks <i>recount</i> dan <i>narrative</i></p> <ul style="list-style-type: none"> <li>- <i>simple past</i></li> <li>- <i>past continuous</i></li> <li>- <i>temporal conjunctions</i></li> <li>- <i>connective words</i></li> <li>- <i>adverbs</i></li> <li>- <i>adjectives</i></li> </ul> <p>3. Melakukan percakapan terkait kegiatan yang dialami atau cerita</p>			<i>based on the series of a pictures given.</i>		bahasa Inggris	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
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		<p>populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: <i>Really? That's terrible!, How then?, First,...., then...., finally...</i></p> <p>4. Menceritakan kembali kegiatan / pengalaman atau teks narative yang pernah didengar Menceritakan berdasarkan foto atau Gambar cerita populer.</p>						
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Tekun ( <i>diligence</i> )								


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NIP :

## SILABUS

**Madrasah** : MTs Al Ishlah Pageruyung  
**Kelas** : VIII (Delapan )  
**Mata Pelajaran** : Bahasa Inggris  
**Semester** : 1 (Satu)  
**Standar Kompetensi : Membaca**

### 6. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar


Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	1. Teks Essai berbentuk <i>narrative / recount</i> 2. Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> 3. Tujuan komunikatif teks esai <i>narratif / recount</i> 4. Langkah retorika <i>narrative / recount</i>	1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita populer 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks <i>narrative / recount</i> yang dibaca guru 4. Membaca	<ul style="list-style-type: none"> <li>• Membaca nyaring dan bermakna teks esai berbentuk <i>narrative / recount</i></li> <li>• Mengidentifikasi berbagai makna teks <i>narrative / recount</i></li> </ul>	Tes lisan	Membaca nyaring	<i>Read the story aloud.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player
				Tes tulis	Pilihan ganda	<i>Choose the right answer based on the text.</i>		
				Tes Tulis	Isian singkat	<i>Complete the following sentences using</i>		



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<p>1. Teks fungsional : - undangan - pengumuman - pesan - iklan</p> <p>2. Tujuan komunikatif</p> <p>3. Ciri kebahasaan</p>	<p>kebahasaan teks <i>narrative</i> / <i>recount</i> yang di baca</p> <p>9. Membaca teks <i>narrative</i> / <i>recount</i> lainnya</p> <p>1. Mencermati teks fungsional pendek terkait materi</p> <p>2. Menyebutkan jenis teks fungsional yang dicermati</p> <p>3. Membaca nyaring teks fungsional terkait materi</p> <p>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p> <p>5. Menyebutkan</p>	<ul style="list-style-type: none"> <li>Mengidentifikasi berbagai informasi dalam teks fungsional</li> <li>Mengidentifikasi tujuan komunikatif teks fungsional</li> <li>Mengidentifikasi ciri kebahasaan teks fungsional</li> </ul>	<p>Tes tulis</p> <p>Tes tulis</p>	<p>Jawaban singkat</p> <p>Jawaban singkat</p>	<p><i>Choose the best option, a, b, c or d</i></p> <p><i>Answer the following questions</i></p> <p><i>Give short answers !</i></p>		<p>yang relevan</p> <p>2. Contoh teks fungsional</p> <p>3. Gambar terkait materi dan topik</p> <p>4. Benda sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber						
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								



Pageruyung, Juli 2014  
Guru Mapel Bahasa Inggris,  
  
( SUCI ROHMINI )  
NIP :





Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>dengan lingkungan sekitar</p> <p>12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p>	<p>1. Teks Essai <i>narrative / recount</i></p> <p>2. Ciri kebahasaan teks <i>narrative / recount</i></p> <p>3. Langkah retorika teks <i>narrative / recount</i></p> <p>4. Tatabahasa</p> <ul style="list-style-type: none"> <li>- Simple past</li> <li>- Past continuous</li> </ul> <p>5. Kosakata</p> <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> <p>6. Tandabaca, spelling</p>	<p>- mengiklan-kan sesuatu</p> <p>3. Melengkapi teks fungsional pendek</p> <p>4. Menulis teks fungsional pendek</p> <p>1. Review ciri kebahasaan teks <i>narrative/ recount</i></p> <p>2. Membuat kalimat sederhana terkait teks <i>narrative/ recount</i></p> <p>3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i></p>	<p>Menulis teks pendek dan sederhana dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang benar</p>	<p>Tes tertulis</p> <p>Proyek</p>	<p>Uraian</p> <p>Penugasan</p>	<p><i>certain product.</i></p> <p><i>Write a short recount/narrative text based on:</i></p> <p><i>a. Your experience happend to you</i></p> <p><i>b. The story You have ever read</i></p> <p><i>c. Series of pictures given.</i></p> <p><i>Find 5 short texts of recount or narratives and expose them.</i></p>	<p>8 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Buku cerita bahasa Inggris</p> <p>3. Gambar - gambar terkait cerita</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berbentuk <i>recount</i> dan <i>narrative</i>		4. Membuat draft teks <i>recount</i> dan <i>narrative</i> 5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding						
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								


 Mengetahui;  
 Kepala Madrasah  
  
 ( Moh. Arif Mahmudi, S.H.I )  
 NIP :

Pagaruyung, Juli 2014  
 Guru Mapel Bahasa Inggris,

  
 ( SUCI ROHMINI )  
 NIP :

## RENCANA PELAKSANAAN PEMBELAJARAN (Cycle 1)

Madrasah : MTs Al Ishlah Pageruyung  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII / I  
Alokasi waktu : 2 x 45 menit

### I. STANDAR KOMPETENSI

Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

### II. KOMPETENSI DASAR

- 10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari
- 10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative* dan *report*

### III. INDIKATOR PENCAPAIAN KOMPETENSI

- 10.1.1 Peserta didik mampu melakukan monolog dalam bentuk cerita/ *narrative*
- 10.2.1 Peserta didik mampu melakukan monolog dalam bentuk *report*

Menunjukkan perilaku yang mencerminkan : kreatif, rasa ingin tahu, komunikatif

### IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran peserta didik mampu:

- melakukan monolog dalam bentuk cerita/ *narrative*

- melakukan monolog dalam bentuk *report*  
Mengembangkan perilaku yang mencerminkan sifat kreatif, rasa ingin tahu, komunikatif

## V. MATERI AJAR

### 1. Contoh Narrative Text:

Read the following text and answer questions 21 - 24.

#### Princess Mandalika

Once upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was so beautiful. Many princes wanted to marry her. To choose the one that would be his son – in – law, the king had an arrow shooting competition. The best one would be Mandalika's husband.

On the day of the competition, those princes shot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princes Mandalika was so desperate. She didn't want anyone killing each other because of her. That's why she decided to go to the sea. She died in the south sea of Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call these worms nyale. People believe that those nyales are Princess Mandalika's hair.

## VI. METODE PEMBELAJARAN

1. Demonstration
2. Drill
3. Ceramah
4. Tanya Jawab

## VII. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan: Apersepsi, motivasi, informasi indikator  
( kreatif, rasa ingin tahu, komunikatif)

2. Kegiatan Inti:

a. Eksplorasi:

- Mendengarkan teks narrative yang diperdengarkan guru dengan bantuan film tentang The Princess and The Dragon

( kreatif, rasa ingin tahu, komunikatif)

- Menebak makna kata yang belum dikenal.

( kreatif, rasa ingin tahu, komunikatif)

b. Elaborasi

- Berlatih membuat teks narrative secara kelompok dengan dibimbing

guru. ( kreatif, rasa ingin tahu, komunikatif)

- Mempresentasikan teks narrative dalam film di depan kelas.

( kreatif, rasa ingin tahu, komunikatif)

c. Konfirmasi :

- Menyimpulkan materi. (kreatif, rasa ingin tahu, komunikatif)

- Memberi penguatan materi. (kreatif, rasa ingin tahu, komunikatif)

3. Kegiatan Penutup

- Pemberian tugas untuk membuat teks narrative yang lain secara individual

(kreatif, rasa ingin tahu, komunikatif)

## VIII. ALAT DAN SUMBER BELAJAR

Alat : Lap top, LCD, alat tulis, dll

Sumber : LKS MGMP Bahasa Inggris kelas 8, semester 2,  
Tahun Pelajaran 2014/2015, BSE English, Let's Talk.

## IX. PENILAIAN

a. Jenis Penilaian: Tes lisan individu

b. Bentuk Soal : Pertanyaan lisan

c. Soal :

Answer these questions orally based on the text!,

## **THE PRINCESS AND THE DRAGON**

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter. One night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower. Help me!! Said the Princess. The King and Queen were very sad. They promised to give a bag of gold to the knight that rescued the Princess. Please save our princess! Said the king to knights. We'll save the princess! Answer all the knights. All the knights in the land wanted to rescue the princess. They rode to the tower as fast as they could. Help me! Said the princess. The ugly ogre roared with anger when he saw the knights. His roar was so scary that they rode away as fast as they could.

One day a friendly dragon was flying over the ogre's tower when he heard the princess cry for help. Help me! Said the princess. The Dragon flew down to the tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean. Come with me, princess, don't be scared! Said dragon to princess. Thank you for saving me! Said the princess. My pleasure, princess! Said the dragon.

The dragon rescues the princess from the tower and gently put her on his strong back. They flew high in the sky. They flew over the tower and the castle, over the mountains and caves, and out toward the deep blue ocean. Whee! I can fly! Said the princess very happy on the dragon back. The dragon and princess flew to the castle. The king and queen were so happy to see the princess they gave the dragon the bag

of gold. They all lived happily ever after. Thank you for saving our princess! Said the king to the dragon. My pleasure! Said the dragon.

( I. Pre-performance test )

Listen and pay attention when I play a short film about The Princess and the Dragon. After it finish, answer the following questions:

1. When did the story take place?
2. Who were the main characters of the film?
3. What did happen to the princess?
4. Where did the ugly ogre lock the princess?
5. Who helped the princess rescue from the dark tower?
6. How was the ending? Happy or sad?
7. What is the moral value of the story?

( II. Performance test )

Please retell The Princess and the Dragon film using your own words!

Guidance:

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

(What happened first?)

.....

(What happened next?)

.....

(What happened then?)

.....

(Finally?)

.....



## **Key answers:**

### ( I. Pre-performance test )

1. Once upon a time
2. The princess and the dragon
3. The ugly ogre captured the beautiful princess and locked her up in his tall, dark tower.
4. In the dark tower.
5. The dragon.
6. Happy ending
7. -Honesty makes our life happy.  
-Always be careful.  
-Good attitudes will bring the goodness, bad attitudes will bring the badness.

### ( II. Performance test )

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

One night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower. The King and Queen were very sad. They promised to give a bag of gold to the knight that rescued the Princess. All the knights rode to the tower as fast as they could. The ugly ogre roared with anger when he saw the knights. His roar was so scary that they rode away as fast as they could.



One day a friendly dragon was flying over the ogre's tower when he heard the princess cry for help. The Dragon flew down to the tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean.

The dragon rescues the princess from the tower and gently put her on his strong back. They flew high in the sky. They flew over the tower and the castle, over the mountains and caves, and out toward the deep blue ocean. The dragon and princess flew to the castle. The king and queen were so happy to see the princess they gave the dragon the bag of gold. They all lived happily ever after.

e. Pedoman Penilaian:

1. Untuk pre-performance test tiap jawaban benardiberi skor 10
2. Untuk performance test penilaian dari skala 1-6 kemudian dikalikan 5
3. Jumlah skor maksimal= skor pre-performance test + performance test = 100
4. Nilai maksimal : 100
5. Nilai siswa:  $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

Kendal, 9 Juli 2014

Mengetahui  
Kepala Madrasah,  
  
  
**MOH. ARIF MAHMUDI, S.H.I**

Guru Mata Pelajaran,

  
**SUCI ROHMINI**

## RENCANA PELAKSANAAN PEMBELAJARAN (Cycle 2)

Madrasah : MTs Al Ishlah Pageruyung  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII / 1  
Alokasi waktu : 2 x 45 menit

### I. STANDAR KOMPETENSI

Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* untuk berinteraksi dalam konteks kehidupan sehari-hari

### II. KOMPETENSI DASAR

10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*

### III. INDIKATOR PENCAPAIAN KOMPETENSI

10.1.1 Peserta didik mampu melakukan monolog dalam bentuk cerita *narrative*

10.2.1 Peserta didik mampu menceritakan kembali cerita the Princess and the Dragon Film

Menunjukkan perilaku yang mencerminkan : kreatif, rasa ingin tahu, komunikatif.

### IV. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran peserta didik mampu:

- melakukan monolog dalam bentuk cerita/ *narrative*

- mampu menceritakan kembali cerita The Princess and The Dragon Film
- Mengembangkan perilaku yang mencerminkan sifat kreatif, rasa ingin tahu, komunikatif

## V. MATERI AJAR

### 1. Contoh Narrative Text:

Read the following text and answer questions 21 - 24.

#### Princess Mandalika

Once upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was so beautiful. Many princes wanted to marry her. To choose the one that would be his son – in – law, the king had an arrow shooting competition. The best one would be Mandalika's husband.

On the day of the competition, those princes shot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princes Mandalika was so desperate. She didn't want anyone killing each other because of her. That's why she decided to go to the sea. She died in the south sea of Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call these worms nyale. People believe that those nyales are Princess Mandalika's hair.

## VI. METODE PEMBELAJARAN

1. Demonstration
2. Drill
3. Ceramah
4. Tanya Jawab

## VII. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan: Apersepsi, motivasi, informasi indikator  
( kreatif, rasa ingin tahu, komunikatif)

2. Kegiatan Inti:

a. Eksplorasi:

- Mendengarkan teks narrative yang diperdengarkan guru dengan bantuan film tentang The Princess and The Dragon

( kreatif, rasa ingin tahu, komunikatif)

- Menebak makna kata yang belum dikenal.

( kreatif, rasa ingin tahu, komunikatif)

b. Elaborasi

- Berlatih membuat teks narrative secara kelompok dengan dibimbing

guru. ( kreatif, rasa ingin tahu, komunikatif)

- Mempresentasikan teks narrative dalam film di depan kelas.

( kreatif, rasa ingin tahu, komunikatif)

c. Konfirmasi :

- Menyimpulkan materi. (kreatif, rasa ingin tahu, komunikatif)

- Memberi penguatan materi. (kreatif, rasa ingin tahu, komunikatif)

3. Kegiatan Penutup

- Pemberian tugas untuk membuat teks narrative yang lain secara individual

(kreatif, rasa ingin tahu, komunikatif)

## VIII. ALAT DAN SUMBER BELAJAR

Alat : Lap top, LCD, alat tulis,dll

Sumber : LKS MGMP Bahasa Inggris kelas 8, semester 2,  
Tahun Pelajaran 2014/2015, BSE English, Let's Talk.

## IX. PENILAIAN

a. Jenis Penilaian: Tes lisan individu

b. Bentuk Soal : Pertanyaan lisan

c. Soal :

Answer these questions orally based on the text!,

## **THE PRINCESS AND THE DRAGON**

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter. One night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower. Help me!! Said the Princess. The King and Queen were very sad. They promised to give a bag of gold to the knight that rescued the Princess. Please save our princess! Said the king to knights. We'll save the princess! Answer all the knights. All the knights in the land wanted to rescue the princess. They rode to the tower as fast as they could. Help me! Said the princess. The ugly ogre roared with anger when he saw the knights. His roar was so scary that they rode away as fast as they could.

One day a friendly dragon was flying over the ogre's tower when he heard the princess cry for help. Help me! Said the princess. The Dragon flew down to the tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean. Come with me, princess, don't be scared! Said dragon to princess. Thank you for saving me! Said the princess. My pleasure, princess! Said the dragon.

The dragon rescues the princess from the tower and gently put her on his strong back. They flew high in the sky. They flew over the tower and the castle, over the mountains and caves, and out toward the deep blue ocean. Whee! I can fly! Said the princess very happy on the dragon back. The dragon and princess flew to the castle. The king and queen were so happy to see the princess they gave the dragon the bag

of gold. They all lived happily ever after. Thank you for saving our princess! Said the king to the dragon. My pleasure! Said the dragon.

( I. Pre-performance test )

Listen and pay attention when I play a short film about The Princess and the Dragon. After it finish, answer the following questions:

8. When did the story take place?
9. Who were the main characters of the film?
10. What did happen to the princess?
11. Where did the ugly ogre lock the princess?
12. Who helped the princess rescue from the dark tower?
13. How was the ending? Happy or sad?
14. What is the moral value of the story?

( II. Performance test )

Please retell The Princess and the Dragon film using your own words!

Guidance:

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

(What happened first?)

.....

(What happened next?)

.....

(What happened then?)

.....

(Finally?)

.....

## **Key answers:**

( I. Pre-performance test )

8. Once upon a time
9. The princess and the dragon
10. The ugly ogre captured the beautiful princess and locked her up in his tall, dark tower.
11. In the dark tower.
12. The dragon.
13. Happy ending
14. -Honesty makes our life happy.  
-Always be careful.  
-Good attitudes will bring the goodness, bad attitudes will bring the badness.

( II. Performance test )

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

One night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower. The King and Queen were very sad. They promised to give a bag of gold to the knight that rescued the Princess. All the knights rode to the tower as fast as they could. The ugly ogre roared with anger when he saw the knights. His roar was so scary that they rode away as fast as they could.

One day a friendly dragon was flying over the ogre's tower when he heard the princess cry for help. The Dragon flew down to the





tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean.

The dragon rescues the princess from the tower and gently put her on his strong back. They flew high in the sky. They flew over the tower and the castle, over the mountains and caves, and out toward the deep blue ocean. The dragon and princess flew to the castle. The king and queen were so happy to see the princess they gave the dragon the bag of gold. They all lived happily ever after.

e. Pedoman Penilaian:

1. Untuk pre-performance test tiap jawaban benardiberi skor 10
2. Untuk performance test penilaian dari skala 1-6 kemudian dikalikan 5
3. Jumlah skor maksimal= skor pre-performance test + performance test =  $70+30=100$
4. Nilai maksimal : 100
5. Nilai siswa:  $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

Kendal,9 Juli 2014

Mengetahui  
Kepala Madrasah,  
  
  
**MOH.ARIF MAHMUDI, S.H.I**

Guru Mata Pelajaran,

  
**SUCI ROHMINI**

## Appendix 4

### Students' Scripts Sample

1. My name is Yayuk Fitriyani

Once upon a time the ugly ogre captured and locked the princess in the dark tower. And happened next, king and queen promised to give knight a bag of gold to rescue the princess. A friendly dragon rescue the princess and flew the castle, and happy ending.

2. My name is Karenina Anggraeni

Once upon a time there was a king and queen who lived in a golden castle with their beautiful daughter. One night, the beautiful princess was captured the ugly ogre and locked in the dark tower. The king and queen promised to give a bag of gold of the knight to that rescued the princess. One day, a friendly dragon rescued the princess and they come back in the golden castle. The king and queen so happy and they all live happily ever after.

3. My name is Puji Astuti

Once upon atime there was a king and queen who lives in golden castle with their beautiful daughter. One night, the beautiful princess captured ugly ogle and locked in the dark tower. The king and queen were very sad and promised to give a bag of gold to the knight that rescue the princess. One day, a friendly dragon rescued the princess and they come back in the golden castle. The king and queen were so happy they all live happily ever after. Thank you.

4. My name is Zaenal Arifin

One night, ugly ogre captured the beautiful princess and locked in the dark tower. They promised to give a bag of gold to knights that rescued the princess. They rode to the dark tower as fast as they could. One day, a friendly dragon was flying over the ogre's tower and he heard the princess, "help!" Dragon rescued the princess from the tower. The king and queen were so happy to the princess. They give the dragon a bag of gold. They all live very happy. Thanks.

5. My name is Fatkhur Rohmah

Once upon a time, there was a king and queen who lived in the golden castle with their beautiful daughter. One night, ugly ogre captured the beautiful princess and locked her in the dark tower. The king and queen promised to give a bag of gold to the knights that rescued the princess, but they can not rescued the princess. The dragon rescued the princess from the tower and flew to the castle...and king and queen were so happy and give the dragon a bag of gold, and happy ending, Thankyou.

6. My name is Dina Arifina

Once upon a time there was a king and queen who live in golden castle with their beautiful daughter. One night, the ugly ogre captured the Princess and locked her up in the dark tower. The king and queen promised to give a bag of gold to the knights that rescued the princess...but they can not rescue the princess. The dragon rescue

the princess from the tower flew to the castle. The king and queen were so happy to see the princess. They gave a bag of gold to the dragon. They all lived happily ever after.

7. My name is Muh Irfani

Once upon a time, there was a king and queen who lived in a golden castle with their beautiful daughter. One night, an ugly ogre took the beautiful princess. One night, the king and queen were very sad...they promised...what happened then, all knights in the land wanted to rescue the princess. Finally...the dragon ate a bag of gold. The dragon and the princess were happy.

8. My name is Yanuar Ma'arif

Once upon a time, there was a king and queen who lived in the golden castle with their beautiful daughter. One night, an ugly ogre took the beautiful princess...the king and queen were very sad. They promised, the dragon flew down to the tower to take a breath. They lived happily ever after.

## Appendix 5

**STUDENTS NARRATIVE SCORES IN THE THREE CYCLES**

<b>No</b>	<b>Name</b>	<b>Pre cycle</b>	<b>First cycle</b>	<b>Second cycle</b>
1	Alfizatul Sa'diyah	70	80	70
2	Amalia Fatma Dewi	60	70	80
3	Andi Fandiyanto	55	75	70
4	Devi Rismawanti	50	70	85
5	Dina Arifina	75	75	90
6	Edha Nuzulul Hikmah	70	75	70
7	Efi Ariska	70	75	70
8	Eva Erna Yuliana	60	70	70
9	Farkhatus Solichah	65	70	90
10	Fatkhur Rohmah	75	80	90
11	Imam Sugondo	55	60	70
12	Karenina Anggraeni	60	75	70
13	Kholisnawati	70	70	85
14	Lailatul Karimah	60	70	75
15	M. Sakhowi	50	60	70
16	M. Ulin Nuha	50	60	70
17	Moh. Faiqul Fazarudin	50	60	70
18	Muhammad Ishaq Sugiono	55	65	70
19	Mukhamad Irfani	50	60	70
20	Puji Astuti	75	75	85
21	Rizka Khanifa	70	75	70
22	Safira Mahrusotul A	65	70	70
23	Siti Muamanah	60	70	70
24	Siti Mustaqimah	65	70	75
25	Solihan	65	70	70
26	Yanuar Ma'arif	50	70	70
27	Yayuk Fitriyani	75	75	90
28	Futuiyah	75	75	70
	<b>TOTAL</b>	<b>1750</b>	<b>1970</b>	<b>2105</b>
	<b>AVERAGE</b>	<b>62.5</b>	<b>70.36</b>	<b>75.18</b>

Appendix 8

**Student Worksheet 1**

**Name** :

**Class / No.** :

**( I. Pre-performance test )**

**Listen and pay attention when I play a short film about The Princess and the Dragon. After it finish, answer the following questions:**

1. When did the story take place?
2. Who were the main characters of the film?
3. What did happen to the princess?
4. Where did the ugly ogre lock the princess?
5. Who helped the princess rescue from the dark tower?
6. How was the ending? Happy or sad?
7. What is the moral value of the story?

**( II. Performance test )**

**Please retell The Princess and the Dragon film using your own words!**

Guidance:

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

(What happened first?)

.....

(What happened next?)

.....

(What happened then?)

.....

(Finally?)

.....

Appendix 9  
Students Worksheet 2

Name :  
Class / No. :

**( I. Pre-performance test )**

**Listen and pay attention when I play a short film about The Princess and the Dragon. After it finish, answer the following questions:**

1. Where did the story take place?
2. What will the king and queen give to knight who rescue the princess?
3. What did the ugly ogre do when he saw the knights?
4. What did the Dragon do to blow ogre far away over the mountain and into the ocean?
5. They flew high in the sky. What does the underline word refers to?
6. What did the dragon say to princess before put the princess in his back?
7. Why were the king and queen so happy?

**( II. Performance test )**

**Please retell The Princess and the Dragon film using your own words!**

Guidance:

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

(What happened first?)

.....

(What happened next?)

.....

(What happened then?)

.....

(Finally?)

.....



Name : Alfiyah Sadiyah  
Class/No. : VIII A / 2

( I. Pre-performance test )

Listen and pay attention when I play a short film about The Princess and the Dragon.

After it finish, answer the following questions:

1. When did the story take place? once upon a time ✓
2. Who were the main characters of the film? - Princess, - dragon, - ugly ogre  
- King, - knights
3. What did happen to the princess? the ugly ogre lock the princess
4. Where did the ugly ogre lock the princess? dark tower ✓
5. Who helped the princess rescue from the dark tower? dragon ✓
6. How was the ending? Happy or sad? HAPPY ending ✓
7. What is the moral value of the story? to be kind person ✓

( II. Performance test )

Please retell The Princess and the Dragon film using your own words!

Guidance:

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

60  
30  
80

2

(What happened first?) one night an ugly ogre capture the the beautiful princess and locked her up in his dark tower

(What happened next?) The king and queen were very sad they promised to give a bag of gold to the knight that rescued the princess

(What happened then?) the dragon rescue the princess and they flew to the castle

(Finally?)  
Happy ending



70

Name : Amalia Fatmala Dewi  
Class/No. : VIII A / 03

( I. Pre-performance test )

Listen and pay attention when I play a short film about The Princess and the Dragon.

After it finish, answer the following questions:

1. When did the story take place? *once upon a time*
2. Who were the main characters of the film? *- princess, - dragon, - ogre lock*  
*- king, - knights*
3. What did happen to the princess? *the ugly ogre the princess*
4. Where did the ugly ogre lock the princess? *dark tower*
5. Who helped the princess rescue from the dark tower? *dragon*
6. How was the ending? Happy or sad? *Happy ending*
7. What is the moral value of the story? *to be kind person*

( II. Performance test )

Please retell The Princess and the Dragon film using your own words!

Guidance:

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

(What happened first?) *one night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower.*

(What happened next?) *The king and queen were very sad, They promised to give a bag of gold to the knight that rescued the princess.*

(What happened then?) *The dragon rescue the princess, and they flew to the castle*

(Finally?)

*Happy ending*

70

Name : DEVI RISMAYANTI  
Class/No. : VIII A / 5

### ( I. Pre-performance test )

Listen and pay attention when I play a short film about The Princess and the Dragon.

After it finish, answer the following questions:

1. When did the story take place? *morning, afternoon, night*
2. Who were the main characters of the film? *king, princess, dragon, queen, knight, ugly ogre*
3. What did happen to the princess? *princess lock in the dark tower by ugly ogre*
4. Where did the ugly ogre lock the princess? *dark tower*
5. Who helped the princess rescue from the dark tower? *dragon*
6. How was the ending? Happy or sad? *happy ending*
7. What is the moral value of the story? *to be kind person*

### ( II. Performance test )

Please retell The Princess and the Dragon film using your own words!

Guidance:

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter. 2

*40  
20  
70*

(What happened first?) *one night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower*

(What happened next?) *The king and queen were very sad they promised to give a bag of gold the knight that rescued the princess the ugly ogre reacted with anger when saw the knight's his road was so scary that the rode away as fast the could*

(What happened then?) *the dragon rescue the princess and they flew to the castle the king and queen were so happy to see the princess they gave the dragon the bag of gold they all lived happily ever after*

(Finally?)

*the dragon and the princess flew to the castle the king and queen were so happy to see the princess they gave the dragon the bag of gold they all lived happily ever after { Happy ending }*



Name : Devi Rismawanti  
 Class / No. : VIII-1 / 5

( I. Pre-performance test )

Listen and pay attention when I play a short film about The Princess and the Dragon.

After it finish, answer the following questions:

1. Where did the story take place? *drak tower*
2. What will the king and queen give to knight who rescue the princess? *a bag of gold*
3. What did the ugly ogre do when he saw the knights? *the scary the knights*
4. What did the Dragon do to blow ogre far away over the mountain and into the ocean? *Fiery breath*
5. They flew high in the sky. What does the underline word refers to? *dragon and princess*
6. What did the dragon say to princess before put the princess in his back?  
*I want to the rescue the princess*
7. Why were the king and queen so happy? *because the king and queen were so happy to were the princess they gave the dragon the bag of gold the all saved happily ever after*

( II. Performance test )

Please retell The Princess and the Dragon film using your own words!

Guidance:

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

*50*  
*35*  
*85*

*21*

(What happened first?) *the princess an cocker herp in his tall drak tower. the king and queen were very sad. they promised to give a bag of gold to the knight that rescue the princess. all the knights in the land wanted to rescue the princess*

(What happened next?) *All the knights in the land wanted to rescue the princess. they rode to the tower as fast as they could.*

(What happened then?) *The dragon flew down to the tower. fear a big fiery breath and blew the ogre far away over the mountain and into the ocean.*

(Finally?) *happy ending*

90

Name : Dina Arifina  
Class / No. : VIII . A / 6

( I. Pre-performance test )

Listen and pay attention when I play a short film about The Princess and the Dragon.

After it finish, answer the following questions:

1. Where did the story take place? *in dark tower and castle.*
2. What will the king and queen give to knight who rescue the princess? *a bag of gold.*
3. What did the ugly ogre do when he saw the knights? *The ugly ogre roared with anger.*
4. What did the Dragon do to blow ogre far away over the mountain and into the ocean? *took a big fiery breath and blew the ogre far away over the mountain.*
5. They flew high in the sky. What does the underline word refers to? *The dragon and princess*
6. What did the dragon say to princess before put the princess in his back? *I want rescue the princess.*
7. Why were the king and queen so happy? *because they to see the princess.*

( II. Performance test )

Please retell The Princess and the Dragon film using your own words!

Guidance:

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

60  
30  
90

(What happened first?) *ugly ogre captured the beautiful princess and locked her up in his tall, dark tower.*

(What happened next?) *The king and queen promised to give a bag of gold to the knight that rescued the princess, but failed.*

(What happened then?) *one day a friendly dragon was flying over the ogre's tower when he heard the princess cry for help. The dragon flew down to the tower took a big fiery breath and blew the ogre far away over the mountain.*

(Finally?) *They flew over the tower and the castle, over the mountains and caves. The dragon and the princess flew to the castle. The king and queen were so happy they gave the dragon the bag of gold. They all lived happily ever after.*

## **THE KEY ANSWERS OF THE FIRST CYCLE**

### **( I. Pre-performance test )**

1. Once upon a time
2. The princess and the dragon
3. The ugly ogre captured the beautiful princess and locked her up in his tall, dark tower.
4. In the dark tower.
5. The dragon.
6. Happy ending
7. - Honesty makes our life happy.  
- Always be careful.  
- Good attitudes will bring the goodness, bad attitudes will bring the badness.

### **( II. Performance test )**

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

One night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower. The King and Queen were very sad. They promised to give a bag of gold to the knight that rescued the Princess. All the knights rode to the tower as fast as they could. The ugly ogre roared with anger when he saw the knights. His roar was so scary that they rode away as fast as they could.

One day a friendly dragon was flying over the ogre's tower when he heard the princess cry for help. The Dragon flew down to the tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean.

The dragon rescues the princess from the tower and gently put her on his strong back. They flew high in the sky. They flew over the tower and the castle, over the mountains and caves, and out toward the deep blue ocean. The dragon and princess flew to the castle. The king and queen were so happy to see the princess they gave the dragon the bag of gold. They all lived happily ever after.

## **THE KEY ANSWERS OF THE SECOND CYCLE**

### **( I. Pre-performance test )**

1. Golden castle.
2. A bag of gold.
3. The ugly ogre roared with anger.
4. The Dragon took a big fiery breath.
5. The dragon and the princess.
6. Come with me, princess, don't be scared!
7. Because they saw the princess again.

### **( II. Performance test )**

Once upon a time there was a king and queen who lived in golden castle with their beautiful daughter.

One night an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower. The King and Queen were very sad. They promised to give a bag of gold to the knight that rescued the Princess. All the knights rode to the tower as fast as they could. The ugly ogre roared with anger when he saw the knights. His roar was so scary that they rode away as fast as they could.

One day a friendly dragon was flying over the ogre's tower when he heard the princess cry for help. The Dragon flew down to the tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean.

The dragon rescues the princess from the tower and gently put her on his strong back. They flew high in the sky. They flew over the

tower and the castle, over the mountains and caves, and out toward the deep blue ocean. The dragon and princess flew to the castle. The king and queen were so happy to see the princess they gave the dragon the bag of gold. They all lived happily ever after.



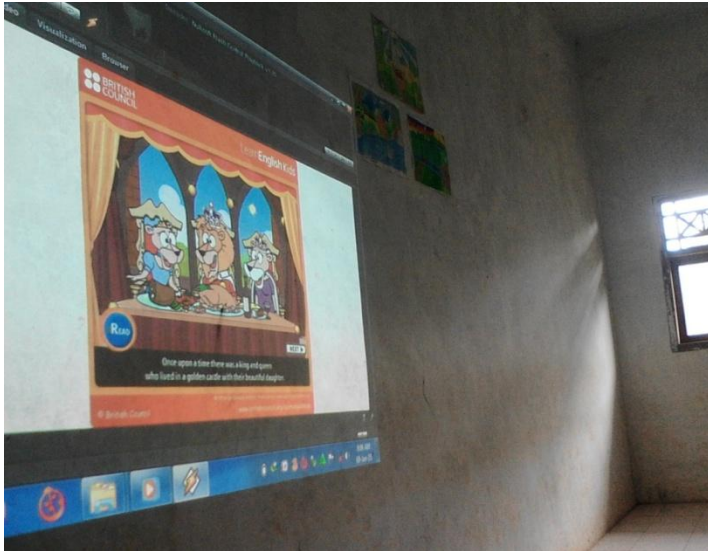
Appendix 11

**DOCUMENTATION**

**Documentation of Pre-Cycle**



## Documentation of First-Cycle



## Documentation of Second-Cycle





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGRI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang 50185  
Telp. 7601295 Fax. 7615387

Nomor : In.06.3/DI/TL.00./5053 /2014 Semarang, 29 September 2014  
Lamp : Proposal  
Hal : **Mohon Izin Riset**  
A.n. : Suci Rohmini  
NIM : 113411129

Kepada Yth.  
Kepala MTs Al Ishlah Pageruyung  
Di Kendal

Assalamu'alaikumwr.wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Suci Rohmini  
NIM : 13411129  
Alamat : Wadas Rt 008 Rw 001-Wadas- Plantungan- Kendal  
Judul Skripsi : IMPROVING STUDENTS' NARRATIVE SPEAKING ABILITY THROUGH THE PRINCESS AND THE DRAGON FILM ( AClassroom Action Research at Eighth Grade of MTs Al Ishlah Pageruyung Kendal In Academic Year 2014/2015)  
Pembimbing : Daviq Rizal, M.Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 2 bulan , pada tanggal 13 Oktober 2014 sampai dengan tanggal 13 Desember 2014.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.  
Wassalamu'alaikumwr.wb.



Tembusan:  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo Semarang



YAYASAN PENDIDIKAN AGAMA ISLAM AL ISHLAH KEC. PAGERUYUNG

Akte Notaris : Ahmad Nasir SH No : C – 624. HT.03.01 – TH 1999

## **MADRASAH TSANAWIYAH (MTs)“ AL ISHLAH “**

Alamat : Desa Getasblawong Kec. Pageruyung Telp 081578730834 Kab. Kendal Kode Pos 51361

### **SURAT KETERANGAN**

Nomor :084/A.MTs/IV/2014

Yang bertandatangan dibawah ini kepala Madrasah Tsanawiyah Al Ishlah Pageruyung Kendal, menerangkan dengan sesungguhnya, bahwa :

Nama : Suci Rohmini  
NIM : 113411129  
Jurusan : Tadris Bahasa Inggris  
Tempat Tanggal Lahir : Kendal, 25 Oktober 1982  
Alamat : Wadas – Plantungan – Kendal

Telah mengadakan penelitian untuk penyusunan Skripsi dari tanggal 13 Oktober 2014 sampai dengan tanggal 13 Desember 2014 di MTs Al Ishlah Pageruyung Kendal.

Demikian surat keterangan ini kami buat, untuk digunakan sebagaimana mestinya.

Pageruyung, 13 Desember 2014  
Kepala Madrasah,





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI WALISONGO  
LEMBAGA PENELITIAN DAN PENGABDIAN  
KEPADA MASYARAKAT (LP2M)

K. Walisongo No. 2-2 Semarang 50183 telp/fax: (024) 7619921 email: [lp2m.walisongo@iain-walisongo.com](mailto:lp2m.walisongo@iain-walisongo.com)

## PIAGAM

Nomor : In.06.0/L.1/PP.06/1171/2014

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Institut Agama Islam Negeri (IAIN) Walisongo Semarang, menerangkan bahwa:

Nama : **Suci Rohmini**

NIM : **113411129**

Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-63 tahun 2014 di MA NU 05 Sunan Katong Kendal dengan nilai :

85 ( 4,0 / A )

Semarang, 18 Desember 2014  
A.a. Rektor,  
Kampus

  
Dr. H. Sholihun, M. Ag.  
NIP. 196205054 199403 1 004

## BIOGRAPHY

Name : Suci Rohmini  
Date of Birth : Kendal, 25 Oktober 1982  
Student Number : 113411129  
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### Academic Background:

1. SD N Bendosari 03 Plantungan
2. SLTP N 2 Plantungan
3. MA N Kendal
4. LP3i Politeknik Bandung (D1)
5. STADs ASMI Jakarta (D3)
6. Fakultas Tarbiyah UIN Walisongo Semarang

Semarang, March, 13<sup>rd</sup> 2015

The reseacher,



**Suci Rohmini**

SN: 113411129