IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXT BY USING DIGITAL STORY

(A Classroom Action Research at the Tenth Grade of MA NU 08 Pageruyung Kendal in the Academic Year of 2015/2016)

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of
Bachelor of Education in English language Education

By
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EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2016

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certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinion or finding included in the thesis are quoted or cited in accordance with athical standards.

Semarang, 6th June 2016
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To
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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:

Title : **Improving Students' Ability in Writing Narrative Text by Using Digital Story (A Classroom Action Research at the Tenth Grade of MA NU 08 Pageruyung-Kendal in the Academic Year of 2015/2016)**

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Wassalamu'alaikum. wr. wb.

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ABSTRACT

Title	: **IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXT BY USING DIGITAL STORY (A Classroom Action Research at the Tenth Grade of MA NU 08 Pageruyung-Kendal in the Academic Year of 2015/2016)**
Writer	: Novi.A
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Keywords	: **Writing, Narrative Text, Digital Story**

The background of this research was based on the observation which had been done by the researcher with the English teacher of MA NU 08 Pageruyung Kendal. The English teacher explained that the students of the tenth grade had problem in writing especially in Narrative Text. It could be seen from the students' score that it's still below from the minimum standard score (KKM). Its caused the students had no motivation, discourage easily and bored. This condition made students had difficulties in learning English, especially in learning writing skill. Besides that, the teacher used monotonous method in teaching learning process and didn't try to use other way which was more fun and interested such as using a variated media. Digital Story is one of media which can be used to teach writing Narrative Text. By using media, it could make the students more enthusiastic in learning writing in order to make them easier to compose a good Narrative text. This research had purposes to answer the research question: (1) To describe the students' activeness during learning process by using Digital Story to improve students' ability in writing Narrative Text (2) To describe the improvement of students' ability in writing Narrative Text after being taught using Digital Story. This research was a Classroom Action Research (CAR) done through two cycles. The participant of the research was the tenth grade students of MA NU 08 Pageruyung Kendal in the Academic Year of 2015/2016. The data were obtained by observation, test, and documentation. The result of this research showed that the students' mean score in preliminary research is 61.425, the students' mean score

in cycle 1 73.55 and the students' mean score in cycle 2 is 82.70 and all of students were success in achieving minimum standard score (KKM). Besides it, the students can understand the material and compose a better Narrative Text. The result of this research can be used as reference to the English teacher and the next researchers in order to improve students' ability in writing Narrative Text. This research has found out the improvement of students' ability in writing Narrative Text after being taught by using Digital Story at the tenth grade students of MA NU 08 Pageruyung Kendal.

MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝

(الإنشراح: ٥-٦)[1]

"So, verily, with every difficulty, there is relief. Verily, with every difficulty there is relief."[2]

---

[1] Kementrian Agama RI, *Syaamil Al-Qur'an Miracle the Reference*, p.596.

[2] Abdullah Yusuf Ali, *the Holy Quran (Koran),* p. 320.

DEDICATION

No writing project of mine reaches fruition without the patience and support of my family, my teachers, my friends, and whom I am indebted and from whom I receive energy and sustenance. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. My beloved parents; Ibu Rubiati, Bapak Tukijan (Alm.), and Bapak Waryadi.
2. My Grandma, Rebi Marmat
3. My Closest Partner, Yonathan Andika Pelealu, S.E.
4. Our Mother, Ibu Kartini, S.E.

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Ni'mah, Ikha Maslikhah and Tyas Suci Amirotul. Nothing I would say to them because of closely resemble of warmth, comfort and optimism that they have provided me.

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11. All of my friends in English Department of Teacher Traning and Education Faculty (FITK) 2011 that named TBI 2011. Sorry, the author cannot mention one by one, you all are great friends. Thanks for supporting me approximately four years in my undergraduate study.

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Finally, the researcher always expects that this research may be helpful for all. Aamiin.

Semarang, 6th June 2016
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CHAPTER 1
INTRODUCTION

A. Background of The Research

The presence of language is one of the signs of Allah as a creator. The principles of verses of the Qur'an about the importance of language can be understood from the analysis of Divine relation, especially in the part of education which is received by Prophet Muhammad SAW and stated in Qur'an Surah Ar-Rumm in verse 22:

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَـَٔايَـٰتٍ لِّلْعَـٰلِمِينَ ۝

"And among his signs is the creation of heavens and earth, and the variation in your languages and your colors: verily in that are signs for those who know."[1]

English language as the first foreign language in Indonesia and became the International language, make it very important to be learned and mastered by everyone. As an international communication tool, English has commonly used by the vast number of people in various aspects of life such as in culture, economics, business, politics and the development of science and technology is also mostly transferred through English as its medium.

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[1] A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary,* (USA: Amana Corp, 1983), p.1056.

English is considered as one of the most important subjects to be taught in school, principally because reading, writing, speaking, and listening are needed to a greater or lesser degree in every other school subject, and for adult life. The history of English is simply a history of constant change. Inevitably, this is not only to makes teaching to be a special kind of challenge, but it also imbues the subject with energy and excitement. All subjects have their debates and passions but English seems to have the most, and they are very often unusually public and attract plenty of media attention. [2]

The writing skill is complex, there are from the grammar mastery, the choice of appropriate words, sentences order and finding the ideas to write. Writing skill sometime difficult to teach, requiring the mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.[3]

The importance of writing can be seen from the fact that Students write papers and answer questions in tests, scientists write reports on their work, teachers write evaluations of their students, people make lists to remember what they must do, some of us keep diaries to remember what we have done, salesman

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[2] Andrew Goodwyn and Jane Branson, *Teaching English: A Handbook for Primary and Secondary School Teachers* (London and New York : Routledge Taylor and Francis Group, 2005), p.1

[3] J. B. Heaton, *Writing English Language Tests*, (England: Longman Group Uk Limited,1988), p.135

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write messages from the field to the office, and we write notes and letters to keep in touch with relatives friends. There are practical reasons for writing.[4]

From these main difficulties, teaching learning English at school should develop language practice on writing skill. Writing skill is very important because to master English language, people should master in producing text both spoken and written form. Writing has always become part of the syllabus in the teaching of English. Writing skill will help the students to master the other skills. When students are afraid and shy to express their ideas in speaking, they can tell what they want to say by writing it down on a paper in order to express their thought and their feeling.

Based on the result of the interview with English teacher of MA NU 08 Pageruyung, she explained that students in MA NU 08 Pageruyung had problem in writing especially in Narrative Text. It could be seen from the students' score that was still below from the minimum standard score (KKM) with the average score was 61.425 for the minimum standard score (KKM) 75, the complete list can be found in the appendix. They make errors in both organization of ideas and language use. It is caused by the fact that writing in English is different from Indonesia. In writing English, students have to recognize the structure, understand the word's writing and the meaning that based on its spelling and

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[4] Donald Hall, *Writing Well,* (USA: Little, Brown and company, 1982), 4th Ed., p. 1

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pronunciation and it has practice to be able to write well. Whereas in writing Indonesia is more simple, it has more little structure than English and the suitability between the word's writing with its spelling and pronunciation.

The problems were the students have no motivation, discouraged easily, bored and difficult to understand the material. It is caused by the monotonous methods that the teacher used in the teaching learning process. Of course, this situation can cause boredom. The teacher only gave the material with classical or conventional method like giving more explanation in front of class and just giving more questions. The teacher didn't try to use other way in teaching learning process which is more fun and interested such as using a variated media. Thus, students have less attention and because they became passive students and the worst result is stagnant skill without improvement.

The reasons of learning are to change students' intellectuality, morality and societal attitude. To reach the reason, the students interact with circle of learn that arranged by teacher in the learning process. There are two aspects in learning methodology such as; learning method and learning media as tools to help students in learning process. While, judgment is tool to measure or determine standard of achievement on the reason of learning.[5]

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[5] Nana Sudjana, Ahmad Riyai, *Media Pengajaran*, (Bandung: Cv Sinar Baru, 1991),p.1

The use of appropriate learning media in teaching learning process can influence the students' achievement in learning language, especially writing skill in English. It is appropriate with Nana Sudjanas' said "Learning media" in learning process gives advantages to make learning more attractive, material of learning more clearly, learning methods more have variation"[6] In addition, According Hamalik cited by Azhar Arsyad "States that the use of media in learning process will be able to arouse desirability and proclivity arouse motivation and stimulation to study and even carry out the influences of psychology to the students."[7]

In this Era, using technology cannot be separated from daily activity. So many aspects of live need technology especially in teaching and learning process. Technology can help teacher and be facilitate in transferring knowledge to the student. The Development of technology gives many ease and available to create many ways to teach English.

The technology to produce professional-quality work is now accessible to students. Digital story creation has the potential to motivate and engage students, and to demonstrate to them the complexity of project management and the importance of audience. These activities help them develop and hone skill sets they may need in their future workplaces. Digital story, in its

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[6] Nana Sudjana, Ahmad Riyai, *Media Pengajaran*, (Bandung: Cv Sinar Baru, 1991),p.2

[7] Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada,2009), p.15

numerous forms and genres, is a good fit for today's classrooms. It is well worth the extra effort to learn it and incorporate it into your teaching.[8]

Digital story is now practiced around the world in increasingly diverse contexts, from cultural institutions and community development programs to screen innovation and commercial applications. It represents something of a social movement. It also occupies a unique place in consumer generated media.[9]

The use of Technology and Digital is expected to be thorough from the city until in the corner, in order the ease in accessing the knowledge can be uneven. But reality, using technology in teaching learning process in MA NU 08 Pageruyung is still rarely done.

Based on the fact above, the researcher conducted a Classroom Action Research on writing Narrative Text using Digital Story in order to solve the students' problems. In this case, the researcher conducted a Classroom Action Research entitled: "Improving Students' Ability in Writing Narrative Text by Using Digital Story (A Classroom Action Research at the Tenth Grade Students of MA NU 08 Pageruyung Kendal in the Academic Year of 2015/2016)"

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[8] Midge Frazel, *Digital Storytelling guide for educators*, (USA: International Society for Technology in Education,2010),p.11

[9]John Hartley and Kelly McWilliam, *Story Circle Digital Story Around the World,* (Singapore:Wiley-blackwell,2009)p.4

B. Questions of The Research

The research has two questions, they are:

1. How is the students' activeness during learning process by using Digital Story to improve students' ability in writing Narrative Text at the tenth grade of MA NU 08 Pageruyung Kendal in the academic year of 2015/2016?

2. How is the improvement of students' ability in writing Narrative Text after being taught using Digital Story at the tenth grade of MA NU 08 Pageruyung Kendal in the academic year of 2015/2016?

C. Objectives of The Research

The objectives of the research are as follows:

1. To describe the students' activeness during learning process by using Digital Story to improve students' ability in writing Narrative Text at the tenth grade of MA NU 08 Pageruyung Kendal in academic year of 2015/2016.

2. To describe the improvement of students' ability in writing Narrative Text after being taught using Digital Story at the tenth grade of MA NU 08 Pageruyung Kendal in academic year of 2015/2016.

D. Pedagogical Significance

This research can be useful and contribute to:

1. The teachers

   To help teacher in teaching learning process and provide the active, creative, effective, and innovative learning especially in teaching Narrative Text.

2. The students

   a. To improve students' writing skill especially on Narrative Text.

   b. To improve students' attention.

   c. To build students' activeness

3. The school

   The school made a policy to improve English skill of the students, based on the result of this research.

4. The readers

   By reading this research, the readers can get any other ways in teaching writing skill especially in Narrative Text using Digital Story.

5. The researcher

   By doing this research, the researcher gets some experiences and knowledge and it can be useful in the future.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Literature Review

1. Writing

a. Defition of Writing

Writing is one of the ways to express things in our mind, feeling, ideas or thought. According to Marianne Celce and Murcia "Writing is a production of the written word that results in a text but the text must be read and comprehended in order for communication to take place."[1]

Writing is a complex socio cognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen.[2]

According to Meyers, "Writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing."[3]

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[1] Marianne Celce and Murcia Elite Olshtain, *discourse and context in language teaching,* (USA: Cambridge University Press, 2000), p. 142

[2] John M. Swales and Cristine B. feak, *Academic Writing graduate students*, USA: The University of Michigan, 1994, p.34

[3] Alan Meyers, *Gateways Academic Writing*, *Effective Sentence, Paragraph, and Essays* (Longman:2005) p. 2

Writing is an activity used to a wide variety of purposes. It is produce in many different forms. Writing process is the stages a writer goes through in order to produce something in its final written form. The process may be affected by the content (subject matter) of the writing, the type of writing, and medium.[4]

Anais Nin said that "We write to heighten our awareness in life. we write to taste more of our lives, in a memory and in a back memories. we write that we are able to achieve a more meaningful life, to achieve what is behind it, to teach us how to talk with others."[5]

O'Malley and Pierce add that writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.[6] So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions.

From above definition, the researcher concluded that writing is a way to produce language that comes from our thought. By writing, we can share our idea, feeling or

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[4] Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), p.3

[5] Manshur, Faiz, *Genius Menulis: Penerang Batin Para Penulis*, (Bandung: Nuansa, 2012), p. 58.

[6] O'Malley, J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners. Practical Approaches for Teachers*, (Great Britain: Longman, 1996), p. 136.

anything that exist in our mind. It is also a process that what we write is influenced by the constraints of genre and has to be present in learning activities. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, using discourse markers and rhetorical conventions cohesively, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

b. **Process of Writing**

Writing is a process and that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. According to Anthony Seow cited by Jack C. Richard "Writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing."[7]

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[7] Jack C. Richards, *Methodology in Language Teaching,* (USA: Cambridge University Press), p. 315-318
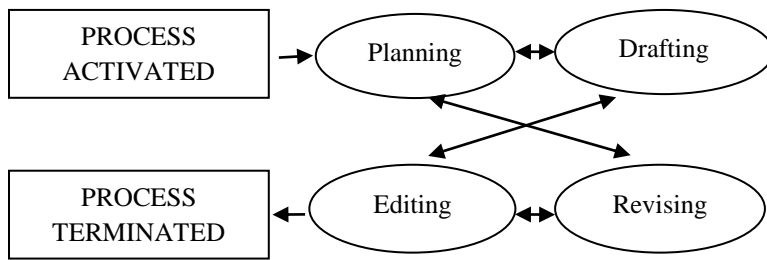
Figure. 2.1 Writing Process

1) Planning (Pre-Writing)

Pre-Writing is any activity in the classroom that encourages students to write. It moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. When planning, writers have to think about three main issues, there are:

a) They have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.

b) Experienced writer think of the audience they are writing for, since this will influence not only the shape of the writing but also the choice of language.

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c) Writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

At drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. This first 'go' at a text is often done on the assumption that it will be amended later.

3) Revising

In revising process Students re-examine what was written to see how effectively they have communicated their meanings to the reader. Revising is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader. To ensure that rewriting does not mean recopying. Students should collect and keep the draft and rewrite. Another activity for revising, students work in pairs to read aloud each other's drafts before they revise.

4) Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their

peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stage.

We have to know the step of writing before we start to write, each step has the different purpose. The researcher concluded that writing is an activity of developing ideas and feelings to produce an arrangement sentence.

c. Types of Writing

Finnochiaro states that naturally the type of writing system (alphabet, picture) which exist in native language is an important factor in determining to easy of speech which student learn to write.[8]

There are two types of writing:

1) Practical of factual writing

This type deals with facts. We can find it in writing of letter or summaries.

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[8] Finnochiaro, Marry, *English as a Second Language: From Theory to Practice*, (New York:Regents Publishing Company, Inc, 1974), p, 85.

2) Creative of imaginary writing

This type usually exists in literature, such as: novel, romance, and science fiction. [9]

When students learn to write something, the teachers have to tell their students about types of writing in order to make their writing skill better in the future.

d. The Requirement of Good Writing

Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English.[10] Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas. Westwood said that "Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psychomotor processes".[11] Writer adds that writing is difficult to be learnt. It includes many aspect of skill in understanding it.

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[9] Finnochiaro, Marry,"English as a Second...", p.86.

[10] Jeremy Harmer, *How to Teach Writing*, (Malaysia: Pearson Education Limited, 2004), p. 31.

[11] Alma Prima Nurlaila, "The Use of Mind Mapping Technique in Writing Descriptive Text", *Thesis* (Jakarta: Journal English Education Study Program of Indonesia University of Education, 2013), p.9.

There are five general components or main areas that are necessary for good writing:

1) Language use, its means the ability to write correct and appropriate sentences.

2) Mechanical skill, it's means the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling.

3) Treatment of content, it's means the ability to think creatively and develop thoughts, excluding all irrelevant information.

4) Stylistic skill its means the ability to manipulate sentences and paragraphs, and use language effectively.

5) Judgment Skills it's means the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.[12]

Every those skills are very important to be mastered by the students to write a good paragraphs. The fifth skills are be able to be mastered by the students more practice continuously.

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[12]J. B. Heaton, *Writing English Language Tests*, (England: Longman Group Uk Limited,1988), p.135

2. Genre

a. Definition of Genre

Genre is a category used to classify discourse and literary works, usually by form, technique, or content. In other hand, genre can be defined as a culturally specific text type which results from using language (written or spoken) to (help) accomplish something.[13]

Harmer states that Genre is a type of writing which members of discourse community would instantly recognize for what is was.[14]

b. Kinds of Genre

The term "genre" is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose.

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.[15] According to Gerrot and

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[13] L. Gerrot and P. Wignell, *Making Sense of Functional Grammar*, (Sidney: Antepodean Educational Enterprises,1995), p.17

[14] E-book: Harmer, Jeremy, "How To Teach...", p.113.

[15] Ken Hyland, *Genre and Second Language Writing,* (The United State of America: The University of Michigan Press, 2004), p.4.

Wignell, there are many kinds of genres (text type). They are:[16]

1) Spoof

   It is kind of genre that has social function to retell an event a humoroust twist.

2) Recount

   It is kind of genre that has social function to retell event for the purpose of informing or entertaining.

3) Report

   It is kind of genre that has social function to describe the way things are with reference to range of natural man-made and social phenomena in our environment.

4) Analytical Exposition

   It is kind of genre that has social function to persuade the reader or listener that something in the case.

5) Hortatory Exposition

   It is kind of genre that has social function to persuade the reader or listener that something should not be the case.

6) Anecdote

   It is kind of genre that has social function to share with others or listener an account of an unusual or amusing incident.

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[16] L. Gerrot and P. Wignell, *Making Sense of Functional Grammar*, p.192-217

7) Description

It is kind of genre that has social function to describe a particular person, place, or thing.

8) Explanation

It is kind of genre that has social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

9) Review

It is kind of genre that has social function to critique an art worl or event for a public audience.

10) Discussion

It is kind of genre that has social function to present (at least) two points of view about an issue.

11) Procedure

It is kind of genre that has social function to describe how something is accomplished through a sequence of actions or steps.

12) News Item

It is kind of genre that has social function to inform the reader, events of the day which are considered newsworthy or important.

13) Narrative

It is kind of genre that has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. It is deals with

problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

Every genre has characteristics such as objective, structure of the text and linguistic characteristic. By the study kinds of genre, the students are expected to be able to communicate whether their spoken or write after they graduate from the junior high school.

3. **Narrative Text**

   a. **Definition of Narrative Text**

   Narrative Text is one of genre which tell about story. Most of students love story especially Narrative exts. They can find many kinds of Narrative Texts those are interesting to learn, such as mysteries, fictions, romances, horror, fables stories, etc.

   According to Celce and Murcia, Narrative is structured round the chronological development of events and is contered on a person or hero. Consequently, " a Narrative is usually personalized or individualized tells about the events related to the person or persons involved."[17]

   Mark Anderson and Kathy Anderson stated that Narrative are usually told by a story teller.[18] To make it

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   [17] M. Celce Murcia Elite Olstain, *Discourse and Context in Language Teaching,* (New York: Cambridge University Press, 2000), p. 151

   [18] Mark Anderson and Kathy Anderson, *Text Type in English*, (New York: Macilan, 1997), p. 2

interesting, a good story must have interesting content. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

From the definition above, the researcher concluded that Narrative Text is a story tells us about something interesting that has purpose to amuse and entertain the readers or viewers.

b. **Social Function of Narrative Text**

Knapp and Watkins (2005:220-221) stated that Narrative has social role as a medium for entertainment and changing social opinions and attitudes.[19] When reading Narrative Text from novel or short story, people tend to get the jollity. It means the aim of reading Narrative Text is to entertain their mind.

As the social changing attitude, Narrative Text is effective way to influence people mind. When children read, or told a story by parents, they tend to believe that all the characters and events in the story are agree with the reality. Narrative can be used as medium to modify children's attitude towards them. Here, the social function of Narrative Text takes indirectly evidence.

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[19] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing,* University of New South Wales Press Ltd, 2005, p. 220-221

c. Generic Structure of Narrative Text

Narrative has a structure, a shape or a pattern. It can be represented graphically in this way:

Climax

Rising Action

Falling Action

Orientation

Resolution
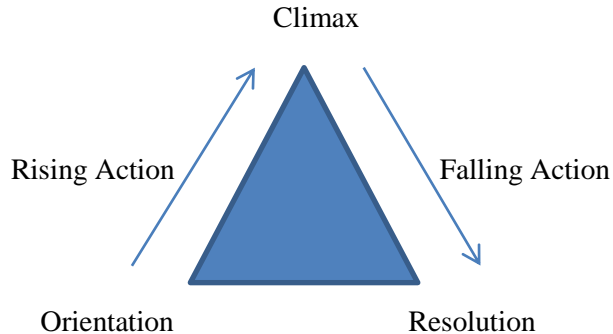
Figure 2.2. Generic Structure of Narrative Text

The picture above is called *Freight triangle.* It is consists of: The Orientation (established the characters and situation), Rising Action (series of complication leads to the climax), the Climax (critical moment), Falling Action (the moment away from the highest peak of excitement), and Resolution (the result or outcome).[20]

It is clearly explain that a Narrative has some aspects in building a story. In this way, a Narrative Text conveys the meaning of events. Because of Narrative Text is a story, thus it show in chronological order.

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[20] Intan Karolina, *Teaching Narrative Text in Improving Writing to Tenth Grade Students of SMA Negeri 1 Petarukan Pemalang,* 2201402513, UNNES: Semarang, 2006, p.27

d. Language Features of Narrative Text

Basically, there are some characteristics of Narrative Text. This feature makes Narrative different from other text. According to Knapp and Watkins the features are; use action verbs, use temporal connectives, written in the past tense, use mental verbs, use metaphoric verbs, use rhythm and repetition, and play with sentence structure.[21]

In contrast, Gerot and Wignell proposed six language features of Narrative Text, they are:

1) Focus on specific and usually individualized participant (E.g.: Po, Aladdin, Shifu).

2) Using relational processes and mental processes (E.g.: Tigress was Unhappy, everything was so weird).

3) Using temporal conjunctions and temporal circumstances (E.g.: A few years ago, sometimes, and once upon a time).

4) Using past tense (E.g.: lived, stayed, and was).

5) Using verbal processes (E.g.: said, told and promise).

6) Using material processes (E.g.: The bomb exploded).[22]

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[21] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing,* University of New South Wales Press Ltd, 2005, p. 222

[22] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,* Australia: Gerd Stabler, 1994, p.204

As what has been mentioned before, there are no significant differences among experts. Overall, from some points, the purpose of Narrative Text is to tell a story taken from personal experiences, using a chronological sequence of events. Narrative Text is a kind of text that consisting of series of events which is constructed in a chronological order. It presents an event ended with a revelation, insight, or lesson. It could be in the form of a funny story or even the serious one depended on writer's purpose in mind.

e. **Example of Narrative Text**

Table 2.1
Example of Narrative Text Title "Pinocchio"

Orientation	Once upon a time, there lived a poor man named Gepetto, a carpenter. He made puppets from pieces of wood. He called his favorite puppet "Pinocchio". Gepetto wished to be a father to a real boy. One right, a fairy who knew that Gepetto was a good man, cast a magic spell over Pinocchio. The next day, Gepetto awoke and he was very happy to find that Pinocchio could walk, sit, sing, talk, and run.
Complication	Poor Gepetto wanted to send Pinocchio to school. He sold his only coat for a spelling book. "Now you can go to school like a real boy!" said

Gepetto. On the way to school, Pinocchio stopped to watch a puppet show in the town. "Would you like to join my puppet show?" asked the evil puppet master.

Pinocchio happily agreed. He was locked inside the master's caravan. He was shocked why he was tied. He raised his protest to the master but he didn't hear him. The good fairy appeared and set him free. He promised not to repeat his mistake.

He continued his journey to the school. However, he met a fox who told him about Fun Island. Pinocchio sold his spelling book to buy a ticket to Fun Island. He didn't know that in Fun Island the little boy would be turned into donkey and asked to work hard. Pinocchio went with his school friends by ship. Pinocchio was very sad. He wished he hadn't looked like a silly donkey. Once more, the good fairy helped him and turned him into Pinocchio again.

Pinocchio wished Gepetto had been there with him. Suddenly, he saw Gepetto was in the middle of the sea to save him. Unfortunately, a big whale swallowed him with his boat. Pinocchio wanted to save Gepetto. He got closer to the whale in got into the whale's mouth. In the whale's stomach

	Pinocchio and Gepetto made a fire. It made the whale sneezing and threw them out. They both swam safely to the shore.
Resolution	They were both tired. They were laid down on the sand and felt asleep. When Gepetto awoke, Pinocchio had become a real boy. At last his dream came true. They lived happily ever after.

4. Media

a. Definition of Media

The word "Media" is derived from Latin that means "mediator".[23] In Arabic, media are (وسائل) intermediary or mediator message from sender to receiver message.[24]

Gerlach and Ely, as quoted by Azhar Arsyad say: "Media can be understood of man, materialistic, or an event that makes students are be able to obtain the knowledge, skill, or behavioral". It means that teachers, text books, and school environment are media.[25] Asnawir

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[23] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar,* (Jakarta: Rineka Cipta, 2010), p. 120

[24] Azhar Arsyad, *Media Pengajaran,* (Jakarta: PT Raja Grafindo Persada, 2000), p.3

[25] Azhar Arsyad, *Media Pengajaran,* (Jakarta: PT Raja Grafindo Persada, 2000), p.3

and Usman say that Media are things which can be manipulated, seen, heard, read, or spoken by the instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional program.[26]

From those definitions, if media are source of the study, it means that media as people, thing, or events which can give knowledge and skill to the students. In teaching learning process, media are very useful. Because it can help something abstract or unclear to be concrete while the teacher transfers the material to the students. By media, difficult material can be easy and can help the teachers if they can't transfer the material well. So, the students with media will be easier to understand the material than without.[27]

According those statements, media are very important in teaching learning process, especially English. By using media the teacher can reinforce and stimulate their students' motivation. Media make the material more understandable for the students. Moreover, the teacher can transfer the material effectively.

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[26] Asnawir and M. Basyaruddin Usman, *Media Pembeljaran,* (Jakarta: Ciputat Press, 2002), p. 11

[27] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar,* (Jakarta: Rineka Cipta, 2010), p. 120

b. Classification of Media

In teaching language, teacher needs media. Media can be used to transfer a message from the sender to the receiver effectively. Because it makes students can stimulate their attention in the teaching and learning process.

Nowadays, there are not only one or two medium but more than just those. According to Syaiful Bahri Djamarah, the classification can be seen from the types of media, covering powers, and objects making, as follow:

1) Types of Media

Media can be seen from types of media form. There are audio media, visual media, and audiovisual media, as follow:

a) Audio Media

Audio media are teaching media that is only related to our hearing. For example: radio, cassette recorder, or electronic transcription. Audio recording is related to the students' skill especially in listening. So, it is not suitable for deaf people.

b) Visual Media

Visual media are teaching media which is only related to sense of view. It is an image that conveys messages to the students through photo,

blackboard, picture, chart, which illustrate the real object or situation.

c) Audiovisual Media

It is a medium that can be seen and listened, like a film, video, or television. This media are better than audio and visual media, because audiovisual media contain both of those media. It is very important in teaching learning process, by seeing video students can analyze gestures, paralinguistic, and expression that help students to see beyond what they are listening and seeing.[28]

2) Covering Powers

In learning media can be seen from the covering power forms. There are media by broad covering power and all at once, media by definite covering power on space and time, media for individual teaching. Those will be explained as follow:

a) Media by broad covering power and all at once.

The use of this media is not only limited on space and time, but also can reach the number of

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[28] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar,* (Jakarta: Rineka Cipta, 2010), p. 124

students in the same time. For example: radio, television.

b) Media by definite covering power on space and time.

The use of media by definite covering power on space and time needs specific space and time. This media can't reach the number of students in the same time. For example: film, sound slide, etc.

c) Media for individual Teaching

The use of this media is only for individual. For example: program module and teaching by computer.[29]

3) Objects Making

Media can be seen from objects making form. There are simple media and complex media, as follow:

a) Simple Media

This media are easy to get and the price is cheap. The way of making this media are easy and the use of this media is not difficult. For an example is picture, or thing, etc.

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[29] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar,* (Jakarta: Rineka Cipta, 2010), p. 125

b) Complex Media

In this media, the basic of material is difficult to get and expensive. And the way of making this media is also difficult. It needs some skills. For an example is computer, etc.[30]

In this research, the researcher use complex media in teaching learning process.

In this globalization era, there are many improvements in every aspect include media based computer for education. According Hannafin and Peck (1998), the potential of computer in educations for increasing learning process effectively, as follow:

a) The interaction between students and materials directly.

b) Learning process can be used individually, so it depends on capability of students.

c) It can show the audiovisual to increase students to study be better.

d) It can gives feedback for students, response as soon as possible.

e) It can create learning process continuously.[31]

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[30] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar,* (Jakarta: Rineka Cipta, 2010), p. 126

[31] Hamzah B. Uno and Nina Lmatenggo, *Teknologi Komunikasi dan Informasi Pembelajaran* (Jakarta: PT Bumi Aksara, 2011), p.136-137

Nowadays, every school has computers as student facility. It is expected to help students to learn and understand the material well.

c. **Function of Media**

Media are very important in teaching and learning process. Media give motivation for students to be more interested in learning process. Students are able to understand the message better as materials are presented in a certain way. Media provide various kinds of teaching method and technique, so the students will not be difficult and bored to study the materials. They are not only listening to the teacher explanation but also doing some activities the media. Sometimes teachers do not concern it and still use monotonous methods. After wile, using media can stimulate the students mind, feeling, attention, so it creates good learning process.[32] Hopefully, students' achievement will increase significantly.

In this time, learning media has multi functions. According to Asnawir and M. Basyaruddin Usman, there are several functions of media as follow:[33]

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[32] Nana Sudjana and Ahmad Rivai, *Media Pengajaran,* (Bandung: Penerbit Sinar Baru Algesindo, 1997), p.2

[33] Asnawir and M. Basyaruddin Usman, *Media Pembeljaran,* (Jakarta: Ciputat Press, 2002), p. 24-25

1) Teaching by media can help students easier to understand the materials and the teachers easier to convey the material to the students.

2) Giving the real experience (something which abstract can be concrete).

3) Stimulating students' attention and does not make them bored.

4) Making the senses can be active, so the students will work well.

5) Attracting students to study the material better.

6) Arousing the world of theoretical with the reality.

Media provided various kinds of teaching method and technique, so learners attracted in teaching learning process and the students' achievement increased significantly. Media gave motivation for learners to be more involved in learning. Based on the explanation, the researcher concluded that media shows its function. Here, media can help the teacher to convey the message of materials well.

5. **Digital Story**

"Digital story" is a workshop-based practice in which people are taught to use digital media to create short audio-video stories, usually about their own lives. The idea is that this puts the universal human delight in Narrative and self-expression into the hands of everyone. It brings a timeless

form into the digital age, to give a voice to the myriad tales of everyday life as experienced by ordinary people in their own terms. Despite its use of the latest technologies, its purpose is simple and human.[34]

Digital story is a process that blends media to enrich and enhance the written or spoken word. Leaders in the field have called digital storytelling a new twist to storytelling—multimedia tales are the modern expression of an ancient art. Digital story can encompass many topics beyond the classic story, take many forms, and employ an ever-expanding array of software applications. A digital story may have a narration overlay and sometimes a music background; it may combine, in any number of ways, images, audio, and video to tell a story or to make a factual presentation. In many cases, sound, music, and images surround the written or narrated content.[35]

Digital story, in its numerous forms and genres, is a good fit for today's classrooms. It is well worth the extra effort to learn it and incorporate it into your teaching. Digital story have many values, there are:[36]

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[34] John Hartley and Kelly McWilliam, *Story Circle Digital Story Around the World,* (Singapore:Wiley-blackwell,2009)p.3

[35] Midge Frazel, *Digital Storytelling guide for educators*, (USA: International Society for Technology in Education,2010),p.9

[36] Midge Frazel, *Digital Storytelling guide for educators*, (USA: International Society for Technology in Education,2010),p.11

a. Active, not passive process.

b. Creates atmosphere of excitement and fun.

c. Fosters appropriate use of technology within curriculum.

d. Bridges school and community.

e. Weaves into all subject areas.

f. Effective for both visual and auditory learners.

Digital story is the practice of combining narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component. Sophisticated digital story can be interactive movies that include highly produced audio and visual effects, but a set of slides with corresponding narration or music constitutes a basic digital story. Digital stories can be instructional, persuasive, historical, or reflective.

The resources available to incorporate into a digital story are virtually limitless, giving the storyteller enormous creative latitude. Some learning theorists believe that as a pedagogical technique, storytelling can be effectively applied to nearly any subject. Constructing a Narrative and communicating it effectively require the storyteller to think carefully about the topic and consider the audience's perspective.

6. Improving Students' Ability in Writing Narrative Text by Using Digital Story

As we know, writing is not only move the pen on paper but in writing we have to pay attention to the rules of writing, like the choice of words that are fit or not, the arrangement has been arranged with the correct sentence or not, the coherence between paragraphs one another mutually sustainable or not, etc. to improve students' ability in writing, especially make Narrative Text teacher should choose an appropriate strategy to address the problem.

To make or conclude a story, the students have to understanding the story, know how characteristic each character, can imagine the plot and setting of the story, and then applying it in writing form. In this case, the students will make a Narrative Text.

A digital story may have a narration overlay and sometimes a music background; it may combine, in any numbers of ways, images, audio, and video to tell a story or to make a factual presentation. In many cases, sound, music, and image surround the written or narrated content.[37]

Based on explanations above, Digital Story may be an appropriate medium in teaching writing Narrative Text

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[37] Midge Frazel, *Digital Storytelling guide for educators*, (USA: International Society for Technology in Education,2010),p.9

because it can facilitate students' understanding of writing Narrative Text through audio-visual.

There are the sequences of using Digital Story to improve students' ability in writing Narrative Text:

a. Teacher gives the Guiding Questions.

b. Teacher gives a Narrative Text by Digital Story.

c. The students answer the Guiding Question based on the Digital Story.

d. The students compose a Narrative Text through the answer to the Guiding Questions.

e. The teacher gives feedback to students' work and provides the model of Narrative Text based on the Digital Story.

f. The teacher explains the generic structure and language features of Narrative Text based on the model text.

g. The students revise their Narrative Text using appropriate generic structure and language features.

h. The teacher gives the Guiding Questions to the second Digital Story.

i. The teacher gives the second Digital Story with the different story.

j. The students answer the Guiding Questions.

k. The students re-write the story based their answer to the Guiding Questions.

l. The students check their writing with pair correction.

m. The teacher takes one example from the students' writing to discuss the appropriateness of generic structure and language features of the writing with the whole students.

n. The teacher gives confirmation.

B. Previous Research

Before conducting the research, the researcher had looked for some researches relates to this research. The first previous research is from Ni'matul Hayati (113411008) Faculty of Tarbiyah and Teacher Training Walisongo State Islamic University Semarang entitled "The Effectiveness of Using Peer Lesson Technique to Improve Students' Achievement in Writing Narrative Text (An Experimental Research with the Tenth Grade of MAN 02 Brebes in the Academic Year of 2014/2015)". His result of the study concluded that Peer Lesson Technique was effective in teaching writing in Narrative Text. By using peer lesson technique, the teacher could create an interesting teaching learning process in the classroom because the students could be happy and they would not get bored.[38]

The similarities between the researcher's study and this research are both concern in writing Narrative Text. The differences are the previous research used Experimental Research

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[38] Ni'matul Hayati (113411008), *The Effectiveness of Using Peer Lesson Technique to Improve Students' Achievement in Writing Narrative Text*, (Semarang: Faculty of Tarbiyah and Teacher Training Walisongo State Islamic University Semarang, 2015), Unpublished thesis.

and used technique in teaching learning process. Meanwhile, the researcher's study used Classroom Action Research (CAR) and used media in teaching learning process.

The second research is a thesis entitled "The Influence of Students' Ability in Constructing Sentences in the Simple Past Tense on Writing Narrative Texts (Study at the Eight Grade of MTs Baitussalam Mijen Semarang in the Academic Year of 2014/2015)" by Sutrimo (113411042) Faculty of Tarbiyah and Teacher Training Walisongo State Islamic University Semarang. His result of the study concluded that the students' ability in constructing simple past tense sentences was good enough and the average score indicated that the students' ability in writing Narrative Text was good. It could be inferred that there was positive and significant correlation between simple past tense mastery and writing ability in Narrative Text.[39]

The similarities between the researcher's study and this research are both concern in writing Narrative Text. The differences are the previous research used Experimental Research, whereas the researcher's study used Classroom Action Research (CAR).

The third research is a thesis entitled "The Use of Estafet Writing with Chained Picture to Improve Students' Writing Skill

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[39] Sutrimo (113411042), *The Influence of Students' Ability in Constructing Sentences in the Simple Past Tense on Writing Narrative Texts*, (Semarang: Faculty of Tarbiyah and Teacher Training Walisongo State Islamic University Semarang, 2015), Unpublished thesis.

on Narrative Text (A Classroom Action Research at the 10th Grade of MAN 01 Kudus in the Academic Year of 2015/2106)" by Zulfah Ariyani (113411092) Faculty of Tarbiyah and Teacher Training Walisongo State Islamic University Semarang. His result of the study concluded that estafet writing with chained picture could improve students' writing skill on Narrative Text.[40]

The similarities between the researcher's study and this research are both concerned in writing Narrative Text, used Classroom Action Research and used media in teaching learning process. The differences are the previous research used media which combined with technique, whereas the researcher's study is used media learning only.

C. Action Hypothesis

Hypothesis is temporary answer toward research questions until it's proven through the data that are collected.[41] Hypothesis is the assumption that is possibly true or wrong. The hypothesis of this research is: Digital Story can improve students' ability in writing Narrative Text.

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[40] Zulfah Ariyani (113411092), *The Use of Estafet Writing with Chained Picture to Improve Students' Writing Skill on Narrative Text*, (Semarang: Faculty of Tarbiyah and Teacher Training Walisongo State Islamic University Semarang, 2015), Unpublished thesis.

[41] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT.Rineka Cipta, 2006), p. 71.

CHAPTER III
RESEARCH METHOD

A. Research Design

Research design is the conceptual structure within which research would be conducted. The function of research design is to provide for the collection of relevant information with minimal expenditure of effort, time and money.[1]

This study is designed qualitatively. It is Classroom Action Research (CAR). Action research is a research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.[2] It is carried out by teachers in their context, in their classrooms. Action research is a model for teaching with high transparency that enables teachers to determine student achievement on a daily basis rather than waiting for the end of a quarter.[3]

According to Arikunto, action research is one of the types of investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to

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[1] Catherine Dawson, *Practical Research Methods,* (New Delhi: UBS Publishers'Distributors, 2002), p. 14.

[2]Anne Burns, *Doing Action Research in English Language Teaching,* (New York : Routledge, 2010) p.5

[3]Robert P.Pelton, *Action Research for Teacher Candidates*,(New York : Rowman&Littlefield education, 2010) p.7

increase the system, method, process, substance, competence, and situation.[4]

In "*Research Method in Language Learning*" by David Nunan, Cohen and Manion stated that action research is first and foremost situational, being concerned with the identification and solution of problem in a specific context.[5] So, action research has aim to solve the problem in teaching learning process.

From the definitions above, the researcher concluded that classroom action research is a kind of research that has purpose to solve the problem that faced in teaching and learning process and to improve teaching and learning process.

In classroom action research, there are four components in one cycle for conducting the research that doing by the researcher in every cycles of the research. The explanation are:

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[4] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2006), p. 104

[5] David Nunan, *Research Method in Language Learning,* (Cambridge: Cambridge University Press, 1993), p. 18
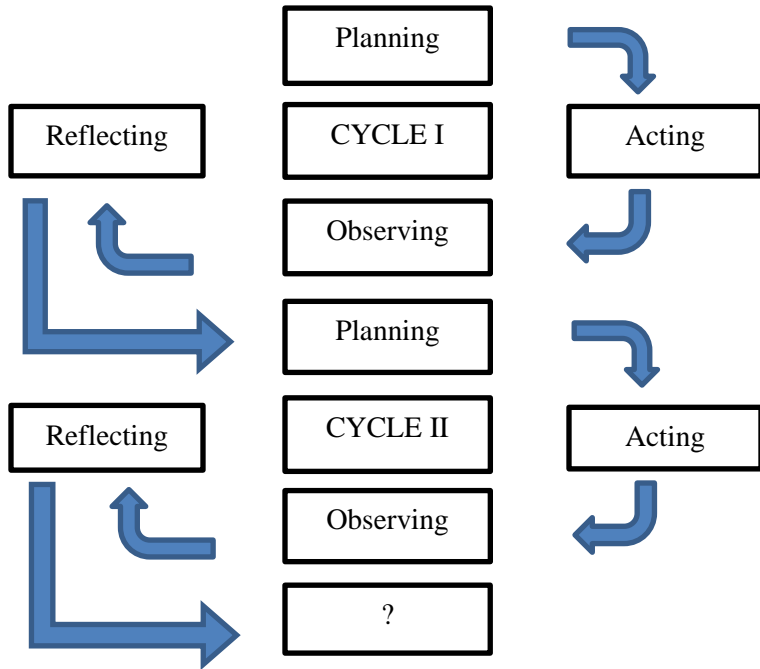
Figure 3.1 Cyclical Process of Action Research[6]

a. **Planning**

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that used in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials needed in the learning

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[6] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2006), p. 16

process, and prepare checklist for observation and formative test.

b. **Acting**

This section discusses about the steps and activities that would be taken by researcher. Researcher tries to take how much the improvement of students' writing skill on Narrative Text, give students treatment ways to remember every words on writing, give students assignments in groups, evaluate their mistakes and make summarize about the materials.

c. **Observing**

In observing step, the researcher has to observe all events or activities during the research. Researcher observes the situation ain the class during lesson, response, and attitude of students when they are given explanation, doing task, and know their difficulties.

d. **Reflecting**

Reflecting is the inspecting effort on the success or failure in teaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.[7]

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[7] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT Rineka Cipta, 2006), p. 99

B. **Setting of the Research**

1. **Time of the Research**

The research was done on 10th May 2106 until 21st May 2016. This research was conducted at 2nd semester in the academic year of 2015/2016.

2. **Place of the Research**

This research has been conducted at the tenth grade students of MA NU 08 Pageruyung Kendal. It is located at Jl. Serma Darsono 48 Pucakwangi Pageruyung Kendal.

C. **Participant and Collaborator of the Research**

1. **Participant of the Research**

This research was held at the tenth grade of MA NU 08 Pageruyung Kendal. There are 40 students in that class, consist of 17 male students and 23 female students.

2. **Collaborator of the Research**

The researcher collaborated with the English teachers in the school to decrease the subjectivity of the research. The collaboration included in the way of problem arranging the suggestion, implementing the act, data analysing, and etc. It made objective final about the condition of the students before and after the research. Then, through this collaboration the researcher wasn't quite difficult in collecting necessary data to be analyzed.

D. Procedure of the Research

This research used two cycles. Here were the procedures of the research:

1. Preliminary Research

In this activity, the researcher observed and found the problem based on the English teacher's explanation. After that, the researcher observed in the class. From the observation, the researcher got the data. From the result of the data, all students were not achieved the required score. Based on the problem, the researcher intended to use Digital Story in the next activity to make students interest and enjoy in the learning process so that their writing score would be better.

2. Cycle One

a. Planning

In this activity, the researcher arranged lesson plan, prepared the material and the stories of the Digital Story, made the check list observation, made the test material.

b. Action

In this activity, the researcher as the teacher gave the students the Guiding Questions about the first story. Then, the students answered the Guiding Questions based on the Digital Story that has been played. The students composed a Narrative Text through the answer to the Guiding Questions. After that, the teacher gave feedback

to the students' work and provided the model of Narrative Text based on the Digital Story. The teacher explained the generic structure and language features of Narrative Text based on the model and the students revised their Narrative Text using appropriate generic structure and language features. Then the teacher gave the Guiding Questions to the second Digital Story. The teacher gave the second Digital Story with the different story. After that, the students answer the Guiding Question and then re-write the story based their answer to the Guiding Question. The last, the students checked their writing with pair correction and the teacher gave confirmation.

c. Observation

In this activity, the researcher accomplished an observation phase during the teaching and learning process. It is about the teacher's performance and the students' activeness which are found during the teaching and learning process by using observation checklist. It was used to find out to what extent the action result reached the objective.

d. Reflection

In this activity, the researcher reflected about the learning process in first cycle, reflected the students' activeness and the teacher's performance, found out the

students' difficulties about the material and helped the students implement the strategy.

3. **Cycle Two**

    In second cycle, researcher needed to reflect the result of the first cycle and looked for the solution for the shortage of the first cycle.

    a. Planning

        In this activity, researcher found the problem from the first cycle and identified to repair it, arranged lesson plan, prepared the stories of Digital Media, prepared teaching material, prepared observation checklist, made the test material.

    b. Action

        In this activity, the researcher as the teacher divided students into 10 groups. The teacher gave the students the Guiding Questions about the first story. Then, the students answered the Guiding Questions based on the Digital Story that has been played. The students composed a Narrative Text through the answer to the Guiding Questions. After that, the teacher gave feedback to the students' work and provided the model of Narrative Text based on the Digital Story. The teacher explained the generic structure and language features of Narrative Text based on the model and the students revised their Narrative Text using appropriate generic structure and

language features. Then the teacher gave the Guiding Questions to the second Digital Story. The teacher gave the second Digital Story with the different story. After that, the students answer the Guiding Question and then re-write the story based their answer to the Guiding Question. The last, the students checked their writing with pair correction and the teacher gives confirmation.

c. Observation

In this activity, the researcher accomplished an observation phase during the teaching and learning process. It is about the teacher's performance and the students' activeness which are found during the teaching and learning process by using observation checklist. It was used to find out to what extent the action result reached the objective.

d. Reflection

In this activity, the researcher and the collaborator discussed about the learning process in second cycle and made evaluation and conclusion from learning process in second cycle.

E. Data Collection Technique

"Collecting data is the conscious to get data by systematic method, based on standard procedure".[8] The purpose of collecting data in this research is to get relevant, accurate, and reliable materials. This research uses some techniques to collect the data as follows:

1. Observation

Observation is the process of observe toward the subject of observation by using all of sense.[9]An observation task is a focused activity to work on while observing a lesson in progress. It focuses on one or small number of aspect of teaching learning and requires to observe to collect data or information from actual lesson.[10]

Observation is used to monitor the students' activeness during the teaching learning process. Researcher observed the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decided to use observation form. The observation appraised the activities

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[8] Suharsimi Arikunto, *"Prosedur Penelitian Suatu Pendekatan Praktik"*, (Jakarta: PT Rineka Cipta, 2006),p.222

[9] Suharsimi Arikunto, *"Prosedur Penelitian: Suatu Pendekatan Praktik",* (Jakarta: PT. Rineka Cipta, 2002),p.156

[10] Ruth Wajnryb, *"Classroom Observation Task",* (Uk: Cambridge University Press, 1992),p.7

during the teaching and learning process. How teacher delivered the material what teacher arranged the classroom and also the students' response, to see their difficulties, their problem, and their understanding to the material which given. To be more objective, the researcher considered of asking the collaborator to help him to observe the classroom.

In this Classroom Action Research, the researcher used the students' observation checklist and teacher observation checklist, as follow:

Table 3.1

Form of Students' Observation Checklist

No	Aspect	Score					Grade
		1	2	3	4	5	
1.	The students are enthusiastic in listening to teacher's explanations.						
2.	Students are active in understanding the material.						
3.	The students show curiosity by asking the questions.						
4.	Students are active to present their work.						
5.	The students are enthusiastic doing the test.						
6.	Students active in doing evaluation.						
	TOTAL SCORE						

Table 3.2

Form of Teacher's Observation Checklist

No	Aspect	Score					Grade
		1	2	3	4	5	
1.	Teacher's explanation is easy to be understood, explicit, and logic.						
2.	Teacher gives students chance to ask some questions about the material.						
3.	Teacher can answer the students' questions about the material.						
4.	Teacher can involve students to make a conclusion.						
5.	Teacher can give explicit and easy to be understood instructions.						
6.	Teacher can use the technique and media effectively.						
7.	Teacher has clear voice during teaching and learning process.						
8.	Teacher can manage students						

No	Aspect	Score					Grade
		1	2	3	4	5	
	in the class.						
9.	Teacher gives feedback and reviewed the material.						
TOTAL SCORE							

2. Documentation

Documentation is done to get context and information explicitly.[11] In this research, documentation is collected by students' attendance, students' English score, and photo of teaching learning process using Digital Story.

3. Test

Test is some questions used to measure the competence, knowledge, intelligence, and ability of talent which is have by individual or group.[12]Test is an instrument measuring instrument for data collection where in responding to the questions in the instrument, participants are encourage to show maximum performance.[13] Brown states that a test is a method of measuring a person's ability, knowledge, or

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[11] Wijaya Kusumah, Dedi Dwitagama, *"Mengenal Penelitian Tindakan Kelas"*, (Jakarta: Indeks Penerbit, 2010),p.9

[12] Suharsimi Arikunto, *"Procedure Penelitian: Suatu Pendekatan Praktik",* (Jakarta: PT.Rineka Cipta,2002),p.150

[13] Purwanto, *"Evaluasi Hasil Belajar",* (Yogyakarta: Pustaka Pelajar, 2013),p.63

performance in a given domain.[14] Test is used to collect initial data and the final data about the student's ability in writing Narrative Text.

In order to know the improvement of writing ability, the researcher gave written test to know student's ability in writing Narrative Text. The researcher focused on element of writing, there are: content, organization, vocabulary, language use/grammar, and mechanics.

F. Data Analysis Technique

The researcher analyzed the data through giving test to the students. It needs some steps in analyzing of the data. The following are the steps were taken by the:

1. Method of Analyzing Observation Checklist

The observation in this research conducted about three times, before the treatment or preliminary research, during cycle I and cycle II. The researcher gave check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$\frac{Total\ Score}{Maximal\ Score} \times 100\%$$

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[14] Douglas Brown, "*Language Assessment Principles and Classroom Practice",* (San Francisco: Longman, 2004),p.3

2. Method of Analyzing Test

After collecting data by using test, the researcher analyzed the result of the test. In measuring the test, a standard technique should be used to show the result of research were reliable. To measure the writing test the writer will use the analysis method. According to J.B. Heaton analytic scoring test in writing test, there are five major items or categories. They are grammar, vocabulary, content, organization and mechanic.[15]

To analyze the students' test in writing Narrative Text, the researcher will focus on the items in the elements of writing as states by Heaton. The elements of writing are content, organization, vocabulary, grammar and mechanic. After classifying the test items, the researcher gave score for each item with focused on organization of the content. In determining the score, the researcher used the criteria of writing elements bellow. The percentage of the elements of writing can be seen in table as follow:

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[15] J.B.Heaton, *Writing English Language Tests,* (London : Longman Group, 1975), p.138

Table 3.3

Scoring Guidance and the Explanation of Criterion

Categories	Score	Criteria
Content	**30-27**	**Excellent to very good:** knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	26-22	**Good to average:** some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
	21-17	**Fair to poor**: limited knowledge of subject; little substance; inadequate development of topic.
	16-13	**Very poor:** does not show knowledge of subject; nonsubstantive; not pertinent.
Organization	**20-18**	**Excellent to very good:** fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.
	17-14	**Good to average:** somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13-10	**Fair to poor**: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	**Very poor**: does not

Categories	Score	Criteria
		communicate; no organization.
Vocabulary	20-18	**Excellent to very good:** sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
	17-14	**Good to average:** adequate range; occasional errors of word/ idiom form; choice; usage but meaning not obscured
	13-10	**Fair to poor:** limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	9-7	**Very poor**: essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use/grammar	25-22	**Excellent to very good:** effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	21-18	**Good to avera**ge: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.

Categories	Score	Criteria
	17-11	**Fair to poor**: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.
	10-5	**Very poor:** virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	**5**	**Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	**Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused
	2	**Very poor:** no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

Explanation of each criterion, the first is content, content is the substance of writing, ideas expressed. The second is organization, organization here is mean the organization of the content they are identification and description. Third is vocabulary, it's mean the choice of words, structure and lexical items to give particular tone a flavor the writing. Fourth is grammar, the employing grammatical and syntactic forms. The last is mechanic, the use of graphic convention of the language such as spelling, capitals.

In scoring the writing test, the reseacher processed the result of the students' test .The researcher gave the score for each element of writing as follows:

a. Content   :   The lowest score is 13 and the highest score is 30

b. Organization :   The lowest score is 7 and the highest score is 20

c. Vocabulary   :   The lowest score is 7 and the highest score is 20

d. Grammar   :   The lowest score is 5 and the highest score is 25

e. Mechanic   :   The lowest score is 2 and the highest score is 5

Then the researcher formulated to get the average of each element of writing researched by the formula. Sutrisno

Hadi explains the mean of each writing element researched as follows:[16]

e.g. content

$$Mxc = \frac{\Sigma\ xc}{S_{max}}\ x100\ \%$$

Where:

Mxc : The level mastery of content

$\sum xc$: The students' score of content

S_{max} : Maximum score of content

After getting the mean of each element in writing Narrative Text, the researcher formulated the result to get the total average score as follow:

$$Mxt\ =\ \frac{\sum xt}{s_{max}}\ x\ 100\ \%$$

Where:

Mxt : The mean of total score

$\sum xt$: The number of total

S_{max} : Maximum score for writing elements

Then the result of percentage of each component on writing Narrative Text will be consulted to the following criterion.

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[16] Sutrisno Hadi, *Statistic Second series*, (Yogyakarta: Andi off set,2004), p.230.

Table. 3.4
Level of Achievement

The Percentages	Grade	Level
82% - 100%	A = Excellent	Outstanding
72% - 81%	B = Good	Above Average
62% - 71%	C = Fair	Satisfactory
52% - 61%	D = Less	Below Average
0% - 51%	E = Poor	Insufficient

G. Indicators of Achievement

This study will be said to be success if the research objectives' indicators are reached. In this research, the researcher formulated the research objectives' indicators as below:

1. Students' average achievement in English is equal or higher than minimum score established by the school (75). The total students' score who meet the passing grade is 80% or more.

2. Students' ability in writing Narrative Text improve after the students are taught by Digital Story (the score of the students in every cycle is improved).

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. The Research Finding

This study is Classroom Action Research on the use of Digital Story in teaching writing Narrative Text. In this chapter, the researcher wanted to describe the use of Digital Story and analysis the result that was conducted in two cycles. Those were explained as follows:

1. Preliminary Research

This activity was done on Monday, 28th March 2016. In this activity, the researcher observed and found the problem. The English Teacher of MA NU 08 Pageruyung Kendal explained that students of the tenth grade have problem in writing especially in Narrative Text. It can be seen from the students' score that it's still below from the minimum standard score (KKM). Its cause are the students have no motivation, discourage easily, bored and difficult to understand the material.

After that, the researcher observed in the class. In teaching learning process, the teacher did not use another technique to teach. The teacher still used conventional method and also did not use variated media which is more fun and interested in teaching learning process. Whereas, most of the students in X MA NU 08 Pageruyung Kendal were not be enthusiastic in listening to the teacher's explanations. Some of

them made a noise in the classroom. When the teacher gave the exercises, they also were not doing the assignment with full of responsibility.

In this cycle, the researcher observed and got the data. During observation, the researcher got the result based on the data and observed students' activeness and teacher's performance in teaching learning process, and here the result:

Table 4.1
Students' Activeness in the Pre-Research

No	Aspect	Score					Grade
		1	2	3	4	5	
1.	The students are enthusiastic in listening to teacher's explanations		√				2
2.	Students are active in understanding the material		√				2
3.	The students show curiosity by asking the questions		√				2
4.	Students are active to present their work		√				2
5.	The students are enthusiastic doing the test		√				2
6.	Students active in doing evaluation		√				2
TOTAL SCORE							12

The score of the observation as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$
$$= \frac{12}{30} x\ 100$$
$$= 40\ \%$$

Based on the results of observation above it can be concluded that students were not enthusiastic enough, it means that the teaching learning process was not effective enough, students did not understand well yet in the material. It could be seen, there were not students giving question. Students were not active in giving presentation the material.

Table 4.2
Teacher's Performance in the Pre-Research

No	Aspect	Score					Grade
		1	2	3	4	5	
1.	Teacher's explanation is easy to be understood, explicit, and logic.				√		4
2.	Teacher gives students chance to ask some question about the material.				√		4
3.	Teacher can answer the students' question about the material.			√			3
4.	Teacher can involve students to make a conclusion.			√			3
5.	Teacher can give explicit and easy to be understood instructions.			√			3
6.	Teacher can use the technique and media effectively.		√				2
7.	Teacher has clear voice during teaching and learning process.			√			3
8.	Teacher can manage			√			3

No	Aspect	Score					Grade
		1	2	3	4	5	
	students in the class.						
9.	Teacher gave feedback and reviewed the material.			√			3
TOTAL SCORE							28

The score of observation as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} \times 100\%$$

$$= \frac{28}{45} \times 100\ \%$$

$$= 62.22\ \%$$

In this activity, teacher explained the material and gave instruction clearly, but the media that used is whiteboard, textbook and slide power point. Teacher seldom responded students' question, because few students asked questions. Teacher always asked to know the students' understanding about the material. Teacher also warned the students that did not pay attention when the teacher explained the material.

From the observation, the researcher got the data of writing Narrative Text students' score of the first semester from the English teacher, as follow:

Table 4.3
Students' Score of Pre-Research

No	Students' Name	Students' Code	Male/ Female	Score
1.	A. Mubarokul Mais	A-1	M	60
2.	A. Mutohar	A-2	M	65
3.	A. Lutfi Khabib	A-3	M	62

No	Students' Name	Students' Code	Male/ Female	Score
4.	A. Munasir	A-4	M	66
5.	Aeni Inayati	A-5	F	58
6.	Athi Irmayasari	A-6	F	65
7.	Awwalu Ni'am	A-7	M	67
8.	Baridatun Nur	A-8	F	56
9.	Gus Maksum	A-9	M	55
10.	Hanudin Kiswoyo	A-10	M	64
11.	Ikhsan Makhyum	A-11	M	63
12.	Karim Istatoa Amin	A-12	M	60
13.	Khafidzon	A-13	M	62
14.	Lina Maesaroh	A-14	F	57
15.	Mardziatun Afidah	A-15	F	63
16.	Miladia Rizky	A-16	F	65
17.	Mufidatun Nasiroh	A-17	F	56
18.	M. Ghufron	A-18	M	60
19.	Ni'matul Awaliyah	A-19	F	62
20.	Nita Dwiyanti	A-20	F	65
21.	Nur Rofiqoh	A-21	F	59
22.	Nur Wahyuningsih	A-22	F	65
23.	Nuralif Saifudin	A-23	M	65
24.	Nurmayanti	A-24	F	67
25.	Rifkon Annas	A-25	M	60
26.	Riska Oktafiana	A-26	F	55
27.	Rizka Hikmatul M.	A-27	F	59
28.	Rizka Fauziyah	A-28	F	57
29.	Robiatul Adawiyah	A-29	F	66
30.	Rohmatul Khusna	A-30	F	60
31.	Sakir Maksum	A-31	M	55
32.	Siti Zulaikhah	A-32	F	62
33.	Syahira Nila Royani	A-33	F	64
34.	Toat Mauludin	A-34	M	60
35.	Ulfa Hildayanti	A-35	F	63
36.	Ulfatul Khoiriyah	A-36	F	61
37.	Ulwiyah	A-37	F	61
38.	Vicky Zulfian	A-38	M	64

No	Students' Name	Students' Code	Male/ Female	Score
39.	Yunda Alfiatul M.	A-39	F	60
40.	A. Rizki Maulana	A-40	M	63
Total Score				**2457**

After the data had been analyzed, the researcher counted the mean to know the average score of students. To know the mean of students score, the formula is as follow:

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

Where: M : The average of student score

$\sum x$: Total score

n : The number of students

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

$$= \frac{2457}{40}$$

$$= 61.425$$

The calculation of the data showed that the students' average score was 61.425. The highest score was 67 and the lowest score was 55.

From the result, the average score of students in writing Narrative Text was low. It can be seen from the result of students' score was not required in KKM (7.5). All students were not achieved the required score.

Based on the problem, the researcher intended to use Digital Story in the next activity to make students interest and enjoy in the learning process so that their writing score would be better.

2. **Cycle 1**

This activity was conducted on Tuesday, May 10th 2016 and Friday, May 13th 2016. Knowing the result of preliminary research, it was not satisfy enough. The researcher as the teacher then used Digital Story in teaching writing Narrative Text in order to improve students' ability in writing Narrative Text.

a. Planning

In this phase, the researcher made a planning for the action based on the problems faced by the students in writing Narrative Text. Before implementing it, the researcher prepared everything which would be used in teaching learning process, such as lesson planning, teaching material, slide, observation checklist, the stories of the Digital Story, and students' test.

b. Acting

This phase was accomplished on Tuesday, May 10th 2016 and Friday, May 13th 2016. It had been done during one week in one cycle which consisted of two meetings. The researcher as the teacher implemented the teaching and learning process based on the lesson planning which had been made. Here they are the

activities that done by the teacher at the first meeting and second meeting in the first cycle.

1) First meeting

The first meeting in the cycle one was conducted on Tuesday, May 10th 2016. It was followed by 40 students. The teacher began the class by greeting, prayed together, checked students' attendance, gave some stimulates and informed the material to the students.

In the main activity, at the first the Teacher gave the students the Guiding Questions about the first story. Then, the students answered the Guiding Questions based on the Digital Story that has been played. Second, the students composed a Narrative Text through the answer to the Guiding Questions. After that, the teacher gave feedback to the students' work and provided the model of Narrative Text based on the Digital Story. Third, the teacher explained the generic structure and language features of Narrative Text based on the model and the students revised their Narrative Text using appropriate generic structure and language features.

Because the time was limit, it was until this activity. In the end of the lesson the teacher reviewed the material and explained the planning for the next meeting.

2) Second meeting

The second meeting in cycle one was conducted on Friday, May 13th 2016. It was followed by 40 students. In this learning activity the teacher reviewed the last material. Then the teacher gave the Guiding Questions to the second Digital Story. The teacher gave the second Digital Story with the different story. After that, the students answer the Guiding Question and then re-write the story based their answer to the Guiding Question. The last, the students checked their writing with pair correction and the teacher gave confirmation. In the end of the lesson the teacher asked for the students' problem during the learning, resumed the material, gave the motivation words and closed the class by praying.

c. Observing

In this phase, the researcher accomplished an observation phase during the teaching and learning process. It is about the teacher's performance and the students' activeness which are found during the teaching and learning process by using observation checklist. It was used to find out to what extent the action result reached the objective.

Table 4.4
Students' Activeness in the Cycle 1

No	Aspect	Score					Grade
		1	2	3	4	5	
1.	The students are enthusiastic in listening to teacher's explanations				√		4
2.	Students are active in understanding the material			√			3
3.	The students show curiosity by asking the questions			√			3
4.	Students are active to present their work		√				2
5.	The students are enthusiastic doing the test			√			3
6.	Students active in doing evaluation			√			3
	TOTAL SCORE						18

The score of observation in first cycle as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{18}{30} x\ 100\ \%$$

$$= 60\ \%$$

Based on the results of observation above it can be concluded that students were enthusiastic enough, it means that the application of Digital Story almost success, but

71

students did not understand well yet in the material. It could be seen, the students in giving the questions were low and when the teacher asked students to repeat the lesson, they could not answer yet.

Table 4.5
Teacher's Performance in the Cycle 1

No	Criteria	Score					Grade
		1	2	3	4	5	
1	Teacher's explanation is easy to be understood, explicit, and logic.				√		4
2	Teacher gives students chance to ask some question about the material.				√		4
3	Teacher can answer the students' question about the material.			√			3
4	Teacher can involve students to make a conclusion.				√		4
5	Teacher can give explicit and easy to be understood instructions.			√			3
6	Teacher can use the technique and media effectively.				√		4
7	Teacher has clear voice during teaching and learning process.			√			3
8	Teacher can manage students in the class.				√		4
9	Teacher gave feedback and reviewed the material.			√			3
TOTAL SCORE							32

The score of the observation in first cycle as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score}\ x\ 100\%$$

$$= \frac{32}{45}\ x\ 100\ \%$$

$$= 71.11\ \%$$

The result of teacher's observation could be concluded that the teacher's performance in cycle 1 was good, it was 71.11%. The teacher presentation and performance were good. The teacher also could be use slide and the Digital Story to teach writing Narrative Text. Actually, the teacher was good but in some aspects the teacher was weak, such as giving less chance to the students to ask some questions, using not clear enough voice, and managing unwell the class.

Table 4.6

Students' Score of Cycle 1

No	Students' Code	Scoring Aspects					Total Score
		Content	Organization	Vocabulary	Language use	Mechanic	
1	A-1	25	15	14	16	3	73
2	A-2	27	16	16	15	4	78
3	A-3	24	15	15	15	3	72
4	A-4	26	16	15	16	4	77
5	A-5	25	14	14	17	4	74
6	A-6	22	17	14	18	3	74

7	A-7	24	15	15	16	3	73
8	A-8	23	14	16	15	4	72
9	A-9	25	14	17	17	4	77
10	A-10	25	16	14	18	4	77
11	A-11	22	14	15	14	3	68
12	A-12	24	14	16	16	4	74
13	A-13	23	17	14	15	4	73
14	A-14	27	16	14	14	4	75
15	A-15	24	14	15	13	4	70
16	A-16	22	14	14	18	3	71
17	A-17	25	15	16	15	3	74
18	A-18	23	15	15	13	3	69
19	A-19	24	16	17	15	4	76
20	A-20	24	17	16	15	4	76
21	A-21	25	14	14	16	4	73
22	A-22	23	14	15	17	3	72
23	A-23	25	15	17	16	4	77
24	A-24	24	16	14	14	4	72
25	A-25	24	16	14	14	4	72
26	A-26	25	14	15	13	3	70
27	A-27	22	15	17	17	4	75
28	A-28	23	17	14	16	4	74
29	A-29	23	16	15	15	4	73
30	A-30	25	15	16	16	3	75
31	A-31	24	13	17	15	4	73
32	A-32	24	15	17	15	4	75
33	A-33	22	15	14	14	4	69
34	A-34	23	16	14	15	3	71
35	A-35	25	13	15	16	4	73
36	A-36	27	17	17	17	4	82
37	A-37	25	14	15	14	4	72
38	A-38	24	14	16	16	3	73
39	A-39	23	13	15	14	4	69
40	A-40	26	16	16	17	4	79
Total score							2942

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

$$= \frac{2942}{40}$$

$$= 73.55$$

       The average score of cycle 1 is 73.55. It means that the students' score have improved but not satisfy enough. So, the researcher decided to implement the next cycle.

d. Reflecting

       The researcher as the teacher reflected about the conclusion of implementing the action. In this cycle, the students' average score was 73.55. This analysis showed that the result of the first cycle was better than previous one. There was improvement in this cycle although it was step by step. And it showed that were 13 students who passed the minimum standard score (KKM). It means there were under 80% students achieved the minimum standard score (KKM).

       The result of observation showed that the students' activeness was better than the preliminary research but the students' enthusiasm still low. They still were not enthusiastic in listening teacher's explanations. It is caused the teacher did not use clear enough voice during teaching learning process and the teacher could not manage the students in the class well. The students also

felt difficult in asking and giving their opinion about the material because the teacher did not gave many chances to the students in giving and asking opinion about the material.

Based on the result of cycle 1, the researcher decided to continue the action to next cycle. The researcher decided to conduct the next cycle and intended to give better explanation.

3. **Cycle 2**

This activity was conducted on Tuesday, May 17th 2016 and Friday, May 20th 2016. Knowing the result of cycle 1, the researcher did the next cycle in order to improve students' ability in writing Narrative Text.

a. Revised Planning

The planning phase of the second cycle was implemented into a lesson plan. In this case the researcher modified the previous lesson plan into the new lesson plan which had related with using Digital Story in teaching Narrative Text. There were some modifications which were accomplished, such as the use of different story and exercises. Besides it, the researcher also prepared observation checklist which consist of teacher's performance and students' activeness in teaching and learning process.

b. Acting

This phase was accomplished during one week in one cycle which consisted of two meeting. The implementation of this cycle was done as same as in the first cycle, it is about pre-activities, main-activities, and post-activities, here they are the explanation:

1) First Meeting

The first meeting in the second cycle was conducted on Tuesday, May 17th 2016. It was followed by 37 students. The procedure of the teaching and learning process was as same as in the first cycle at the first and second meeting. The teacher began the class by greeting, prayed together, checked students' attendance, gave some stimulates and informed the material to the students.

In this main activity, the teacher served two different story of the Digital Story. The different of the first cycle with the second cycle is the students discussed the Guiding Questions with their group in the second cycle. While, in the first cycle the students have done individual.

First, the teacher divided the students into 10 groups and gave the Guiding Questions about the first story. Then, the students answered the Guiding Questions based on the Digital Story that has been played. Second, the students composed a Narrative

Text through the answer to the Guiding Questions with their group. After that, the teacher gave feedback to the students' work and provided the model of Narrative Text based on the Digital Story. Third, the teacher explained the generic structure and language features of Narrative Text based on the model and the students revised their Narrative Text using appropriate generic structure and language features.

Because the time was limit, it was until this activity. In the end of the lesson the teacher reviewed the material and explained the planning for the next meeting.

2) Second Meeting

The second meeting in cycle two was conducted on Friday, May 20th 2016. It was followed by 40 students. This second meeting was as same as second meeting in the first cycle.

In this learning activity the teacher reviewed the last material. Then the teacher gave the Guiding Questions to the second Digital Story. The teacher gave the second Digital Story with the different story. After that, the students answer the Guiding Question and then re-write the story based their answer to the Guiding Question. The last, the students checked their writing with pair correction and the teacher gave confirmation.

In the end of the lesson the teacher asked for the students' problem during the learning, resumed the material, gave the motivation words and closed the class by praying.

c. Observing

In the cycle 2, generally the students' activeness in learning process was better than previous cycle. The students' activeness was good, it was 80%. In this cycle, the students were more enthusiastic in learning writing Narrative Text. They were doing activities. Most of students also tried to asking some questions and giving opinion about the material.

In this cycle, the teachers focused more in students' interest, how students could be more attractive to write. The students divided and work it in group, because the last most of students were lazy to write and understanding by themselves. Its purpose is to develop students' writing in who still got low score. The researcher hoped it could motivate to the students because they could work together with their friend and share their difficulty each other. Teacher also gave more attention to group who still got difficulty, especially in structure of sentence. This is the result of cycle 2:

Table 4.7
Students' Activeness in the Cycle 2

No	CRITERIA	SCORE					Grade
		1	2	3	4	5	
1	The students are enthusiastic in listening to teacher's explanations				√		4
2	Students are active in understanding the material				√		4
3	The students show curiosity by asking the questions				√		4
4	Students are active to present their work				√		4
5	The students are enthusiastic doing the test				√		4
6	Students active in doing evaluation				√		4
TOTAL SCORE							24

The score of observation in second cycle as follow:

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{24}{30} x\ 100$$

$$= 80\%$$

From the result of observation, it showed that the students' participation in teaching learning process was increasing. Students were more active and enthusiastic to follow writing class.

Table 4.8
Teacher's Performance in the Cycle 2

No	CRITERIA	SCORE					Grade
		1	2	3	4	5	
1	Teacher's explanation is easy to be understood, explicit, and logic.				√		4
2	Teacher gives students chance to ask some question about the material.					√	5
3	Teacher can answer the students' question about the material.				√		4
4	Teacher can involve students to make a conclusion.				√		4
5	Teacher can give explicit and easy to be understood instructions.				√		4
6	Teacher can use the technique and media effectively.				√		4
7	Teacher has clear voice during teaching and learning process.				√		4
8	Teacher can manage students in the class.				√		4
9	Teacher gave feedback and reviewed the material.				√		4
TOTAL SCORE							37

The score of the observation in second cycle as follow:

81

$$Score = \frac{Total\ Score}{Maximal\ Score} x\ 100\%$$

$$= \frac{37}{45} x\ 100\ \%$$

$$= 82.22\ \%$$

According to the result of the observation, it showed that the teacher's performance using Digital Story is fair with 82.22%. Teacher explained the material clearly. Teacher asked some questions to know the students' understanding about the material. Some students answered the teacher's question. There was progress between teacher and students' interaction, because all of students answered the questions and paid attention to the teacher's explanation.

Table 4.9
Students' Score of Cycle 2

No	Students' Code	Scoring Aspect					Total Score
		Content	Organization	Vocabulary	Language use	Mechanic	
1	A-1	27	16	15	17	4	79
2	A-2	27	17	16	16	4	80
3	A-3	26	16	16	16	5	79
4	A-4	29	20	20	22	5	96
5	A-5	26	15	15	19	5	80
6	A-6	28	20	18	20	4	90
7	A-7	26	16	16	16	4	78
8	A-8	25	16	16	17	5	79

9	A-9	26	15	17	19	5	82
10	A-10	27	17	15	22	4	85
11	A-11	28	20	20	22	5	95
12	A-12	26	16	17	18	5	82
13	A-13	24	17	15	20	4	80
14	A-14	26	17	16	18	5	82
15	A-15	26	16	17	17	4	80
16	A-16	25	16	16	21	4	82
17	A-17	27	17	17	18	4	83
18	A-18	24	16	16	18	4	78
19	A-19	28	16	17	19	5	85
20	A-20	27	17	16	20	5	85
21	A-21	27	16	15	21	4	83
22	A-22	27	16	17	18	4	82
23	A-23	28	18	19	20	5	90
24	A-24	26	17	15	18	4	80
25	A-25	25	16	16	18	4	79
26	A-26	28	16	17	19	5	85
27	A-27	24	16	17	17	4	78
28	A-28	25	17	16	20	4	82
29	A-29	25	17	16	17	5	80
30	A-30	28	18	18	21	5	90
31	A-31	25	16	17	18	4	80
32	A-32	25	16	17	17	4	79
33	A-33	24	17	16	18	4	79
34	A-34	25	16	15	18	4	78
35	A-35	27	15	15	20	4	81
36	A-36	28	20	20	22	5	95
37	A-37	26	15	15	18	5	79
38	A-38	26	15	16	18	5	80
39	A-39	25	15	17	17	4	78
40	A-40	28	18	18	21	5	90
Total score							3308

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

$$= \frac{3308}{40}$$

$$= 82.70$$

The average score of cycle 2 is 82.70. This average was satisfied enough, so the researcher stopped the cycle.

d. Reflecting

After finishing each phase in cycle 2, the researcher reflected the action of cycle 2. This phase was carried out after getting the score result of writing test. The students' ability in writing Narrative Text in the cycle 2 was better than cycle 1. Based on the students' score in the cycle 2, there was a good achievement that was achieved by the students. The students' average score on writing Narrative Text was 82.70 and all of students were success in achieving the minimum standard score (KKM).

The researcher satisfied because of the students' score was good. Furthermore, the students could produce a good text and they were enthusiastic and enjoyed during teaching and learning process. In addition, the teacher also has used media effectively. After knowing the result of cycle 2 and achieving the target research of where minimally 80% who passed the minimum standard score

(KKM), so that the researcher and the teacher decided to stop this Classroom Action Research.

B. The Discussion

From the analysis above, the use of Digital Story can improve students' Ability in writing Narrative Text. So, this Classroom Action Research (CAR) of the use Digital Story was successful. It can be seen from the result in each cycle.

For the whole of improvements from the students' activeness, teacher's performance and students' score for pre-research, cycle 1, and cycle 2, the researcher served the chart as follow:
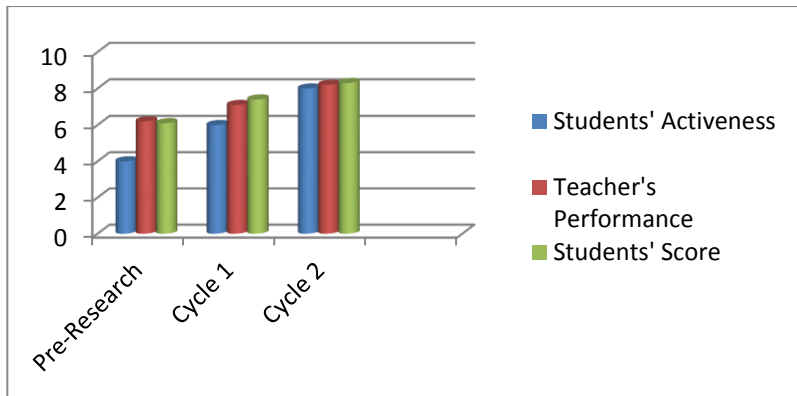
Figure 4.1 The Chart of the Whole Result

From the chart above, could be seen that there were an improvements of students' activeness and teacher's performance in teaching learning process for each cycle. Besides that, there was an improvement on students' score of writing Narrative Text by using Digital Story. In Pre-research showed that students' average

score was 61.425. In cycle 1 showed that there was improvement, the students' average score up to 73.55. The cycle 2, the students' average score increased became 83.7 and all of students were success in achieving minimum standard score (KKM). It means that there was improvement in every cycle after using Digital Story.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis about the Improving Students' Ability in Writing Narrative Text by Using Digital Story (A Classroom Action Research at the Tenth Grade of MA NU 08 Pageruyung Kendal in the Academic Year of 2015/2016), it can be concluded that:

1. In the preliminary research, the students were not active in the teaching and learning process. The students' activeness was only 40%. It rises 60% in the first cycle and increased became 80% in the second cycle after taught by using Digital Story. It could be seen that there were an improvements of students' activeness in teaching learning process for each cycle.

2. The improvement of students' achievement in writing Narrative Text after being taught by using Digital Story can be seen from the mean score of students in every cycle. It improved in every cycle until in the end of cycle, all of students' score achieved the minimum standard score (KKM) (7,5). In the first cycle, the average score of students was 73.55. In the second cycle, the students' average score was 82.70 and also all of students' score were required from

minimum standard score (KKM). Students writing increased as well as their understanding in writing Narrative Text.

B. Suggestion

In this study, the researcher would like to offer some suggestions to improve the students' writing ability especially in Narrative Text in order to get the better result.

1. For English teacher

Writing was mostly known as difficult subject. English teacher should be able to develop their media and technique to teach the students in order to make them interest in learning the subject. The use of media in teaching and learning process can attract students' interest and motivation in teaching and learning process. The researcher gave suggestion for English teacher to use Digital Story as one of media in language classroom to teach writing ability in other genres.

2. For students

Writing is important subject to be learnt. But, most of students have difficulties in write something. Therefore, the students have to be serious and pay attention to the teacher's explanation in teaching and learning process. To improve writing ability, students have to develop their knowledge and practice many exercises in order to get a better achievement in writing ability.

3. For the next researcher

   The researcher hopes the other researchers can use it as a reference to conduct their research on the same field. It is really possible that there is another more effective way to teach writing ability. Hopefully, there will be an improvement for the next study.

C. Closing

Praise is to Allah SWT that has been giving protection and guidance so that this thesis can be finished. The researcher realized that this paper is far from perfection. Because of that, criticizes and suggestion from the reader are very expected for the perfection of the paper. Hopefully, this paper is useful for all of us. Aamiin.

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APPENDICES

THE RESEARCH SCHEDULE

Teacher   : Bethi Kristiyoningsih, S.Pd.
Researcher   : Novi.A
Class   : X

No.	Activities	Date
1.	Preliminary research (interviewing the English teacher, observing in the class and found the problem).	Monday, March 28th 2016
2.	Arrange the research proposal.	Monday, April 4th 2016 to Friday, May 6th 2016
3.	Research proposal approved.	Monday, May 9th 2016
4.	Meet the headmaster to ask permission to do the research by giving the permission letter.	Monday, May 9th 2016
5.	Meet the English teacher to make the research framework.	Monday, May 9th 2016
6.	Doing the first meeting of cycle 1.	Tuesday, May 10th 2016
7.	Doing the second meeting of cycle 1.	Friday, May 13th 2016
8.	Doing the first meeting of cycle 2.	Tuesday, May 17th 2016
9.	Doing the second meeting of cycle 2.	Friday, May 20th 2016
10.	Tabulating the data and concluding the research from the result of the data.	Monday, May 23th 2016 to Thursday, June 2th 2016

STUDENTS' NAME LIST
X GRADE OF MA NU 08 PAGERUYUNG KENDAL

No.	Name	Male/Female
1.	A. Mubarokul Mais	Male
2.	A. Mutohar	Male
3.	A. Lutfi Khabib	Male
4.	A. Munasir	Male
5.	Aeni Inayati	Female
6.	Athi Irmayasari	Female
7.	Awwalu Ni'am	Male
8.	Baridatun Nur	Female
9.	Gus Maksum	Male
10.	Hanudin Kiswoyo	Male
11.	Ikhsan Makhyum	Male
12.	Karim Istatoa Amin	Male
13.	Khafidzon	Male
14.	Lina Maesaroh	Female
15.	Mardziatun Afidah	Female
16.	Miladia Rizky	Female
17.	Mufidatun Nasiroh	Female
18.	M. Ghufron	Male
19.	Ni'matul Awaliyah	Female
20.	Nita Dwiyanti	Female
21.	Nur Rofiqoh	Female
22.	Nur Wahyuningsih	Female
23.	Nuralif Saifudin	Male
24.	Nurmayanti	Female
25.	Rifkon Annas	Male
26.	Riska Oktafiana	Female
27.	Rizka Hikmatul M.	Female
28.	Rizka Fauziyah	Female
29.	Robiatul Adawiyah	Female
30.	Rohmatul Khusna	Female

31.	Sakir Maksum	**Male**
32.	Siti Zulaikhah	**Female**
33.	Syahira Nila Royani	**Female**
34.	Toat Mauludin	**Male**
35.	Ulfa Hildayanti	**Female**
36.	Ulfatul Khoiriyah	**Female**
37.	Ulwiyah	**Female**
38.	Vicky Zulfian	**Male**
39.	Yunda Alfiatul M.	**Female**
40.	A. Rizki Maulana	**Male**

LESSON PLAN FOR 1st CYCLE

SMA/MA   : MA NU 08 Pageruyung Kendal

Subject   : English

Class/Semester : Grade X/II

Skill Focus   : Reading and Writing

Material   : Narrative Text

Allocated Time : 2 x 45 Minutes

A. Standard of Competence

Understanding the meaning of short functional text and simple essay form of a Narrative Text in the daily life context and accessing the knowledge.

B. Basic competence

1. Responding the meaning of short formal and informal functional text accurately, fluently, and acceptability by using a variety of written language in the daily life context.

2. Responding the meaning and the rhetorical steps in the simple essay accurately, fluently, and acceptability by using a variety of written language in the daily life context and accessing the knowledge form of a Narrative Text.

C. Indicators

1. Understanding the meaning and information of Narrative Text.

2. Identifying the generic structure of Narrative Text.

3. Making paragraphs of Narrative Text

D. Learning Objectives

By the end of the lesson with digital story, students are able to respond the main topic and information in Narrative Text and making paragraphs of Narrative Text.

E. Learning Materials

Narrative Text is a kind of text, which is telling or describing an activity or events. The basic purposes of the Narrative Text are to entertain or amuse and to get the reader's attention about the story. Besides, the story can be used as an education media, fleet to the author experiences, and to develop the reader's imagination. Narrative deals with problematic events, which lead to a crisis or turning point of some kind.

Kind of Narrative Text as follows: folktales (legend, fables, myth, fairy tales), short stories, fantasy, fiction (science fiction and historical fiction). The generic structures of Narrative Text are:

1. Orientation; in this stage, the readers are introduced to the characters and setting of the story.
2. Complication; in the middle of the story, it presents what is so called complication when the characters find a problem.
3. Resolution; the stage where the main character finds solution from her/his problem. The writer usually gives a moral value and message based on the story.

The language features of Narrative Text are:

1. Focus on specific and usually individualized participants.

2. Use of material process, behavioral, and verbal process.

3. Use of temporal conjunction and temporal circumstance.

4. The text emphasizes on the presence of the time order.

5. The text usually uses simple past tense.

6. It uses chronological order.

7. It uses action verbs

8. It usually found the presence of dialogue

Goldilocks and the Three Bears

Orientation	Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in. At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said. So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily and she ate it all up. After she'd eaten the three bears' breakfasts she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet. "This chair is too big!" she exclaimed. So she sat in the second chair. "This chair is too big, too!" she whined. So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

	Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.
Complication	As she was sleeping, the three bears came home. "Someone's been eating my porridge," growled the Papa bear. "Someone's been eating my porridge," said the Mama bear. "Someone's been eating my porridge and they ate it all up!" cried the Baby bear. "Someone's been sitting in my chair," growled the Papa bear. "Someone's been sitting in my chair," said the Mama bear. "Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear. They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed," "Someone's been sleeping in my bed, too" said the Mama bear "Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.
Resolution	Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.

F. Teaching Method

Contextual Teaching and Learning

G. Learning Activities

Learning Steps	Activities	Time
Pre Activities	- Greeting - The teacher asks the class president to lead prayer. - The teacher checks student's attendance. - The teacher gives some stimulating questions to warmer. - The teacher informs the material to the students.	10 minutes
Main Activities	**Exploration** - The teacher gives the Guiding Questions. - Teacher gives a Narrative Text by Digital Story. - The students answer the Guiding Questions based on the Digital Story. - The students compose a Narrative Text through the answer to the Guiding Questions - The teacher gives feedback to	70 minutes

Learning Steps	Activities	Time
	students' work and provides the model of Narrative Text based on the Digital Story.	
	• The teacher explains the generic structure and language features of Narrative Text based on the model text.	
	• The students revise their Narrative Text using appropriate generic structure and language features	
	Elaboration	
	• The teacher gives the Guiding Questions to the second Digital Story.	
	• The teacher gives the second Digital Story with the different story.	
	• The students answer the Guiding Questions.	
	• The students re-write the story based their answer to the Guiding Questions.	
	• The students check their writing	

Learning Steps	Activities	Time
	with pair correction. **Confirmation** • The teacher takes one example from the students' writing to discuss the appropriateness of generic structure and language features of the writing with the whole students • The teacher gives confirmation.	
Post Activities	• Asking for students' problems during the learning • Resume the material • Teacher gives motivation words • Closing by praying	10 minutes

H. Resources

Arni Ferra and Ayu Istiana, *Buku Ajar Ma'arif NU Bahasa Inggris kelas 10B,* Semarang: Griya Ilmu, 2013

Anderson, Mark and Kathy Anderson, *Text Types in English* (South Yarra: Macmillan Education, 1998)

I. Assessment

1. Form   : Written Test
2. Technique   : Students write a Narrative Text based on the digital story.
3. Aspect to be assessed : Content, grammatical, organization, vocabulary, mechanic.
4. Scoring   : Content + grammatical + organization + vocabulary + mechanic.

Categories	Score	Criteria
Content	**30-27**	**Excellent to very good:** knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	26-22	**Good to average:** some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
	21-17	**Fair to poor**: limited knowledge of subject; little substance; inadequate development of topic.
	16-13	**Very poor:** does not show knowledge of subject; not substantive; not pertinent.

Categories	Score	Criteria
Organization	**20-18**	**Excellent to very good:** fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.
	17-14	**Good to average:** somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13-10	**Fair to poor**: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	**Very poor**: does not communicate; no organization.
Vocabulary	**20-18**	**Excellent to very good:** sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
	17-14	**Good to average:** adequate range; occasional errors of word/ idiom form; choice; usage but meaning not obscured
	13-10	**Fair to poor:** limited range; frequent errors of word/idiom form, choice, usage; meaning confused or

Categories	Score	Criteria
		obscured.
	9-7	**Very poor**: essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use/grammar	25-22	**Excellent to very good:** effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	21-18	**Good to avera**ge: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	**Fair to poor**: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.

Categories	Score	Criteria
	10-5	**Very poor:** virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	**5**	**Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	**Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused
	2	**Very poor:** no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

J. Instrument

1. Answer the following questions based on the Digital Story that has been played!

   a. Who are the characters of the Text?

   b. Why did jack decide to sell her cow?

   c. When the beanstalk grew up?

   d. What is the conflict of the Text?

   e. Why did Jack take the goose's giant?

   f. How is the end of the story?

2. Refer to students' worksheet 1, write a complete Narrative Text entitled "Jack and The Beanstalk" with appropriate generic structure and language features. Use your 30 minutes to produce at least 75 words!

Pageruyung, 10th May 2016

Approval by,
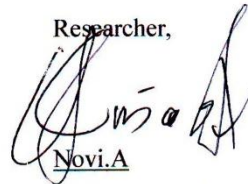
English Teacher,

Bethi Kristioningsih, S.Pd
NUPTK:9645-7606-6130-0012

Researcher,

Novi.A
NIM: 113411032

Headmaster,

Risdiyanto, SE
NUPTK: -

LESSON PLAN FOR 2nd CYCLE

SMA/MA   : MA NU 08 Pageruyung Kendal

Subject   : English

Class/Semester : Grade X/II

Skill Focus   : Reading and Writing

Material   : Narrative Text

Allocated Time : 2 x 45 Minutes

A. Standard of Competence

Understanding the meaning of short functional text and simple essay form of a Narrative Text in the daily life context and accessing the knowledge.

B. Basic competence

1. Responding the meaning of short formal and informal functional text accurately, fluently, and acceptability by using a variety of written language in the daily life context.

2. Responding the meaning and the rhetorical steps in the simple essay accurately, fluently, and acceptability by using a variety of written language in the daily life context and accessing the knowledge form of a Narrative Text.

C. Indicators

1. Understanding the meaning and information of Narrative Text.

2. Identifying the generic structure of Narrative Text.

3. Making paragraphs of Narrative Text

D. Learning Objectives

By the end of the lesson with digital story, students are able to respond the main topic and information in Narrative Text and making paragraphs of Narrative Text.

E. Learning Materials

Narrative text is a kind of text, which is telling or describing an activity or events. The basic purposes of the Narrative Text are to entertain or amuse and to get the reader's attention about the story. Besides, the story can be used as an education media, fleet to the author experiences, and to develop the reader's imagination. Narrative deals with problematic events, which lead to a crisis or turning point of some kind.

Kind of Narrative Text as follows: folktales (legend, fables, myth, fairy tales), short stories, fantasy, fiction (science fiction and historical fiction). The generic structures of Narrative Text are:

1. Orientation; in this stage, the readers are introduced to the characters and setting of the story.
2. Complication; in the middle of the story, it presents what is so called complication when the characters find a problem.
3. Resolution; the stage where the main character finds solution from her/his problem. The writer usually gives a moral value and message based on the story.

The language features of Narrative Text are:

1. Focus on specific and usually individualized participants.
2. Use of material process, behavioral, and verbal process.
3. Use of temporal conjunction and temporal circumstance.
4. The text emphasizes on the presence of the time order.
5. The text usually uses simple past tense.
6. It uses chronological order.
7. It uses action verbs
8. It usually found the presence of dialogue

The North Wind and The Sun

Orientation	Once upon a time, the north wind boasted of great strength. The sun argued that there was great power in gentleness. "We shall have a contest," said the Sun
Complication	Far below, a man traveled a winding road. He was wearing a warm winter coat. "As a test of strength," said the Sun, "Let us see which of us can take the coat off of that man." "It will be quite simple for me to force him to remove his coat," bragged the Wind. The Wind blew so hard, the birds clung to the trees. The world was filled with dust and leaves. But the harder the wind blew down the road, the tighter the shivering man clung to his coat. Then, the Sun came out from behind a cloud. Sun warmed the air and the frosty ground.

	The man on the road unbuttoned his coat. The sun grew slowly brighter and brighter. Soon the man felt so hot, he took off his coat and sat down in a shady spot.
Resolution	. "How did you do that?" said the Wind. "It was easy," said the Sun, "I lit the day. Through gentleness I got my way."

F. Teaching Method

Contextual Teaching and Learning

G. Learning Activities

Learning Steps	Activities	Time
Pre Activities	- Greeting - The teacher asks the class president to lead prayer. - The teacher checks student's attendance. - The teacher gives some stimulating questions to warmer. - The teacher informs the material to the students.	10 minutes
Main Activities	**Exploration** The teacher divides the students into 10 groups.	70 minutes

	- The teacher gives the Guiding Questions. - Teacher gives a Narrative Text by Digital Story. - The students answer the Guiding Questions based on the Digital Story. - The students compose a Narrative Text through the answer to the Guiding Questions - The teacher gives feedback to students' work and provides the model of Narrative Text based on the Digital Story. - The teacher explains the generic structure and language features of Narrative Text based on the model text. - The students revise their Narrative Text using appropriate generic structure and language	

	features	
	Elaboration	
	• The teacher gives the Guiding Questions to the second Digital Story.	
	• The teacher gives the second Digital Story with the different story.	
	• The students answer the Guiding Questions.	
	• The students re-write the story based their answer to the Guiding Questions.	
	• The students check their writing with pair correction.	
	Confirmation	
	• The teacher takes one example from the students' writing to discuss the appropriateness of generic structure and language features of the writing with the whole students	
	• The teacher gives confirmation.	

Post Activities	• Asking for students' problems during the learning • Resume the material • Teacher gives motivation words • Closing by praying	10 minutes

H. Resources

Arni Ferra and Ayu Istiana, *Buku Ajar Ma'arif NU Bahasa Inggris kelas 10B,* Semarang: Griya Ilmu, 2013

Anderson, Mark and Kathy Anderson, *Text Types in English* (South Yarra: Macmillan Education, 1998)

I. Assessment

1. Form   : Written Test
2. Technique   : Students write a Narrative Text based on the digital story.
3. Aspect to be assessed : Content, grammatical, organization, vocabulary, mechanic.
4. Scoring   : Content + grammatical + organization + vocabulary + mechanic.

Categories	Score	Criteria
Content	30-27	**Excellent to very good:** knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	26-22	**Good to average:** some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
	21-17	**Fair to poor**: limited knowledge of subject; little substance; inadequate development of topic.
	16-13	**Very poor:** does not show knowledge of subject; not substantive; not pertinent.
Organization	20-18	**Excellent to very good:** fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.
	17-14	**Good to average:** somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13-10	**Fair to poor**: non-fluent; ideas confused or disconnected; lacks

Categories	Score	Criteria
	9-7	logical sequencing and development **Very poor**: does not communicate; no organization.
Vocabulary	**20-18**	**Excellent to very good:** sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
	17-14	**Good to average:** adequate range; occasional errors of word/ idiom form; choice; usage but meaning not obscured
	13-10	**Fair to poor:** limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	9-7	**Very poor**: essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use/grammar	**25-22**	**Excellent to very good:** effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	21-18	**Good to avera**ge: effective but

Categories	Score	Criteria
		simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	**Fair to poor**: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.
	10-5	**Very poor:** virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	5	**Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	**Good to average:** occasional errors

Categories	Score	Criteria
		of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused
	2	**Very poor:** no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, etc. paragraphing; handwriting illegible.

J. Instrument

1. Answer the following questions based on the Digital Story that has been played!

   a. Mention the characters in the Text?

   b. What is the pigs' reason to decide to build a new stronger house?

   c. What is the most powerful house?

   d. What is the wolf's reason want to come in pig's house

   e. What is the resolution of the conflict?

2. Refer to students' worksheet 1, write a complete Narrative Text entitled "The Three Little Pigs" with appropriate generic

structure and language features. Use your 30 minutes to produce at least 75 words.

Pageruyung, 17th May 2016

Approval by,

English Teacher,

Bethi Kristioningsih, S.Pd
NUPTK:9645-7606-6130-0012

Researcher,

Novi.A
NIM: 113411032

Headmaster,

Risdiyanto, SE
NUPTK: -

Students' Observation Checklist

No	Aspect	Score					Grade
		1	2	3	4	5	
1.	The students are enthusiastic in listening to teacher's explanations						
2.	Students are active in understanding the material						
3.	The students show curiosity by asking the questions						
4.	Students are active to present their work						
5.	The students are enthusiastic doing the test						
6.	Students active in doing evaluation						
	TOTAL SCORE						

Teacher's Observation Checklist

No	Aspect	Score					Grade
		1	2	3	4	5	
1.	Teacher's explanation is easy to be understood, explicit, and logic.						
2.	Teacher gives students chance to ask some question about the material.						
3.	Teacher can answer the students' question about the material.						
4.	Teacher can involve students to make a conclusion.						
5.	Teacher can give explicit and easy to be understood instructions.						
6.	Teacher can use the technique and media effectively.						
7.	Teacher has clear voice during teaching and learning process.						
8.	Teacher can manage students in the class.						
9.	Teacher gave feedback and reviewed the material.						
TOTAL SCORE							

DAFTAR NILAI BAHASA INGGRIS
MA NU 08 PAGERUYUNG KENDAL
Tahun Pelajaran 2015/2016

Materi / Skill   : **Narrative Text / Writing**
Kelas / Semester   : **X/1**

NO	NAMA	NILAI
1.	A. MUBAROKUL MAIS	60
2.	ABDUL MUTOHAR	65
3.	ACHMAD LUTFI KHABIB	62
4.	ACHMAD MUNASIR	66
5.	AENI INAYATI	58
6.	ATHI IRMAYASARI	65
7.	AWWALU NI'AM	67
8.	BARIDATUN NUR	56
9.	GUS MAKSUM	55
10.	HANUDIN KISWOYO	64
11.	IKHSAN MAKHYUM	63
12.	KARIM ISTATOA AMIN	60
13.	KHAFIDZON	62
14.	LINA MAESAROH	57
15.	MARDZIATUN AFIDAH	63
16.	MILADIA RIZKY	65
17.	MUFIDATUN NASIROH	56
18.	MUHAMMAD GHUFRON	60
19.	NI'MATUL AWALIYAH	62
20.	NITA DWIYANTI	65
21.	NUR ROFIQOH	59
22.	NUR WAHYUNINGSIH	65
23.	NURALIF SAIFUDIN	65
24.	NURMAYANTI	67
25.	RIFKON ANNAS	60
26.	RISKA OKTAFIANA	55
27.	RIZKA HIKMATUL MASLAKHAH	59

NO	NAMA	NILAI
28.	RIZQA FAUZIYAH	57
29.	ROBIATUL ADAWIYAH	66
30.	ROHMATUL KHUSNA	60
31.	SAKIR MAKSUM	55
32.	SITI ZULAIKHAH	62
33.	SYAHIRA NILA ROYANI	64
34.	TOAT MAULUDIN	60
35.	ULFA HILDAYANTI	63
36.	ULFATUL KHOIRIYAH	61
37.	ULWIYAH	61
38.	VICKY ZULFIAN	64
39.	YUNDA ALFIATUL MUKAROMAH	60
40.	AHMAD RIZKI MAULANA	63
JUMLAH		**2457**
RATA-RATA		**61.425**

Guru Mapel,

BETHI KRISTYONINGSIH, S.Pd
NUPTK: 9645-7606-6130-0012

STUDENTS' SCORE OF CYCLE 1

Class/ Semester   : X/2

Theme   : Jack and the Beanstalk

Date   : Friday, May 13th 2016

No	Students' Code	Content	Organization	Vocabulary	Language use	Mechanic	Total Score
1	A-1	25	15	14	16	3	73
2	A-2	27	16	16	15	4	78
3	A-3	24	15	15	15	3	72
4	A-4	26	16	15	16	4	77
5	A-5	25	14	14	17	4	74
6	A-6	22	17	14	18	3	74
7	A-7	24	15	15	16	3	73
8	A-8	23	14	16	15	4	72
9	A-9	25	14	17	17	4	77
10	A-10	25	16	14	18	4	77
11	A-11	22	14	15	14	3	68
12	A-12	24	14	16	16	4	74
13	A-13	23	17	14	15	4	73
14	A-14	27	16	14	14	4	75
15	A-15	24	14	15	13	4	70
16	A-16	22	14	14	18	3	71
17	A-17	25	15	16	15	3	74
18	A-18	23	15	15	13	3	69
19	A-19	24	16	17	15	4	76
20	A-20	24	17	16	15	4	76
21	A-21	25	14	14	16	4	73
22	A-22	23	14	15	17	3	72
23	A-23	25	15	17	16	4	77
24	A-24	24	16	14	14	4	72
25	A-25	24	16	14	14	4	72
26	A-26	25	14	15	13	3	70

No	Students' Code	Content	Organization	Vocabulary	Language use	Mechanic	Total Score
27	A-27	22	15	17	17	4	75
28	A-28	23	17	14	16	4	74
29	A-29	23	16	15	15	4	73
30	A-30	25	15	16	16	3	75
31	A-31	24	13	17	15	4	73
32	A-32	24	15	17	15	4	75
33	A-33	22	15	14	14	4	69
34	A-34	23	16	14	15	3	71
35	A-35	25	13	15	16	4	73
36	A-36	27	17	17	17	4	82
37	A-37	25	14	15	14	4	72
38	A-38	24	14	16	16	3	73
39	A-39	23	13	15	14	4	69
40	A-40	26	16	16	17	4	79
Total score							2942

STUDENTS' SCORE OF CYCLE 2

Class/ Semester : **X/2**

Theme : **The Three Little Pigs**

Date : **Friday, May 17th 2016**

No	Students' Code	Scoring Aspects					Total Score
		Content	Organization	Vocabulary	Language use	Mechanic	
1	A-1	27	16	15	17	4	79
2	A-2	27	17	16	16	4	80
3	A-3	26	16	16	16	5	79
4	A-4	29	20	20	22	5	96
5	A-5	26	15	15	19	5	80
6	A-6	28	20	18	20	4	90
7	A-7	26	16	16	16	4	78
8	A-8	25	16	16	17	5	79
9	A-9	26	15	17	19	5	82
10	A-10	27	17	15	22	4	85
11	A-11	28	20	20	22	5	95
12	A-12	26	16	17	18	5	82
13	A-13	24	17	15	20	4	80
14	A-14	26	17	16	18	5	82
15	A-15	26	16	17	17	4	80
16	A-16	25	16	16	21	4	82
17	A-17	27	17	17	18	4	83
18	A-18	24	16	16	18	4	78
19	A-19	28	16	17	19	5	85
20	A-20	27	17	16	20	5	85
21	A-21	27	16	15	21	4	83
22	A-22	27	16	17	18	4	82
23	A-23	28	18	19	20	5	90
24	A-24	26	17	15	18	4	80
25	A-25	25	16	16	18	4	79

No	Students' Code	Scoring Aspects					Total Score
		Content	Organization	Vocabulary	Language use	Mechanic	
26	A-26	28	16	17	19	5	85
27	A-27	24	16	17	17	4	78
28	A-28	25	17	16	20	4	82
29	A-29	25	17	16	17	5	80
30	A-30	28	18	18	21	5	90
31	A-31	25	16	17	18	4	80
32	A-32	25	16	17	17	4	79
33	A-33	24	17	16	18	4	79
34	A-34	25	16	15	18	4	78
35	A-35	27	15	15	20	4	81
36	A-36	28	20	20	22	5	95
37	A-37	26	15	15	18	5	79
38	A-38	26	15	16	18	5	80
39	A-39	25	15	17	17	4	78
40	A-40	28	18	18	21	5	90
Total score							3308

Students' Activeness in the Pre-Research, Cycle 1, and Cycle 2

No.	Indicator	Observation Research		
		Pre-Research	Cycle 1	Cycle 2
1.	The students are enthusiastic in listening to teacher's explanations	2	4	4
2.	Students are active in understanding the material	2	3	4
3.	The students show curiosity by asking the questions	2	3	4
4.	Students are active to present their work	2	2	4
5.	The students are enthusiastic doing the test	2	3	4
6.	Students active in doing evaluation	2	3	4
	Total	12	18	24
	Percentage	40%	60%	80%

Teacher's Performance in the Pre-Research, Cycle 1, and Cycle 2

No.	Indicator	Observation result		
		Pre-Research	Cycle 1	Cycle 2
1.	Teacher's explanation is easy to be understood, explicit, and logic.	4	4	4
2.	Teacher gives students chance to ask some question about the material.	4	4	4
3.	Teacher can answer the students' question about the material.	3	3	3
4.	Teacher can involve students to make a conclusion.	3	3	4
5.	Teacher can give explicit and easy to be understood instructions.	3	3	3
6.	Teacher can use the technique and media effectively.	2	3	4
7.	Teacher has clear voice during teaching and learning process.	3	3	3
8.	Teacher can manage students in the class.	3	3	4
9.	Teacher gave feedback and reviewed the material.	3	3	3
	Total	**28**	**32**	**37**
	Percentage	**62,22**	**71,11**	**82,22**

Students' Score in the Pre-Research, Cycle 1, and Cycle 2

No.	Students' Code	Pre-Cycle	Cycle 1	Cycle 2
1.	A-1	60	73	79
2.	A-2	65	78	80
3.	A-3	62	72	79
4.	A-4	66	77	96
5.	A-5	58	74	80
6.	A-6	65	74	90
7.	A-7	67	73	78
8.	A-8	56	72	79
9.	A-9	55	77	82
10.	A-10	64	77	85
11.	A-11	63	68	95
12.	A-12	60	74	82
13.	A-13	62	73	80
14.	A-14	57	75	82
15.	A-15	63	70	80
16.	A-16	65	71	82
17.	A-17	56	74	83
18.	A-18	60	69	78
19.	A-19	62	76	85
20.	A-20	65	76	85
21.	A-21	59	73	83
22.	A-22	65	72	82
23.	A-23	65	77	90
24.	A-24	67	72	80
25.	A-25	60	72	79
26.	A-26	55	70	85
27.	A-27	59	75	78
28.	A-28	57	74	82
29.	A-29	66	73	80
30.	A-30	60	75	90

31.	A-31	55	73	80
32.	A-32	62	75	79
33.	A-33	64	69	79
34.	A-34	60	71	78
35.	A-35	63	73	81
36.	A-36	61	82	95
37.	A-37	61	72	79
38.	A-38	64	73	80
39.	A-39	60	69	78
40.	A-40	63	79	90
Sum		2457	2942	3308
Average Score		61.46	73.55	82.70
Low score		55	68	78
High score		67	82	96

Pictures of the Activity

Teacher gives a Narrative Text by Digital Story

The students compose a Narrative Text based on Digital Story that had been played.

7

Name   : Vicky Zulvianto

Student's Number : 138

(73)

Refer to students' worksheet 1, write a complete Narrative Text entitled "Jack and The Beanstalk" with appropriate generic structure and language features. Use your 30 minutes to produce at least 75 words!

orientation:
{ once upon a time, lived a boy named Jack.
{ get him self the biggest most

complication:
{ No mangoes help of trouble ever.
It started when Jack mama asked.
Where your the cow Jack? Jack answerd
I'm barter with bean, magic bean.
mama: are you belive it Jack? Jack answer
Oh My God, he was to milk the old cow
But Jack decided he was tired of milky cows.
"no way, no how" mama, I'm lazy.
    Jack was on his way to market
I'm going to sell my cow at the market
Paddler asked?? Why sell your cow.
Asked the peddler. and I reader for beans
Not just any kind beans magic.
They do magic beans said ped >!!!
Jack asked: Magic? sold and treaded cow
with bean. Jack got home and told his mama

resolution:
{ Jack, so Try the would.
    Jack meet the Giant, and played big
Base ball with Giant.
        The End.

15.

Name : Siti Zulaikhah

Student's Number : 032.

(75)

Refer to students' worksheet 1, write a complete Narrative Text entitled "Jack and
The Beanstalk" with appropriate generic structure and language features. Use your
30 minutes to produce at least 75 words!

" Jack and The Beanstalk "

Orientation

Once Upon a time, a boy named jack got
him self into biggest, most, humongous heap of
trouble Over it all started when jack's mama asked
him to milk the old cow. But jack decided he
was tired of milking cows and he decided for
sell the cow.

complication

On the street to market he meet mr. pedaller,
he trace the cow with beans from mr. pedaller
because mr. pedaler said that the beans is magic.
in house, his mother not belived with jack and
then jack's mother threw the beant exit to window
suddenly the land shake and grow a beanstalk.
jack and his mother fell supised when look
that jack try to climbed beanstalk.
Until the top he looked big castle and he went inside
to the big castle. Than he find goose with gold
eggs. he take the goose. than came the giant.
jack hide but, the giant looked jack. Jack said.
could you please give me something to eat ?.
i am so hungry !" the giant chase jack until
jack's house.

resolution

giant followed jack until house. he wany to
eat jack. but, giant's mother said don't eat
children!" Giant followed his mother and jack.
forgive to giant because take goose. and
giant give for jack and than, they played soft
ball together.

THE AND.

14.

Refer to students' worksheet 1, write a complete Narrative Text entitled "Jack and
The Beanstalk" with appropriate generic structure and language features. Use your
30 minutes to produce at least 75 words!

Jack and the Beanstalk.

Orientation

Once upon a time, lived a children and his mother, the children is named Jack. Someday, his mother asked Jack to milk the old cow. But Jack decided he was tired of milking cows. "NO way, no how.

Complication

Jack decided to sell a cow in the market. but before until market Jack to meet with people and the people to wish buy a cow Jack with three beans magic, Jack agree and change his cow with three beans magic

to till in home his mother repimand Jack because Jack changed cow with three bean. "this a three beans magic mom" say Jack. his mother not belive and throw the three beans go out through windows. Suddenly the three beans that to grow thus giant tree beans.

after that Jack decided to climb tree beans and till too in the sky. Jack look castle he inside to the big castle and his look goose gold goose with gold egg. Jack decided to take that goose, but before to till in home come a giant. that giant look Jack and giant chas to eat Jack, until Jack's howse.

Resolution

grant followed Jack until houre. he want to eat Jack, but grant's mother deny. finised Jack and giant they play soft ball together

13

Name   : ABDUL MUTOHAR

Student's Number : 2

78

Refer to students' worksheet 1, write a complete Narrative Text entitled "Jack and
The Beanstalk" with appropriate generic structure and language features. Use your
30 minutes to produce at least 75 words!

Generic
structure

Orientation

Complication

Resolution

Once Upon a time, a boy named jack got him self into the biggest,
most. humongous heap of trouble ever, it all started when jak's mama
asked him to milk the old cow. But jack decided he was tired of
Milcing cows.

"No way', now how. I'm not .decided to sell the old cow, so he'd
never have to milk. jack was on his way to market to sell the cow.
"Hi, Mr. peddler", said jack. "I'm going to sell my cow at the market,"
said jack. "Wy do you sell your cow?" asked the peddler. Trade her for beans.
Not just any kind of beans" what They do magic" said the peddler
"Magic? Sold" said jack. and he traded the cow for three magic
beans. jack got home and told his mama he'had sold the cow so
he wouldn't have to milk

I sold her for magic beans. you sold a cow for magic
beans "Mama couldn't belive what". jack was telling her "There's
no such thing as magic" she threw the beans out the window.
Suddenly. the ground rumbled and began to shake Amazing
beans talk. grow up right be fore their eyes. Climbed jack the tall
beans talk (jack).

At the top of the beans talk jack found a grant castle.
and went inside. the most amazing thing he had even seen. it was a
goose. But it was't just any old or dindry goose. this goose
golden eggs. Think of to jack to steal goose and down in
beans talk and the giant to make allowed the down god, Mama
giant angry the son. Finnaly jack and giant to play basebiball and baseball
giant and the jack became good Friends forever, giant succes.

The end

Refer to students' worksheet 1, write a complete Narrative Text entitled "Jack and
The Beanstalk" with appropriate generic structure and language features. Use your
30 minutes to produce at least 75 words!

(73)

Orientation

Once upon a time ...
... ...
sell the biggest Mast. ...
... decide ... ... (... cow). Humongous he up of troble
ever, it all started when Jack's mama asked, him to milk
the old cow. But Jack decided he was tired of milking cow
"Now way, no way, I am not.

Jack Decided to sell the old cow, so he'd never
then of milk. Jack was on his way to market to
sell the cow. Hi Mr. peddler, said Jack. I am going
to sell my cow at the market. "Jack why sell your
cow". Asked the Peddler for beans, not just any
kind of beans

Complication

"What do magic" said the Peddler "Magic?
said said Jack and the traded the cow for three
Magic beans Jack got home and told his mama couldn't
believe that Jack was telling her three no such thing
as magic she threw the beans out the window. Suddenly
the ground rumbled and began to shake a magic beanstalk.
grow up right before their eyes.

Resolution

aim the tall beans talk at the top of the beans talk
Jack and giant castle and went inside, the most amazing
thing he had even seen. It was a goose. But it wasn't
just an old ardinary goose this goose eggsgolden, think
of to play baseball. Jack and the giant became good
Friends giant succes

Name   : Mita Dwiyanti

Student's Number :

85

Refer to students' worksheet 1, write a complete Narrative Text entitled "The Three Little Pigs" with appropriate generic structure and language features. Use your 30 minutes to produce at least 75 words!

"The Three little pigs"

Orientation

Once upon a time three were there three little pigs named Penolope, Paul, peter. The pigs lived together In a creaky. leaky, eensy, old shack. One night, while cleeping roof felling in peter hammock fell on and paul hammock feel on the floor.

complication

They decided to build each new house stronger The first pig loved play game and he to build new house of play cards. The second pig a baker and build new house of cotton candy. The third pig a construction worker, then he build new house bricks. The big and bad wolf came creeping Penaope and paul new house. when wolf come creeping peter house's it is a very strong house.

Resolution

finally, they lived happy together and build each new house strong. They are become night bour hood.

Name   : Ulfatul Khoeriyah

Student's Number :

95

Refer to students' worksheet 1, write a complete Narrative Text entitled "The Three Little Pigs" with appropriate generic structure and language features. Use your 30 minutes to produce at least 75 words!

The Three Little pigs.

Orientation

Once upon time, there was three little pigs, they are penelope, paul, and peter. The pigs lived together in one home. One night while the pigs are sleeping, the bad ceiling cracked and fall apart. The ka paul's hammock fall down and the penelope's and peter's hammock too.

Complication

After that, they were decided to build the stronger house. and each from them, build the house to fit with they each jobs.
penelope, build her house from the playing cards, because she likes played games.
paul is a baker, and he build her house from cotten candy.
peter, is a construction worker, he build her new house from the bricks

On the one night, the bad wolf came to penelope's house, and knocked the door, but penelopes not to open the door, then the wolf an was angry, he puffed and huffed the penelope's house. penelope ran to the her brother's house, paul. in there, the wolf knocked the door, but paul and penelope not to open the door, then the wolf was angry he puffed and huffing the paul's house. After that, paul and penelope run away to peter's house, the wolf to angry and came to the peter's house, in there, the wolf knocked the

Resolution

door, but they are not to open, finished, the wolf said, that he just need th a house to stay, After that, peter. a construction worker, helped them to build build the house, and then paul, peter, and penelope, became a good neighborhood with the wolf.

Refer to students' worksheet 1, write a complete Narrative Text entitled "The Three Little Pigs" with appropriate generic structure and language features. Use your 30 minutes to produce at least 75 words!

" The Three Little Pigs "

orientation

Once upon time there was three little pigs, their named are penelope, Paul and Peter. The pigs lived together in a old shack.

One night while the pigs sleeping the old shack. The ceiling started cracked and they are falling down on the floor.

reorientation

After that, they decided to build the new strong house. They build their house from each favorite. First, Penelope's build her house from card because shep likes to playing cards. Then, Paul build her house from cotton candy, because it's favorite food. Petter's build her house from bricks - brick house.

complication

One night, the wolf come to penelope's house and knocked the door but penelope not opened the door. the wolf wish creeping up and blow penelope's house. the wolf puffed and huffed penelope's house. The penelope ran and ran to her brothert house.

Penelope there with Paul, but the wolf came and knocked the door, but both not opened the door. the wolf puffed and huffed the Paul's house and blow. Penelope and Paul ran to her brother's house - brick house. the wolf puff and puff the house but the wolf not stronger to cracked the house.

Resolution

Finally the wolf explained that he coming only to he just need a house there. because his house is maked of candles is melt. Finally they build own house most stronger, and they live happy together with neighbourhood.

Name   : Achmad Munasir

Student's Number :

96

Refer to students' worksheet 1, write a complete Narrative Text entitled "The Three Little Pigs" with appropriate generic structure and language features. Use your 30 minutes to produce at least 75 words!

The three little pigs

orientasion

Once upon a time, the three little pigs named penelope, paul. And peter. They lived in the old shack. that night, the three little pig sleeping.

Complication

Peter's hammock feel on paul., pauls' hammock and fell on penelope and penelope's hammock fell on the floor. then, the three little pig build the house. penelope build new house with the cards, because she likes playing card. Paul build the new house with a favorite food in the world this is a cotton candy, And peter work in a constructure, so he know all about build that strong.

Then, the big, bad wolf came to creeping house the little pig's. Penelope and paul house bowl puffed wolf. they ran and ran until to peter's house, but the wolf not the bowl the peters house because the house is strong.

Resolution

but the wolf explained that he coming he just need a house there. because his house is maked of candles is melt. Finally they build own house most stronger and they lived happy together with neighboorhood.

Name : Ikhsan Makhyum

Student's Number : 11

Refer to students' worksheet 1, write a complete Narrative Text entitled "The Three Little Pigs" with appropriate generic structure and language features. Use your 30 minutes to produce at least 75 words!

Orientation

One upon a time, lived three little pigs is named penelope, paul, and peter. one day, the little pigs sleeping in old shack any boom and the hammock they crack and they Fellon in floor.

Complication

The little pig's decided to build a new house which strong. penelope likes playing game so she build a new house from cards.

The second little pigs was a baker, so he decided to build house from cotton candy.

And Petter make house with construction work, Next day Three Three little pig' the wolf with he know all about build that strong.

Then, the big, bad wolf came to creeping house the little pig's. penelope and paul house bowl puffed wolf. they ran and ran until to peter's house but the wolf not the bowl the peter's house because the house is stronger. to cracked th

Resolution

The wolf explained that he coming to cracked the he just need a house there. because his house is mated of candler is melt.

Finally they build own house most stronger, and they lived happy together with neigh bourhood

Nomor : In.06.03/J4/PP.00.9/4400/2015   Semarang, 12 Oktober 2015

Lamp : -

Hal   : Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Siti Tarwiyah, S.S., M.Hum.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama   : Novi.A

NIM   : 113411032

Judul   : "Improving Students' Ability in Writing Narrative Text by Using Digital Story (A Classroom Action Research at Tenth Grade of MA NU 08 Pageruyung Kendal in the Academic Year of 2015/2016)"

Dan menunjuk saudara:

1. Siti Tarwiyah, S.S., M. Hum.   (Pembimbing I)

Demikian penunjukan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,

Sekertaris Jurusan PBI

Sayyidatul Fadlilah, M.Pd
NIP. 19810908 200710 2 001

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip

Nomor : Un.10.3/D1/TL.00./1736/2016   Semarang, 09 Mei 2016
Lamp : -
Hal : Mohon Izin Riset

     A.n. : Novi.A
     NIM : 113411032

Kepada Yth :

Kepala MA NU 08 Pageruyung
di Kendal

Asssalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Novi.A
NIM   : 113411032
Alamat   : Krajan RT 06/10 Ds. Parakan Sebaran Kec. Pageryung-Kendal
Judul Skripsi : Improving Students' Ability in Writing Narrative Text by Using Digital Story (A Classroom Action Research at Tenth Grade of MA NU 08 Pageruyung Kendal in the Academic Year of 2015/2016).
Pembimbing : Siti Tarwiyah, S.S., M. Hum.

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/ judul skripsi yang sedang disusun, oleh karena itu mohon diijinkan melaksanakan riset. Selama 2 minggu terhitung mulai tanggal 10 sampai dengan 21 Mei 2016.
Demikian atas perhatian dan kerjasama Bapak/Ibu disampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.

            An. Dekan,
            Wakil Dekan Bidang Akademik,

            Dr. H. Fatah Syukur, M. Ag.
            NIP. 19681212 199403 1 003

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Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

SURAT KETERANGAN
Nomor : Ket.009/MA NU 08/ V/ 2016

Yang bertanda tangan dibawah ini:

Nama	: Risdiyanto, SE
Jabatan	: Kepala Madrasah
Unit Kerja	: MA NU 08 Pageruyung

Menerangkan dengan sebenarnya bahwa:

Nama	: Novi.A
NIM	: 113411032
Prodi	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universaitas Islam Negeri Walisongo Semarang
Judul Penelitian	: Improving Students' Ability in Writing Narrative Text by Using Digital Story (A Classroom Action Research at Tenth Grade of MA NU 08 Pageruyung Kendal in the Academic Year of 2015/2016).

Nama yang tersebut di atas telah melakukan penelitian di Madrasah Aliyah NU 08 Pageruyung.

Demikian surat keterangan ini dibuat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Pageruyung, 21 Mei 2016

Kepala Madrasah

Risdiyanto, SE

CURRICULUM VITAE

A. Personal Indentity

    1.   Complete Name   : Novi.A

    2.   Place & Date of Birth : Bandung, November 16th 1991

    3.   Original Address   : Krajan RT 06/01 Ds. Parakan Sebaran
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         HP   : 087831111953 & 081329558595

         E-mail   : novi_abcd@yahoo.co.id

B. Educational Background

    1.   SDN 01 Parakan Sebaran   : 1997-2003

    2.   MTs NU 10 Penawaja Kendal   : 2003-2006

    3.   MA NU 08 Pageruyung Kendal   : 2008-2011

    4.   Students of Education and Teacher Training Faculty Walisongo State Islamic University 2011

Semarang, June 6th 2016

Novi.A
NIM. 113411032