## Chapter I

## Introduction

This chapter focuses on giving introductory explanation of the research. It presents the research background, identification of problem, research question, the limitation of problem, the objective of the study, and the significances of the study.

**1.1 Research Background**

Language is the most important one of human’s life. Language is an essential aspect of human interaction either orally, in writing or gestures. Language is a tool to communicate with others. Using language as a tool of communication has purpose so we can be understood by others. The utilization of language can show human expression. It means through language can convey their idea, thought and feel. In Indonesia, English is learnt by students as a foreign language and taught formally from elementary school up to the university level.

English language is a kind of language that most used in the world. In many country, English is used as the second language beside their mother language. English is the general language that is used in the world. Because of that, it is very important for us to learn English.

Writing is one of the competences in English. It is considered as the most difficult skill for the students. According to the research conducted by Alwasilah (2001: 24), writing has 43,1 % in percentage as the most frequently taught on level lower than reading which has 49,5%. The research also ratifies that writing is the most difficult lesson to learn. Teaching writing in school emphasizes spelling, word formation, and vocabulary.

The importance of teaching writing is argued by Belden (2007) that learning writing well is essential to improving communication skill, grammar and gives a special contribution to the way of critical thinking. As in line Belden, Alwasilah (2001: 15) states that writing in an absolute necessity because it can represent culture and civilization. It is a process of thinking which not only combines the words but also forces to bear and express the idea of something. The classical problem about how difficult writing skill especially in generating idea, calls for solutions. Heaton (2003: 135) in Megawati claims that mastering writing skill requires not only grammatical and rhetorical devices but also conceptual and judgmental elements.

The role of teachers in language learning, especially in writing skills is very important in the learning process. However, at the present time writing learning method used by most teachers is still use conventional methods. It can be seen in language teaching activities, especially in writing by still using the lecture method is more dominant. This method makes the students bored in participating teaching and learning writing activity.

Lack of student practice in writing is one of the obstacles. Many students think that writing is difficult. Selecting the topic is the important thing that students have to do before they start writing. But in the fact, when the students start to write, they have difficulties. They are silent looks into the blank paper and have no idea. They can not sit quietly and talk to their friends about the task of writing. Especially, they are short of ideas, vocabulary, and trust. Students often have difficulties in remembering English vocabulary when they find new words.

Therefore, the feasibility of the media of learning writing is very important to generate interest and understanding of the students in learning to write, as well as to encourage teachers to look for the right media to learn more effectively. To produce good writing, students must often be trained to learn to express their thoughts and experiences in the form of writing, of course, with the right methods and media. Film is one kind of media that is usually used in the classroom.

In teaching and learning activities, students need to be supported by relevant things to improve the students’ capability in achieving the objectives of the learning. Media can make the materials more understandable. Media can also help create more interesting learning activities, and encourage teachers’ creativity in providing the various methods in their teaching and learning activity (Megawati, 2010).

There are many media can be used by teacher in teaching and learning activity. Commonly, media can be divided into three types. They are visual media, audio media, and audio visual. Media as supporting tools in teaching and learning process can make the materials clearly, give more varied teaching techniques and make learning more interesting. One of the media that can be used is films. With the media short film expected to learn writing more effectively and students can easily describe their ideas or imagination into a literary work and can produce good writing. The short film which has a relatively short duration expected to be used as an effective media and in accordance with the teaching of writing in the classroom. Besides that, short film does not require a long time, so that the learning time can be adjusted with the allocation of time in learning. Therefore, the writer conduct a study to test the use of short film as the media in learning writing, with the title “The Use of *Pinocchio* Film as a Media for Teaching in Writing Skill”.

Furthermore, film can encourage students to transform ideas into paragraph and increase students’ thinking ability in order to improve their creativity. In additional, students’ can understand the context of the message and students’ comprehension increase mostly on the fact and detail by watching film.

**1.2 Identification of Problems**

Some identification problems can be identified as follows:

1. The students are less motivated in learning to write.

2. The lack of students' writing practices.

3. Learning is stil lusing conventional models.

4. The teacher does not used media that can stimulate and attract students' motivation in learning to write.

5. The use of media short film in teaching learning writing needs to be tested.

**1.3 Research Question**

Based on discussion of background and identification problem, the writer would like to answer the problems that are formulated in these questions :

1. What are the procedure in teaching and learning writing by using *Pinocchio* film as a media for teaching in writing skill?
2. What is the result of using *Pinocchio* film as a media for teaching in writing skill to improve students writing skills?
3. What are the teacher and student’s opinions of using *Pinocchio* film as a media for teaching in writing skill is applied in the classroom?

**1.4 The Limitation of Problems**

The writer would like to limit the scope of the study. Based on the identification of the problem, there are many problems to be solved. Therefore, this study is limited to writing narrative text. The researcher wants to take a research entitled “The Use of *Pinocchio* Film as A Media for Teaching in Writing Skill”. This study is perform in second grade of SMP Negeri 1 Lembang in the academic year 2014/ 2015.

**1.5 Objectives of the study**

The objectives of the study are :

1. To know the procedure of using *Pinocchio* film in learning writing in classroom.
2. To find out the result in learning writing using *Pinocchio* film.
3. To find out the teacher and student’s opinions in learning writing using *Pinocchio* film.

**1.6 Significances of the study**

The results of this study are expected to provide theoretical and practical benefits.

1. Theoretical Benefits

This study is expected to contribute ideas in determining the appropriate learning media writing, especially for teachers.

1. Practical Benefits
   1. For Teachers

This research is expected can be used as a consideration in selecting the appropriate method or ways in teaching learning process for junior high school especially for improve students writing skill. Besides, it can be used to vary such activities of writing that support and motivate their students.

* 1. For Students

The use of the media short film can motivate students to express ideas and creative in the process of learning that writing was not difficult.

* 1. For Schools

The results of this study are expected to be used as a development writer teaching process.

* 1. For other researcher

The findings of this research can be used as one of the references in conducting research on English language teaching, especially in the implementation of using *Pinocchio* film in learning writing.

**Chapter II**

**Theoretical Foundation**

* 1. **Definition of Teaching**

According to Arifin (1978), teaching is a series of activities that tell of lessons to students in order to receive, respond, control, and develop of learning materials. Tardif says (1989) teaching is any action performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learner), which means that teaching is an act done by a person (in this case educators) with the purpose assisting or facilitating others (in this case students) learning activities.

Based on the text above, teaching is a series activity of someone (the teacher) who gives materials, with some purpose those are get input, respond, and develop of materials.

* 1. **Teaching writing**

Writing is viewed as complex and the most difficult skill to be acquired by language learners, it means as hard activity for students (Brown 2001; Byrne, 1978).

Furthermore, Raimes (1983: 3) recommends three function of teaching writing, as follows: it strengthens the grammatical structures, idioms, and vocabulary; it provides opportunity for the students to explore the language and it involves the students with new language.

Generally, teaching writing has some purposes, Hartog (1970) states that three are purposes of writing. That is to enable the writers to record their own observation and thoughts, to explore and elaborate these though, and to develop their own power of thinking and convey the result of their thinking to readers as clearly and completely as possible.

* 1. **Why Teach Writing?**

According to Byrne (1988: 6) writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching.

In the early stages of a course oriented toward oral proficiency, writing serves a variety of *pedagogical* purposes:

1. The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.
2. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. It is not likely to be a true index of their attainment, but once again it satisfies a psychological need.
3. Exposure to the foreign language through more than one medium, especially if skill is properly integrated, appears to be more effective than relying on a single medium alone. Even at an elementary level there are many opportunities for activities that effectively integrate skills.
4. Writing provides variety in classroom activities, serving as a break from oral work (and is therefore a quieter and more relaxed time for both students and teacher). At the same time, it increases the amount of language contact through work that can be set out of class.
5. Writing is often needed for formal and informal testing. Although in general oral ability should be measure through oral tests, in practice we are often obliged by circumstances, such as the amount of time we have at our disposal and the number of students there are in the class, to use some form of written test. In some cases, of course, a written test may even be appropriate: for example, making notes while listening.

**2.4 Narrative Text**

Narrative is to tell a story or tale that orderly account of events in speech of writing (Hornsby, 1974: 561). It is a piece of the text which tells story and, in doing so, entertains or informs the reader or listener.

According to Feez and Joyce (1998: 24) Narratives act as a form of entertainment and as a way of exploring issues in our society. We have developed a familiar pattern for constructing narratives. The five stages of a narrative are:

1. Orientation which:

* Introduces the characters and tells the reader something about them
* Tells the reader when, where, who, what and why
* Gives a hint about the problems which the characters will encounter

1. Complication which is where the reader discovers the problems and something happens that the characters do not expect.
2. Evaluation which:

* Is usually attached to the complication or woven into it
* Is where the storyteller comments on the events and in this way gives significance to them
* Makes the reader care about what happens to the character
* Slows the action down and creates suspense which makes the reader want to find out what happened next

1. Resolution which is where the problem is solved.
2. Coda which rounds off story with a sort comment on what happened or with a comment about the future lives of the characters. Many fairy tales have a coda such as *And they lived happily ever after*.

All narratives must have an orientation and a complication with an evaluation and a resolution. The complication is the center of the narrative. It is the reason why the story is told. Storytellers only sometimes give their narratives a coda. At other times they leave the reader to work out the coda for themselves.

According Feez and Joyce (1998: 28) narratives tell about the actions of the characters, their reactions to events. When narratives are describing the actions of characters, their actions are shown through action verbs in the past tense.

**2.4.1 Types of Narrative**

There are many different type of narrative that is proposed by Anderson and Anderson (1997: 18-31). They are:

1. Humor

A humor narrative is one that aims to make audience laugh as part of feeling story.

1. Romance

The romance narrative typically tells of two lovers, who come over difficulties to end up together.

1. Diary Novel

This type of narrative has the text presented like diary entries.

1. Fantasy Fiction

In their book Anderson and Anderson give him example of fantasy

fiction. According to them, the example of fantasy fiction is story by Ronald Dahl "the witches” in the orientation of the story, conclude that fantasy fiction in type of narrative writing in which the aspect of fantasy or imagination is involved.

1. Science Fiction

Science fiction narrative uses a setting in involving science and Technology.

1. Historical Fiction

Mark and Kathy do not give the clear definition of this type text.

They just give an example of this text that is story by Robert Westall entitles “The Machine Gunner.” After reading the story, narrative is the one that uses a historical setting (1997: 23).

**2.5 Definition of Media**

The media is an integral part of the learning process teaching in order to achieve the goals of education in general learning objectives in school in particular. The word comes from the Latin media "medius" which literally means 'middle', 'intermediate', or, 'introductory' (Arsyad, 2009: 3).

Arsyad (2009: 4) also suggest the media is a component of learning Resources or physical vehicle containing instructional material environment that students can stimulate students to learn.

Based on the theory of media presented above, it can be seen that the media is a set of tools used to assist and facilitate the learning process in order to achieve the expected goals of learning.

* + 1. **Types of Instructional Media**

Mulyana, Kim classifies the instructional media for teaching language into:

1. Games and simulation, for example: Simon says, Scrabble, Bingo, Words puzzle. Some examples of simulation: role playing, socio drama, psycho drama, puppet show.
2. Visual media, for example : a black board, flannel board, magnetic board, wall chart, flash card, reading box, reading machine, module, picture card, slide, film, OHP.
3. Audio Media, for example: radio, recordings, record player.
4. Audio-visual media, for example: voiced slide, film, TV, Video and tape recorder.

According to Sukartiwi (1996), there are some advantages of using media in teaching-learning process. Those are;

1. To increase the learners’ motivation.

2. To avoid the learners bored.

3. To make the learners easy to understand the instructional material.

4. To make the teaching learning process more systematic.

**2.6 Definition of Film**

A film is a visual aids that can be used in writing class.It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class (Harmer, 2001: 282).

Film can be an effective media inteaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (speaking and writing). Meanwhile, Azhar (2011: 49) defines film as pictures in a frame where frame by frame is projected through the projector lens mechanically. So the pictures in the screen looks alive.

* + 1. **Types of Film**

Some of the most basic types of film line up as distinct alternative commonly distinguish documentary from fiction like; like action to animation and “mainstream” for experimental or avant-grade film making. Bordwell and Thomson (1997: 42-51) states that there are four types of films, they are:

1. Documentary Film

A documentary film purposes to present factual information about the world outside the film. As a type of film, a documentary present themselves as factually trust worthy.

1. Fictional Film

A fictional film present imaginary being plates or events. Yet, if a film fictional, that does not mean that it is completely unrelated to actually.

1. Animated Film

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

**2.7 Advantages and Disadvantages of Film in Teaching Writing**

Teaching in general or English teaching in particular is combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching learning process, a teacher needs to bring and apply all components into classroom.

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

1. Seeing language-in-use

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

(2) Cross-cultural awareness

A film uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British „body language‟ when inviting someone out, or how Americans speak to waiters. Film is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

(3) The power of creation

When students make their own film as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of film-making can provoke genuinely creative and communicative uses of the language, with students finding themselves doing new things in English.

(4) Motivation

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

According to Azhar (2011: 50), he describes that the disadvantages of using film in teaching and learning process are:

a) Procument of film generally is expensive and cost a lot of time.

b) When the film showed, the pictures will keep changing making all students are not able follow the information given through the film.

c) Films not always appropriate with the needs and desired learning objective.

**2.8 Film as Audio Visual Aids in Teaching Writing**

Writing is one of productive skills that must be learnt in a language classroom. Learners, engaged in a productive skills task can be come very frustated when they do not have the word or the grammar they need tho express themselves.

In teaching learning process, teachers are expected to make it more interesting through the media used. Film is one of the media that can be used in teaching writing, especially in writing narrative text. According to Oemar Hamalik that was cited from Asnawir’s book, good movie or film has some features, one thing is film can arouse students interest.

By using film, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material.

**2.9 Short Film**

Technically, the short films are films that have duration of less than 50 minutes (Hillin and Prakosa, 1997). Short films can be only lasted 60 seconds, which is an important idea and use of communication mediacan take place effectively. With a short duration, teachers can freely adjust the allocation of instructional time in the classroom.

**2.9.1 Animation Film**

Animation film are distinguished from live-action ones by unusual kinds of work that are done at production stages (Bordwell and Thompson 1997: 50). Animation films do not do continously filming outdoor action in the real time, but they create series of images by shooting one frame at a time.

Animation film is kind of film which involves sound, recording a series drawing or manipulating in animate object one frame in one time. When projected, the sequences of frames take on the solution of motion. It uses computer graphic in creating animated image. Film can be an effective media in writing teaching. It provides students in an idea to write, share their opinions in writing and stimulate their interest in teaching and learning process.The writer uses animation film with title *Pinocchio*. It is appropriate for the students in junior high school because it is interesting for them and has a simple story. Beside that, the film has a moral value and the language is easier to be understood.

**Chapter III**

**Research Methodology**

This chapter explains the procedures and stages of the research employed by the researcher, including the data source and the technique to collect and analyze the data. It covers research design, research method, population and sample, procedures of data collection, and techniques of analysis data.

**3.1 Research Design**

Sugiyono (2014) mentions the result of the study more accurate or effective, the writer has to make 3 steps of test, those are pre-test, treatment, and post-test. The writer used One Group Pre-test Post-test Design.

**3.2 Research Method**

The writer used descriptive quantitative method. According to Sugiyono (2014) claims the descriptive analysis research is a research study that intend to figure out the independent variable value, whether it is one variable or more without making a comparison, or related to the another variable.

Descriptive quantitative method is taken because the purpose of this research is to find out the procedures, the result, and teacher and students’ opinion about the use of media film in writing narrative text more accurate or effective.

**3.3 Population and Sample**

**3.3.1 Population**

Inevery research it needs data and information from the sources which is valid. The data from the field was analyzed and used to answer the research question or exam the hypothesis.

All of sources in the research call population. It is supported by Sugiyono (2002: 57) that population is a generalization rate which is consist of: object or subject which have a quantity and specific characteristic which is decided by the researcher to be learnt then drawing conclusion.” It also supported by Arikunto (1998: 115) that population is a whole research subject. In order, population is a whole data sources which can gives input to solve the problem in the research. According to those explanations, the researcher decided that population in this research is entire second grade students in SMPN 1Lembang.

**3.3.2 Sample**

Research sample is a part of population which has the same characteristics. It is supported by Sugiyono (2002: 56), *“Sampel adalah sebagian dari jumlah besar dan karakteristik yang dimiliki oleh populasi tersebut.”* It means, if the writer can not study all of the population, which caused by limited time and energy the researcher could use the sample which is taken from its population.

To determine the sample, the writer used class sampling, because the writer had to adjust with the time of teaching schedule in SMPN 1 Lembang. It means that using sampling class is more effective. The sample of the research is class VIII-E second grade students of SMP Negeri 1 Lembang which consist of 33 students.

**3.4 Procedures of Data Collection**

In collecting the data, several instruments were utilized. The first step was conducting the classroom observation. The next step was pre-test and post-test then interview. In this study the teacher taught students using film animation and the writer observed the activity. In this case, the teacher will give some steps. Those were:

Firstly, the teacher would prepare pre-test for students. In this case the teacher used film in title *Pinocchio* as media. The test was given to identify their achievement of writing narrative text. In this test the students were asked to create a short narrative text which was based on the story of *Pinocchio* that they know. The teacher introduced about narrative text and generic structure also themes and characters in the story of *Pinocchio*. Then, the teacher asked the students to understand content of the story. In doing this pretest students were allowed to discuss with their friends.

After that, the teacher asked the students to understand the generic structure of narrative first. The teacher explained about simple past tense. Then the teacher would ask to the students to make sentences using simple past tense before making the true narrative text.

Then, the teacher prepare for post-test. The teacher played the film to the students. The students should pay attention to the content of film before doing post-test. After the film was shown, the teacher shared a sheet for students to write narrative text based on the film *Pinocchio* that has been shown. In this case students should try to explore their ideas and arranges it into paragraph.

The last, to strengthen the data, the writer did interview to get more data, information and students opinion about learning writing narrative using film as media.

**3.4.1 Observation**

The writer did interview to answer the first research problem. In this research the writer used film as media to teach writing. The writer observed the teacher activity in classroom.

The first activity was making lesson plan to teach narrative text using film. After that the writer asked the teacher to do observation in the class. The teacher asked to analyze by checking the lesson plan that the writer made, whether the lesson plan and implementation of learning observation sheet were match. The writer entered the class to observed and monitor the activity of the students during process of teaching and learning until the class finished.

**3.4.2 Test**

The writer observed the teacher when did pre-test and post-test to know the result of student ability in writing before and after treatment. The teacher gave pre-test to know students ability in writing narrative without film as media. Then, the teacher gave post-test to know students ability in writing narrative using film as media. The teacher asked students to explore their ideas and arrange the word into paragraph based on content of the film. Then the students wrote in the form.

**3.4.3 Interview**

The interview consisted of several questions for students and teacher relates to their responses of using film as teaching media in writing narrative in the class. In conducting interview, the writer asked five questions to ten students and five questions to the teacher. Then, the writer presented the video recording in the beginning as a prompt for students and teacher to answer all questions.

The students who were interviewed were only ten people, four people who got higher score, three people who got middle score, and the last three people who got lowest score in their class.

**3.4.4. Documents**

Collecting documents are useful to support the data from other sources. The definition of documents in Webster’s New Collegiate Dictionary (1981) is “an original or official paper relied on as the basis, proof, or support of something (1981: 333) cited in Alwasilah (2006: 155). In this case, documents which were collected are lesson plan, syllabus, teaching material, attendance list and score list.

**3.5 Technique of Data Analysis**

The data collection would be analyzed as follows:

**3.5.1 Observation Data Analysis**

The implementation of using film as a media in writing skill is obtained from the numerical observation that taken from the assessment of teacher ability.

The table of assessment was put all together on the researcher observation form. Every aspect is rate by the writer accordingly from the ability of the teacher. The score are calculated by the achievement of the teacher in using film as a media of writing.

The description of scoring is:

Scoring : 1 = Poor

2 = Enough

3 = Good

4 = Very Good

5 = Excellent

**3.5.2 Data Analysis of Pre-test and Post-test**

In order to support this study, the writer use One Group Pre-test Design. Pre-test was given by the teacher before the student treated by using film as a media. The teacher gave each student a worksheet and fill based on the content in the film. Post-test was given after treatment, the form and material of test was same with pre-test. After that, the writer calculated score of each student and find out the mean of each Pre-test and Post-test. Sarwono (2006: 140) proposes, the formula for calculating the mean of result are as follow:

|  |
| --- |
| M = ∑X  ∑N |

Description:

M : Average value

∑X : Number of value

∑N : Number of respondent

**3.5.3 Interview Data Analysis**

The data from interview was recorded in voice recording. The data would be transcribed and analyzed. After analyzing the data, the writer interpreted it by addressing the data with the research question of the study.

**Chapter IV**

**Data Analysis and Findings**

In this chapter, the writer analyzed the procedure of teaching using film as a media, the result of teaching writing using film and respondent’s response. The writer gained the data in three steps and those are; observation, pre-test, post-test, and interview. The researcher analyzed some data after conducting the research from eight grade students in SMP Negeri 1 Lembang.

**4.1 Teaching and Learning Procedures of Using Film**

As usual the activity on the first ten minutes in class started with introducing activities, such as greeting, praying, checking the cleaness of the class, checking attendance, telling about the purpose of the material, and motivate students to focus on the material that was studied. After that the teacher began the activities in curriculum of 2013 which is consists of 5M observing (*Mengamati),* questioning (*Mempertanyakan),* understanding (*Memahami),* exploring (*Mengexplorasi*), communicating *(Mengkomunikasikan)* and the main activities that are dominated by using film as a media.

In observing (*Mengamati)* activities, the teacher shown the stages of film and gave example of writing narrative text. The teacher explained communicative purpose, tenses, and the generic structure of the narrative text. Students paid attention and imitated the pronunciation from the teacher and explained about the stages of writing narrative text.

In questioning (*Mempertanyakan*) After presented the material clearly by the teacher guidance, the students were given opportunity to ask question about content of the story by film and steps of writing narrative.

The next activities was understanding (*Memahami)* each student watched *Pinocchio* film and students who understood the content of the film also answered the question from the teacher about generic structure.

In exploring (*Mengeksplorasi)* activities, the teacher gave worksheet to each student. Students did the worksheet individually after that, students discussed the worksheet answer with the teacher.

Students also ordered to retell narrative text by the film with randomly selected to write the worksheet on the board in communicating (*Mengkomunikasikan)* activity. The last activity was closing, by the teacher guidance, students’ reflection on what they have learned. The teacher asked the students about the difficulties in learning process. The teacher and the students concluded the learning activities that have been studied about learning writing narrative text. Finally the teacher closed the learning activity with regards.

**4.1.1 The Assessment of Teaching Writing Using Film**

The English teacher was observed by the writer in this observation sheet to assess the teacher’s ability in teaching by using film whether the teacher taught well or not. So, that the teacher known her own teaching abilities.

**Table 4.1**

**Observation Result**

|  |  |  |
| --- | --- | --- |
| **No** | **Aspect** | **Score** |
| **I.** | **Preparation** |  |
| 1. | The teacher prepare students to learn | 1 2 3 4 5 |
| 2. | The teacher give apperception activities | 1 2 3 4 5 |
|  |  |  |
| **II.** | **Main activities** |  |
|  | **Observing *(Mengamati)*** |  |
| 3. | The teacher gives the explanation about narrative text to students | 1 2 3 4 5 |
| 4. | The teacher shows the film to students and gives the explanation about it. | 1 2 3 4 5 |
| 5. | Students pay attention to the film | 1 2 3 4 5 |
| 6. | Students imitate the pronunciation from the teacher about film | 1 2 3 4 5 |
|  | **Questioning *(Mempertanyaakan)*** |  |
| 7. | By the teacher guidance, students is given the opportunity to ask questions about narrative text (learning material) | 1 2 3 4 5 |
|  | **Understanding *(Memahami)*** |  |
| 8. | During learning activities, each student comprehends the examples of narrative text | 1 2 3 4 5 |
| 9. | During learning activities, each student understands the content of narrative text | 1 2 3 4 5 |
| 10. | Students answer the questions from teacher about film in writing narrative text | 1 2 3 4 5 |
|  | **Exploring *(Mengeksplorasi)*** |  |
| 11. | Teacher give worksheet to students | 1 2 3 4 5 |
| 12. | Students do the worksheet individually | 1 2 3 4 5 |
| 13. | Students discuss the worksheet answers with the teacher | 1 2 3 4 5 |
|  | **Communicating (Mengkomunikasikan)** |  |
| 14. | Students is randomly selected to write the worksheet on the board | 1 2 3 4 5 |
|  |  |  |
| **III.** | **Mastery of Learning Material** |  |
| 15. | The teacher shows mastery of the leaning materials | 1 2 3 4 5 |
| 16. | The teacher associates the material with the other relevant knowledges | 1 2 3 4 5 |
| 17. | The teacher clearly conveys the material, according to the hierarchy of learning and student characteristics | 1 2 3 4 5 |
| 18. | The teacher associate the material with the realities of life | 1 2 3 4 5 |
|  |  |  |
| **IV.** | **Approach/ learning strategies** |  |
| 19. | The teacher implements learning activity in accordance with the competence (goals) to be achieved and the characteristics of the students. | 1 2 3 4 5 |
| 20. | The teacher implements coherent learning | 1 2 3 4 5 |
| 21. | The teacher mastered the class | 1 2 3 4 5 |
| 22. | The teacher implements contextual learning | 1 2 3 4 5 |
| 23. | The teacher implements learning activity that allow the growing of positive habits | 1 2 3 4 5 |
|  |  |  |
| **V.** | **Utilization of learning resources/ learning media** |  |
| 24. | The teacher uses media effectively and efficiently | 1 2 3 4 5 |
| 25. | The teacher produces an interesting message | 1 2 3 4 5 |
|  |  |  |
| **VI.** | **Learning that trigger and maintain student engagement** |  |
| 26. | The teacher shows mastery of learning materials | 1 2 3 4 5 |
| 27. | The teacher opens in response to students | 1 2 3 4 5 |
| 28. | The teacher cultivates cheerfulness and enthusiasm of students in learning activity | 1 2 3 4 5 |
|  |  |  |
| **VII.** | **Assessment processes and learning outcomes** |  |
| 29. | The teacher monitors learning progress during the process | 1 2 3 4 5 |
| 30. | The teacher conducts a final assessment in accordance with competence | 1 2 3 4 5 |
|  |  |  |
| **VIII.** | **The use of language** |  |
| 31. | The teacher uses oral and written language clearly, good, and true | 1 2 3 4 5 |
| 32. | The teacher conveys the message to the appropriate style | 1 2 3 4 5 |
|  |  |  |
| **IX.** | **Closing** |  |
| 33. | The teacher carry out measures to provides direction, or activity, or task as part of remedial | 1 2 3 4 5 |
| 34. | The teacher providing direction, or activity, or task as part of remedial/ enrichment | 1 2 3 4 5 |
|  | **Total score** | **149** |

After being analyzed, the total score that obtained by the teacher is 149. The first aspect is preparation, the writer gets 8 in this aspects. There are two points in this aspect, the writer gets 4 (*very good*) in both of point such as, first is point 1 (*The teacher prepare students to learn*) and point 2 (*The teacher give apperception activities*)*.* The mean score gained by the writer in this aspect is 4.

The second aspect is main activities, this aspect refer to curriculum 2013 that requires 5M activity such as *Mengamati* (Observing), *Mempertanyakan* (Questioning), *Memahami* (Understanding), *Mengeksplorasi* (exploring), *Mengkomunikasikan* (Communicating).

In observing (*Mengamati*) activity, the teacher gets 4 (very good) in point 3 (*The teacher gives the explanation about narrative text to students*) it means that the teacher gave a well explanation of narrative text to the students. The teacher gets 4 (very good) in point 4 (*The teacher showed the film to the students and gives the explanation about it*). Point 5 (*Student pay attention to the film*) the teacher gets 5 (excellent). Point 6 (*Students imitate the pronunciation from the teacher about film*) the teacher gets 4 (very good).

Questioning (*Mempertanyakan*) activity consists of one point, that is point 7 (*By the teacher guidance, students is given the opportunity to ask questions about narrative text*). The teacher gets 4 (very good).

Understanding (*Memahami*) activity, the teacher gets 5 (excellent) in point 8 (*During learning activity, each student comprehends the examples of narrative text*). The teacher gets 4 (very good) in point 9 (*During learning activities, each student understands the content of narrative text*), and point 10 (*Students answered the questions from teacher about film in writing narrative text*).

In exploring (*Mengeksplorasi*) activity teacher has 3 points, the teacher achieves 13. The three points are, point 11 (*Teacher give worksheet to students*) score given is 5 (excellent), and 4 (very good) for point 12 (*Students do the worksheet individually*), and then point 13 (*Students discuss the worksheet answers with the teacher*) score given is 4 (very good).

The last is communicating (*Mengkomunikasikan*) activity, the teacher gives 4 (very good), that is point 14 (*Students is randomly selected to write the worksheet on the board*). In this main activity aspect, the mean score is reached by the teacher 4.2.

The third aspect is mastery of learning materials, the writer observes four points, there are point 15 (*The teacher shows mastery of the learning materials*) the score is 5 (excellent) it means that the writer mastered narrative text well. In point 16 (*The teacher associates the material with the other relevant knowledge*), the teacher obtains 4 (very good). In point 17 (*The teacher clearly conveys the material, according to the hierarchy of learning and student characteristics*), the score is 4 (very good). Also reach 4 (very good) in point 18 (*The teacher associate the material with the realities of life*). In this aspect, the teacher collects 17 and the mean score is 4.2.

Fourth aspect is approach / learning strategy. It consists of five points, there are point 19 (*The teacher implements learning activity in accordance with the competence/ goals to be achieved and the characteristics of the students*) and point 20 (*The teacher implements coherent learning*) are 5 (excellent). The teacher gets 4 (very good) in point 21 (*The teacher mastered the class*) and point 22 (*The teacher implements contextual learning*) the teacher gets 4 (very good) and point 23 (*The teacher implements learning activity that allow the growing of positive habits*) the teacher gets 4 (very good). The total score is 22, the mean score is 4.4.

The fifth is utilization of learning resources occupied aspect. The point in aspect 24 (*The teacher uses media effectively and efficiently*) the teacher gets 5 (excellent). In point 25 (*The teacher produces an interesting message*) the teacher gets 4 (very good). In this aspect, the writer teacher collects 9 and the mean score is 4.5.

Sixth aspect is learning that trigger and maintain student engagement. In point 26 (*The teacher shows mastery of learning materials*) the teacher gets 5 (excellent), and point 27 (*The teacher opens in response to students*) the teacher assessed 5 (excellent), while in the point 28 (*The teacher cultivate cheerfulness and enthusiasm of students in learning activity*) the teacher gets 4 (very good). In this aspect, the total score is 14 and the mean score is 4.6.

Seventh aspect is the assesment of processes and learning outcomes. Point 29 (*The teacher* *monitors learning progress during the process*) is in a position 4 (very good). Also point 30 (*The teacher conduct a final assessment in accordance with competence*) the teacher reach 4 (very good). The mean score is 4 in this aspect.

Eighth aspect is the use of language. In point 31 (*The teacher uses oral and written language clearly, good and true*) gets 5 (*excellent*). The teacher gets 5 (*excellent*) in point 32 (*The* *teacher conveys the message to the appropriate style*).

The ninth aspect in learning activity is closing. The writer is also observes the closing. The teacher gets score 5 (*excellent*) for point 33 (*The teacher* *carry out measures to provides direction, or activity, or task as part of remedial*) and 5 (*excellent*) for point 34 (*The teacher* *providing direction, or activity, or task as part of remedial or enrichment*). The teacher collects 10 and has 5 for average score.

**4.1.2 The Result of Learning and Teaching Using Film**

The writer gets data of pre-test result in writing from 33 students. The data can be seen below are as follow:

**Table 4.2**

**The Result of the Pre-test Score**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name** | **Aspect of Evaluation** | | | | | | **Pre-test score (Totalx100)** |
|  |  | **Content**  **(5)** | **Organization**  **(5)** | **Grammar**  **(5)** | **Vocabulary**  **(5)** | **Mechanic**  **(5)** | **Total**  **(25)** | **25** |
| 1 | Adinda Riska | 2 | 2 | 2 | 3 | 3 | 12 | 48 |
| 2 | Agung. K | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 3 | Alfy Moch | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 4 | Alia Oktaviani | 3 | 2 | 3 | 3 | 3 | 14 | 56 |
| 5 | Alya Amelia | 3 | 2 | 3 | 3 | 3 | 14 | 56 |
| 6 | Annisa. N. S | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 7 | Ayu Yuniar | 3 | 4 | 2 | 3 | 3 | 15 | 60 |
| 8 | Carris Abe | 2 | 3 | 2 | 3 | 2 | 13 | 52 |
| 9 | Deandra Putri | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 10 | Dhevira. G | 2 | 2 | 3 | 3 | 2 | 10 | 40 |
| 11 | Dhito. R | 3 | 3 | 2 | 3 | 3 | 14 | 56 |
| 12 | Dinda Zahra. P | 3 | 2 | 3 | 3 | 3 | 14 | 56 |
| 13 | Fadlan Yusuf | 2 | 2 | 3 | 3 | 2 | 15 | 60 |
| 14 | Fanisa Nuriah | 3 | 4 | 2 | 3 | 3 | 15 | 60 |
| 15 | Hesti Yuniar. R | 2 | 2 | 3 | 3 | 3 | 13 | 52 |
| 16 | Irvadilah Nur | 3 | 4 | 3 | 3 | 2 | 15 | 60 |
| 17 | Jeremias. O. S | 2 | 3 | 3 | 2 | 3 | 13 | 52 |
| 18 | Kiki Herawati | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 19 | M. Fernanda | 2 | 2 | 3 | 3 | 3 | 13 | 52 |
| 20 | M Firza. A | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 21 | Medytia Agsmi | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 22 | Moch. Wandika | 3 | 3 | 2 | 2 | 3 | 13 | 52 |
| 23 | Nova Halimatu | 2 | 2 | 3 | 3 | 3 | 13 | 52 |
| 24 | Osan Ramdan | 3 | 4 | 3 | 3 | 3 | 16 | 64 |
| 25 | Rika Amalia | 3 | 4 | 2 | 3 | 3 | 15 | 60 |
| 26 | Rita Indriyanti | 3 | 4 | 2 | 3 | 3 | 15 | 60 |
| 27 | Rizka Sania. P | 3 | 2 | 2 | 3 | 2 | 12 | 48 |
| 28 | Salsa Fira. L | 3 | 4 | 3 | 4 | 3 | 17 | 68 |
| 29 | Silvia Sita. A | 3 | 4 | 2 | 3 | 3 | 15 | 60 |
| 30 | Suci Aryati | 3 | 4 | 3 | 2 | 3 | 15 | 60 |
| 31 | Surya. H | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
| 32 | Syifa Rizkia. S | 2 | 3 | 2 | 2 | 3 | 12 | 48 |
| 33 | Yoga Permana | 2 | 2 | 2 | 2 | 2 | 10 | 40 |
|  |  |  |  |  |  | **Total** | | **1772** |
|  |  |  |  |  |  | **Average** | | **53,6** |

**Table 4.3**

**Criteria of the Average Score**

|  |  |
| --- | --- |
| Criteria | Scale |
| Excellent | 80 – 100 |
| Good | 70 – 79 |
| Enough | 60 – 69 |
| Poor | 55 – 59 |
| Bad | < 55 |

From the data above the writer found the result of pre-test is 1772 as total score and the average score of pre-test is 53,6. So, the criteria of the average score is still include as poor. Pre-test score which is gotten by students, the writer writes from the lowest until highest score.

**Table 4.4**

**The lowest until highest Pre-test score**

**Students of VIII-E SMP Negeri 1 Lembang**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40 | 40 | 40 | 40 | 40 | 40 | 48 | 48 | 48 | 52 | 52 |
| 52 | 52 | 52 | 52 | 56 | 56 | 56 | 56 | 60 | 60 | 60 |
| 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 64 | 64 |

Based on table above, the writer writes the lowest until the highest score of pre-test. Those are score of students, 6 students who get score 40; 3 students who get score 48; 6 students who get score 52; 4 students who get score 56; 12 students who get score 60; 1 students who gets score 64; and 1 students who gets score 68.

From the data above, we have known that the lowest pre-test has 6 students who get score 40, the highest pre-test has 1 students who gets score 68, and the average of pre-test score is 53,6.

**Table 4.5**

**The Result of the Post-test Score**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name** | **Aspect of Evaluation** | | | | | | **Post-test score** |
|  |  | **Content**  **(5)** | **Organization**  **(5)** | **Grammar**  **(5)** | **Vocabulary**  **(5)** | **Mechanic**  **(5)** | **Total**  **(25)** | **(Totalx100)**  **25** |
| 1 | Adinda Riska | 4 | 3 | 3 | 4 | 3 | 17 | 68 |
| 2 | Agung. K | 2 | 4 | 2 | 3 | 2 | 13 | 52 |
| 3 | Alfy Moch | 4 | 5 | 3 | 4 | 4 | 20 | 80 |
| 4 | Alia Oktaviani | 3 | 4 | 3 | 3 | 3 | 16 | 64 |
| 5 | Alya Amelia | 3 | 3 | 3 | 4 | 3 | 16 | 64 |
| 6 | Annisa. N. S | 5 | 5 | 4 | 5 | 5 | 24 | 96 |
| 7 | Ayu Yuniar | 4 | 5 | 4 | 4 | 4 | 21 | 84 |
| 8 | Carris Abe | 4 | 5 | 3 | 4 | 3 | 19 | 76 |
| 9 | Deandra Putri | 3 | 3 | 3 | 4 | 3 | 16 | 64 |
| 10 | Dhevira. G | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 11 | Dhito. R | 3 | 4 | 3 | 3 | 3 | 16 | 64 |
| 12 | Dinda Zahra. P | 3 | 5 | 3 | 4 | 4 | 19 | 76 |
| 13 | Fadlan Yusuf | 3 | 5 | 3 | 3 | 3 | 17 | 68 |
| 14 | Fanisa Nuriah | 4 | 5 | 3 | 4 | 4 | 20 | 80 |
| 15 | Hesti Yuniar. R | 5 | 4 | 4 | 4 | 4 | 21 | 84 |
| 16 | Irvadilah Nur | 5 | 4 | 4 | 4 | 4 | 21 | 84 |
| 17 | Jeremias. O. S | 4 | 5 | 3 | 4 | 3 | 19 | 76 |
| 18 | Kiki Herawati | 3 | 5 | 4 | 4 | 3 | 19 | 76 |
| 19 | M. Fernanda | 4 | 5 | 4 | 4 | 3 | 20 | 80 |
| 20 | M Firza. A | 4 | 5 | 4 | 5 | 4 | 23 | 92 |
| 21 | Medytia Agsmi | 3 | 2 | 3 | 3 | 3 | 15 | 60 |
| 22 | Moch.Wandika | 5 | 5 | 4 | 5 | 4 | 23 | 92 |
| 23 | Nova. H | 4 | 4 | 3 | 4 | 3 | 18 | 72 |
| 24 | Osan Ramdan | 5 | 4 | 4 | 4 | 3 | 20 | 80 |
| 25 | Rika Amalia | 3 | 5 | 3 | 4 | 3 | 18 | 72 |
| 26 | Rita Indryanti | 4 | 5 | 3 | 4 | 4 | 20 | 80 |
| 27 | Rizka Sania. P | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 28 | Salsa Fira. L | 5 | 5 | 3 | 4 | 4 | 21 | 84 |
| 29 | Silvia Sita. A | 4 | 4 | 3 | 4 | 4 | 19 | 76 |
| 30 | Suci Aryati | 4 | 5 | 3 | 4 | 3 | 19 | 76 |
| 31 | Surya. H | 3 | 3 | 3 | 3 | 3 | 15 | 60 |
| 32 | Syifa Rizkia. S | 3 | 3 | 3 | 4 | 3 | 16 | 64 |
| 33 | Yoga Permana | 3 | 2 | 2 | 3 | 2 | 12 | 48 |
|  |  |  |  |  |  | **Total** | | **2412** |
|  |  |  |  |  |  | **Average** | | **73,09** |

From the data above the writer found the result of post-test is 2412 as total score and the average score of post-test is 73,09. So, the criteria of the average score is still include as good. Post-test score which is gotten by students, the writer writes from the lowest until highest score. These are the data of the lowest until highest scores:

**Table 4.6**

**The lowest until highest Post-test score**

**Students of VIII-E SMP Negeri 1 Lembang**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48 | 52 | 56 | 60 | 60 | 60 | 64 | 64 | 64 | 64 | 64 |
| 68 | 68 | 72 | 72 | 76 | 76 | 76 | 76 | 76 | 76 | 80 |
| 80 | 80 | 80 | 80 | 84 | 84 | 84 | 84 | 92 | 92 | 96 |

Based on table above, the writer writes the lowest until the highest score of post-test. Those are score of students, 1 students who gets score 48; 1 students who gets score 52; 1 students who gets score 56; 3 students who get score 60; 5 students who get score 64; 2 students who get score 68; 2 students who get score 72; 6 students who get score 76; 5 students who get score 80; 4 students who get score 84; 2 students who get score 92; and 1 students who gets score 96.

From the data above, we have known that the lowest post-test has 1 students who gets score 48, the highest post-test has 1 students who get score 96, and the average of post-test score is 72,8.

**Table 4.7**

**Students Result of Using Film**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Name** | **Pre-test** | **Post-test** | **Gain (post-test)-(pre-test)** |
| 1 | Adinda Riska | 48 | 68 | 20 |
| 2 | Agung. K | 40 | 52 | 12 |
| 3 | Alfy Moch | 60 | 80 | 20 |
| 4 | Alia Oktaviani | 56 | 64 | 8 |
| 5 | Alya Amelia | 56 | 64 | 8 |
| 6 | Annisa. N. S | 60 | 96 | 36 |
| 7 | Ayu Yuniar | 60 | 84 | 24 |
| 8 | Carris Abe | 52 | 76 | 24 |
| 9 | Deandra Putri | 40 | 64 | 24 |
| 10 | Dhevira. G | 40 | 60 | 20 |
| 11 | Dhito. R | 56 | 64 | 8 |
| 12 | Dinda Zahra. P | 56 | 76 | 20 |
| 13 | Fadlan Yusuf | 60 | 68 | 8 |
| 14 | Fanisa Nuriah | 60 | 80 | 20 |
| 15 | Hesti Yuniar. R | 52 | 84 | 32 |
| 16 | Irvadilah Nur | 60 | 84 | 24 |
| 17 | Jeremias. O. S | 52 | 76 | 24 |
| 18 | Kiki Herawati | 60 | 76 | 16 |
| 19 | M. Fernanda | 52 | 80 | 28 |
| 20 | M Firza. A | 60 | 92 | 32 |
| 21 | Medytia Agsmi | 40 | 60 | 20 |
| 22 | Moch.Wandika | 52 | 92 | 40 |
| 23 | Nova. H | 52 | 72 | 20 |
| 24 | Osan Ramdan | 64 | 80 | 16 |
| 25 | Rika Amalia | 60 | 72 | 12 |
| 26 | Rita Indryanti | 60 | 80 | 20 |
| 27 | Rizka Sania. P | 48 | 60 | 12 |
| 28 | Salsa Fira. L | 68 | 84 | 16 |
| 29 | Silvia Sita. A | 60 | 76 | 16 |
| 30 | Suci Aryati | 60 | 76 | 16 |
| 31 | Surya. H | 40 | 60 | 20 |
| 32 | Syifa Rizkia. S | 48 | 64 | 16 |
| 33 | Yoga Permana | 40 | 48 | 8 |
|  |  |  | **Total** | **640** |
|  |  |  | **Average** | **19,39** |

From the data above, we have known that the use of film in teaching writing narrative can improve student writing ability. Increasing ability of students, increase in content, organization, grammar, vocabulary, and mechanic of writing. The writer find out the comparison from the result of the students’ pre-test and post-test that could be used as an improvement. The usage of film as a media is significantly proved in influencing and improving students’ writing skill.

**4.1.3 Teacher and Students Opinion of Using Film in Writing Skill**

The writer got some data from interviewing 10 students randomly and English teacher. The writer did interview to find out the teacher and student’s opinion toward using film *Pinocchio* as a media in teaching writing and strengthen this research. The writer gave five questions to the students and teacher that related to this research.

The first question was about the student interest to English and reasons. The second question was asking about the method that the teacher used in the class. The third question was about the importance of using media and its reason in learning English. The fourth question was about whether the film media help the student to understand the material or not. The last question was asking about the result of using media film revise students writing narrative text. Here the result of interview from tenth student.

Questions of interview for students:

**Question 1: *Apakah kamu menyukai pelajaran Bahasa inggris? Alasannya?***

Student 1: *Yah, saya sangat menyukai Bahasa inggris karena Bahasa pengetahuan dan wawasan saya Bahasa inggris bisa menambah inggris juga tidak membosankan.*

Student 2: *Yah, Bahasa inggris itu menyenangkan bisa belajar belajar Bahasa luar.*

Student 3: *Ya saya suka, soalnya belajar Bahasa inggris rame.*

Student 4: *Ya saya suka belajar Bahasa inggris karena rame ga ngebosenin.*

Student 5: *Suka, karena belajar bahassa inggris menambah wawasan berbicara dan pengetahuan saya.*

Student 6: *Suka banget, soalnya belajar Bahasa inggris itu sangat penting di Indonesia juga menjadi Bahasa umum.*

Student 7: *Awalnya sih gak suka sama pelajaran Bahasa inggris tapi sekarang jadi suka dan tidak membosankan.*

Student 8: *Lumayan suka, karena Bahasa inggris tidak bikin bosan.*

Student 9: *Saya suka, karena pelajaran Bahasa inggris menyenangkan meskipun susah.*

Student 10: *Lumayan suka, karena belajar Bahasa inggris itu gampang- gampang susah*

**Question 2: *Bagaimana cara guru menyampaikan materi di kelas?***

Student 1: *Cara menyampaikan materinya bisa dimengerti dan tidak rusuh*

*menjelaskannya bu.*

Student 2: *Jelas ngejelasinnya terus ada game-gamenya jd ga terlalu bosen*

*gimana gitu.*

Student 3: *Cepat menerap ke otak, rame.*

Student 4: *Belajarnya serius terus teh disiplin rame dan gampang*

*dimengerti.*

Student 5: *Guru menjelaskan meterinya bagus.*

Student 6: *Penyampaiannya asik mudah dimengerti*

Student 7: *Menyenangkan cara guru menyampaikannya, karena gurunya*

*santai ga bikin tegang.*

Student 8: *Sejauh ini fun karena cara belajarnya sangat tidak membosankan*

*apalagi ada games nya menarik.*

Student 9: *Enak cara penyampaiannya, jelas gitu sampe kita ngerti.*

Student 10: *Lumayan enak, karena banyak yang ga ngerti jadi mudah ngerti.*

**Question 3: *Menurut kamu penting tidak menggunakan media di dalam***

***pelajaran Bahasa inggris di kelas?***

Student 1: *Ya bu penting, jadi mudah dimengerti*

Student 2: *Penting bu, soalnya klo ga bisa terus ada media jadi gampang*

*ngertinya*

Student 3: *Penting, karena membantu pembelajaran*

Student 4: *Penting, soalnya pembelajaran jadi lebih menarik*

Student 5: *Sangat membantu bu, karena sangat membantu agar kita mudah*

*mengerti*

Student 6: *Bagi saya penggunaan media dalam pelajaran Bahasa inggris*

*seperti gambar atau film membantu mempermuda memahaminya*

*juga bu.*

Student 7: *Ngebantu sekali, karena lebih berimajinasi aja kalo pake media*

*gambar atau film gitu.*

Student 8: *Penting sekali bu, kaya pake film tadi di kelas rame*

Student 9: *Menurut saya penting, biar kitaya lebih ngerti bu*

Student 10: *Penting bu, mudah dipahami soalnya.*

**Question 4: *Apakah dengan adanya media film di kelas membantu kamu***

***tidak untuk lebih mengerti pembelajaran yang disampaikan?***

Student 1: *Iya bu membantu karena dari film juga jadi gampang diingat dan*

*di mengerti*

Student 2: *Iya membantu mudah ngerti kalo lewat film berfikirnya gini gini*

*lebih kebantu*

Student 3: *Ya membantu dalam hal materinya bu*

Student 4: *Ngebantu soalnya lewat film bisa tau ucapan yang benernya kaya*

*gimana*

Student 5: *Iya ngebantu banget soalnya lewat media film imajinasi nya*

*mudah berkembang dang a gampang lupa*

Student 6: *Iya, soalnya kalo ga ada media pasti belajarnya membosankan bu*

Student 7: *Cukup membantu kita kareana jadi ga bosen dari buku paket*

*terus*

Student 8: *Membantu karena belajarnya jadi jelas apalagi pakai film jadi*

*asik*

Student 9: *Bisa membantu karena dengan adanya media film mempermudah*

*pelajaran dan sangat menyenangkan*

Student 10: *Asik ngebantu banget kalo pake film biar ga bosen belajarnya*

**Question 5: *Apakah dengan media film dapat berhasil mempermudah***

***penulisan kamu?***

Student 1: *Iya bu, kalo kita nulis dengan liat film bisa dibenerin bu*

Student 2: *Ya membantu, kalo liat film bisa mengerti isinya alur nya yang*

*benar gitu gitu bu*

Student 3: *Ya membantu mempermudah penulisan katanya, kalimatnya sama*

*kata kerja*

Student 4: *Ya bu, bisa tau cara nulisnya kaya gimana, tau banyak kata*

*kerjanya*

Student 5: *Menurut saya membantu sih sedikit-sedikit jadi belajarnya bisa*

*lebih mengerti*

Student 6: *Penting bu lumayan ngebantu soalnya kalo ga pake film kadang*

*suka ga ngerti kalo guru yang jelasinnya*

Student 7: *Ngebantu bu, jadi lebih gampang ngerjainnya meskipun suka*

*takut ada yang salah*

Student 8: *Membantu banget, soalnya dengan adanya media film bisa*

*memperbaiki kekurangan saya dalam menulis, berbicara ataupun*

*membaca*

Student 9: *Lebih mengerti apalagi filmnya kartun jadi ga bosen gitu*

Student 10: *Membantu sih bu soalnya filmnya menarik jadi lebih seru dan*

*gampang ngerjainnya.*

By the result of interview above, the writer concluded that teaching writing using film as a media English lesson is very well. Although there are some problems in teaching writing process but most of them are clear and fluent based on the result from student’s interviewed.

To complete the data based on research question, the writer was continuing to gain the data by interviewing the teacher. The writer wanted to know the teacher’s response of the teacher after implementing by using film in writing skill. The writer gave several question about learning using film as a media in writing skill, those are:

**Question 1 : *Bagaimana menurut bapak setelah menggunakan film sebagai***

***media dalam proses pembelajaran?***

The teacher : *Ya bagus, cukup efektif tentunya diterapkan di SMP apalagi untuk*

*pembelajaran menulis naratif.*

**Question 2 : *Apakah ada perbedaan ketika bapak mengajar dengan dan***

***tanpa menggunakan media?***

The teacher : *Ya pasti, sangat terlihat perbedaannya dilihat dari antusias siswa*

*dalam belajar dan penyerapan materinya juga. Apalagi dengan*

*menggunakan film kartun membuat siswa tidak bosan juga pada*

*aktif di kelas.*

**Question 3 : *Apa kelebihan dan kekurangan ketika bapak mengajar***

***menggunakan media film ini di dalam kelas?***

The teacher : *Kalau kelebihannya mudah diaplikasikan dalam kelas dengan*

*adanya media berupa film ini sangat membantu kepada guru*

*maupun siswa dalam proses pembelajaran. Kekurangannya, waktu mungkin kurang meskipun filmnya berdurasi pendek.*

**Question 4 : *Apakah bapak merasakan berbedaan pada siswa sebelum dan***

***sesudah mengunakan media film dalam proses pembelajara?***

The teacher : *Ya jelas ada, dilihat sebelum menggunakan film siswa banyak*

*yang kurang termotivasi bermalas-malasan dilihat dari hasil test*

*yang tanpa menggunakan media film. Kita bisa lihat dari hasil*

*evaluasi. Sesudah meggunakan media film perkembangan*

*kemampuan siswa juga terlihat jelas.*

**Question 5 : *Apa saran anda terhadap pembelajaran menulis, khususnya***

***dalam menggunakan film sebagai media?***

The teacher : *Sarannya, mungkin guru tersebut harus yang sudah terbiasa*

*menggunakan media film dan harus lebih kreatif lagi dalam*

*pemilihan jenis film yang akan dijadikan sebagai media dalam*

*proses pembelajaran.*

From the fifth question asked to the teacher, the writer concluded that media film is very positive and very well for teaching writing especially at junior high school. The importance of using film as a media is it can make students enthusiastic to learn writing and it is given motivation to the students.

The teacher also said the advantage of using film as a media is easier to implement, but using film as a media needs more time in learning and teaching process. The writer suggestion for the teacher who will teach writing the use of film as a media is useful and the teacher must be more creative in the selection of appropriate film.

**4.2 Findings**

In this research, the teacher uses media film in teaching writing, especially in teaching writing narrative text. The writer wants to know the effectiveness of media film in learning activity which is applied in teaching writing.

In this finding, the procedures of using media film in teaching learning writing had been instructed to students by making narrative text from film *Pinocchio*. This process was following three steps; pre-test, treatment and post-test.

The teacher used media film because that film can produce to convey the message. Media film made students enthusiasm and felt happy in learning activity. Media is connected to the material and reality of life. The assessment of the writer uses the formula to get the final score of the students work.

The writer evaluates the data of pre-test and post-test. And then the writer counts the total score of pre-test and post-test, and also the average of students score with the scoring rubric. The writer has found the total result of the final score itself is 640 and the average is 19,3. There is improvement between pre-test and post-test. The total result of pre-test is 1772 and the average is 53,6. The improvement can be seen on the total result of post-test is 2412 and the average is 73,09.

Based on the above explanation, the writer concludes that the research entitled “The Use of *Pinocchio* Film as A Media for Teaching in Writing Skill” a case study toward VIIIth of SMPN 1 Lembang year 2014-2015 is effective to improve students writing.

**Chapter V**

**Conclusion and Suggestion**

In this chapter, the writer summarizes the result of the research. The research consists of conclusion and suggestion.

**5.1 Conclusion**

Based on research findings, the writer explained the answer. It can be concluded as follows:

1. The writer has conducted the research in SMPN 1 Lembang. The writer implemented the use of *Pinocchio* film as a media for teaching in writing skill especially in narrative text. The writer began the activities by using curriculum 2013 which is consists of 5M. Those are observing, questioning, understanding, exploring, communicating.
2. The assessment of teacher in teaching writing by using *Pinocchio* film can be categorized as very good because the teacher can deliver the material clearly. The teacher’s ability is affected to improve students’ writing skill. The implementation of media film also can improve the students’ writing skill. It is showed by the result of pre-test and post-test score. The average of post-test score is bigger than pre-test score.
3. The teacher and students’ opinion are positive. It is proven from the situation in the class and also from teacher and students’ interview result. Although there are some problem in teaching writing process but most of them are very happy, active and enthusiastic during learning process.

**5.2 Suggestion**

The writer would like to propose some suggestion, especially for the English teacher, and for further researcher;

1. The teachers

The most important skill is effective classroom management to have as a teacher, improving the good classroom management by teacher in order to achieve the goal of teaching. The teacher must be creative, do not only on textbook, and uses the media.

1. The students

By using *Pinocchio* film as a media in learning writing, the students are suggested to write English and can learn more in writing better than before from their mistakes in learning process.

1. The further researcher

The next researcher is suggested to learn from the weakness of this paper and make better research and gives contribution or the excellence of this paper as a reference.

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**Curriculum vitae**

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