THE USE OF FAIRY TALE VIDEOS TO IMPROVE THE STUDENTS' WRITING ABILITY OF NARRATIVE TEXT: THE CASE OF SMP MUHAMMADIYAH 4 GADUNG, SURABAYA

KEMENTERIAN AGAMA
PERPUSTAKAAN
SURABAYA
IAIN SUNAN AMPEL

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

PERPUSTAKAAN
IAIN SUNAN AMPEL SURABAYA
No. KLAS K T.2011 071 P81
No. REG : T-2011/PBI/071
ASAL BUKU :
TANGGAL :

By:
Mariyatul Qibtiyyah
NIM D05207055

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
2011

APPROVAL SHEET

The thesis by Mariyatul Qibtiyyah entitled *The Use of Fairy Tale Videos to Improve The Students' Writing Ability of Narrative Text: The Case of SMP Muhammadiyah 4 Gadung, Surabaya* has been approved by the thesis advisors for further approval by the Board of Examiner.

Surabaya, August 22nd 2011

Advisor I

Akh. Muzakki, Grad. Dip (SEA), M.Ag., M.Phil., Ph.D.
NIP. 197402091998031002

Advisor II

Rizka Safriyani, M. Pd.
NIP. 198409142009122005

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

APPROVAL SHEET

The thesis by Mariyatul Qibtiyyah entitled *The Use of Fairy Tale Videos to Improve The Students' Writing Ability of Narrative Text: The Case of SMP Muhammadiyah 4 Gadung, Surabaya* has been examined on September 13th 2011 and approved by the board of examiner.

Dean,

Drs. H. Nur Hamim, M.Ag.
NIP. 196203120991031002

The board of examiners

Chairman,

Dra. Irma Soraya, M.Pd
NIP. 196709301993032004

Secretary,

Rizka Safriyani, M. Pd.
NIP. 198409142009122005

First Examiner,

Dr. Mohamad Salik, M. Ag.
NIP.196712121994031002

Second Examiner,

Wahju Kusumajanti, M. Hum
NIP. 197002051999032002

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

ABSTRACT

Qibtiyyah, Mariyatul. 2011. *The Use Of Fairy Tale Videos To Improve The Students' Writing Ability Of Narrative Text: The Case Of SMP Muhammadiyah 4 Gadung, Surabaya*. A Thesis. English Education Department, Faculty of Tarbiyah, State Institute for Islamic Studies Sunan Ampel Surabaya. Advisor: Akh. Muzakki, Grad Dip (SEA), M. Ag, M. Phil, Ph. D

Key Words: fairy tale, video, narrative text, writing.

This research is about describing the use of fairy tale videos to improve the students' writing ability of narrative text: the case of SMP Muhammadiyah 4 Gadung, Surabaya. The purposes of this study are to identify the difficulties faced by the students in writing narrative text, to explain how the fairy tale videos are used to deal with students' difficulties in learning narrative writing, and to confirm the effect of using fairy tale videos whether or not fairy tale videos have impact on students' achievement in writing narrative text. This research observes the second grade students of SMP Muhammadiyah 4 Gadung, Surabaya.

In this research, the researcher combines descriptive qualitative and quantitative research. The data are collected by observation in the classroom, interview with the teacher and some students, questionnaires for the students, and documentation. Furthermore, the instruments of this research are observation checklist, interview guide, questionnaire, and the teacher's documentation.

This research finds that the students are faced with some problems such as having lack of vocabulary and grammar mastery while they are practicing narrative writing. Based on the questionnaires and interview with some students, the majority of the students are getting difficulties to use vocabulary and grammar in writing narrative text. From the result of observation in the class, the researcher concludes that the fairy tale videos minimize the students' difficulties in writing narrative text. It helps the students to produce and organize ideas easily. Besides, most of the students give good responses towards the implementation of fairy tale videos to teach narrative writing. Most of the students feel enthusiastic to study narrative writing using fairy tale videos. Moreover, from the results of students' narrative composition, it can be concluded that the students have good improvement. The teaching of narrative writing through fairy tale videos contributes good progress to the students' achievement in writing narrative. When the teacher uses fairy tale videos, the students' mean score is improved from 69.26 up to 73,47. They can reach the success criteria; moreover their mean score is higher than the success criteria. Thus, fairy tale videos can give a good improvement on the students' writing ability of narrative text. The teacher can use it as alternative media when students feel bored with textbook or lecturing method in teaching activity.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. Narrative Text 18
a. The Generic Structure of narrative Text 19
b. The Language Features of Narrative Text 20
c. The Kinds of Narrative Text 21
4. Video 21
a. The Importance of Video 22
b. Technique of Teaching Video 23
c. The Advantages of Using Video to Teach English... 24
B. Review of Previous Studies 26

CHAPTER III: RESEARCH METHODOLOGY
A. Research Design 32
B. Subject and Setting of The Study 32
C. Data Collection Technique 33
D. Instrument of The Study 36
E. Research Procedure 37
F. Data Analysis Technique 38

CHAPTER IV: DATA DISPLAY AND DISCUSSION
A. The Description about Data 41
1. Profile of SMP Muhammadiyah 4 Surabaya 41
2. Vision and Mission of SMP Muhammadiyah 4 Surabaya 42
3. Curriculum of SMP Muhammadiyah 4 Surabaya 43
4. Facilities of Education in SMP Muhammadiyah 4 Surabaya 43
5. Skill Development Program 43
B. The Data Display of Teaching Narrative Writing through Fairy Tale Videos 44
1. The Description about the Difficulties Faced by Students in Writing Narrative Text 44
2. The Description about The Implementation of the Fairy Tale Videos that Used by the Teacher to Solve the Difficulties of Students in Learning Narrative Writing. 48
3. The Impact of Fairy Tale Videos on Students' Writing Narrative 60
C. Discussion 61

CHAPTER V: CONCLUSION AND SUGGESTION
A. Conclusion 65
1. Students' Difficulties in Writing Narrative Text 65
2. The Implementation of Fairy Tale Videos Used by the Teacher to Solve Students' Difficulties in Learning Narrative Writing 65

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. The Impact of Fairy Tale Videos on Students' Writing Narrative 66
B. Suggestion 66
1. Students 66
2. Teacher 66

BIBLIOGRAPHY 68
APPENDICES 71

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF TABLES

Table 4.1 Students' opinion about English and the difficulties in writing narrative text 44

Table 4.2 The students' opinion about Fairy Tale Videos 56

Table 4.3 The student's opinion about the implementation of fairy tale videos as media in teaching writing narrative 58

Table 4.4 The students' narrative writing score 60

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

LIST OF APPENDICES

APPENDIX 1	Questioner for Students	71
APPENDIX 2	Observation checklists	73
	1. First Meeting	73
	2. Second Meeting	75
	3. Third Meeting	77
APPENDIX 3	Interview Guide for Teacher	79
APPENDIX 4	Interview Guide for Students	80
APPENDIX 5	Syllabus	81
APPENDIX 6	Lesson Plan	83
APPENDIX 7	Picture of the Learning Process Using Fairy Tale Videos in Teaching Narrative Writing	92
APPENDIX 8	Students' work of Rapunzel	93

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama	: MARIYATUL QIBTIYYAH
NIM	: D05207055
Jurusan/Program studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri: bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri, kecuali yang secara tertulis diacu dan disebutkan dalam daftar pustaka.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, September 2011

Yang membuat pernyataan,

Mariyatul Qibtiyyah

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of English skills taught regularly in the classroom. English is taught in all levels from junior high school to kindergarten school. Studying English is not a new thing for the students of Junior high school. Although English is not a new thing for Junior high school students, in fact they still have many difficulties in studying English. As we know that English is not a native language for Indonesians. It is difficult for the students to remember all of the words in English and to understand when someone speaking English. But, when students' writing skill is improved, students will be able to make specific writing assignments. In addition, writing skill is useful not only in academic life but also for social life including business aspect. Moreover, writing skill can help people write a letter or application letter and even can give them money from doing their writing, for instance, a novelist and a journalist.

Nevertheless, writing is a difficult skill for many students at school, even in their mother tongue. There are some reasons for this[1]. The first, writing has to be learnt, unlike speech, which is acquired in the mother tongue as part of a child's normal development. Furthermore, speaking is familiar activity, but for

[1] Jill Hadfield and Charles Hadfield, *Introduction to Teaching English* (Oxford University Press, 2008), 116

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

many people writing is something they do rarely. Next, the problem is the absent of the audience. When we speak, we interact with the addressee directly. But, when we write we cannot consult with the reader. It is difficult to know what information which the reader needs, and so it is hard to know what to write.

Furthermore, writing activity has been applied in academic life. Based on the syllabus of Junior High School especially at the second grade, writing is one of the language skills presented in the teaching learning process of English. One of the writing forms that should be made by the students is narrative text. Narrative text is something new to the second year students, because it is the first time that is taught in second semester. And, sometimes most of students do not know what they have to write.

As we learn everything from getting knowledge that is associated with the schemata in our brain, we need to know first the example of what we are going to write and how we express and organize our ideas into a written text. Teaching narrative writing needs to use samples of narrative text especially the familiar texts which have been known by the students. Students of junior high school usually know fairy tales. Narrative is one of important genres, which has been known by junior high school students but many of them have not understood its generic structure and its linguistic features. Fairy tales belong to narrative. The students also have been familiar with the plot of the stories which can be good and easy models of narrative generic structure. It will be useful for the students as the models in constructing narrative written texts.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Learning strategy is the decision of the instructor in determining the various activities that will be done, facilities and infrastructure used, including type of media used, the material given, and the methodology used in carrying out learning activities[2]. When the students do not want to learn, their efficiency will be so low that they may learn virtually nothing. If the teachers know how to motivate students, they can hugely increase their learning rate. It is an obvious enough point that students will be motivated if learning is interesting, interest to their curiosity, or is fun[3]. According to them, teacher should apply appropriate technique in teaching writing to make students enjoy the writing class, one of them is teaching narrative writing through fairy tale videos.

Video is one of the audiovisual media in learning english because video have sound and picture in it. Therefore, through watching video, students' are expected to recognize the characters in video and to know the event that happened in the video, so they try to rewrite the story in the video. A video that is used in this study is fairy tale videos. The video contains fictional story, present imaginary, place and event. In addition, fairy tale videos are found in all cultures and have a high motivational value[4]. Hence, it can motivate students to arrange story and to develop their idea in performing writing.

---

[2] Dewi Salma Prawiradilaga - Eveline Siregar, *Mozaik Teknologi Pendidikan* (Jakarta: Kencana, 2004), 4

[3] Geoff Petty - Stanley Thornes, *A Practical Guide Teaching Today 3rd edition* (United Kingdom: Cheltenham, 2004), 50

[4] Gary Ockey and Diane Ogden, '*Tapping Students Interest in with Fairy Tales Volume IV – 1997*', <www.http://ockey-ogden_2.html>, [accesed 20 April 2011]

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The study is done at SMP Muhammadiyah 4 Gadung, Surabaya because one of the teachers in this school has used video in teaching process. The teacher has used fairy tale videos as alternative media in teaching writing narrative. She used fairy tale videos when the students' get bored with lecturing method applied in teaching writing narrative since the last semester. Based on the teacher opinion and my experience when I did PPL II in SMP Muhammadiyah 4 Gadung, Surabaya, the students of eighth grade have many difficulties in writing. The students get difficulties in writing skill because the students especially in eighth grade of second semester firstly learn to write narrative text. So, the students still have difficulties to explore their ideas and to identify generic structure and tense they used.

For this opportunity, the researcher interests to choose fairy tale videos as media in teaching writing narrative text that is applied in this research because most of the students motivated when they have to see language in use as well as hear it. The video is as a motivation for students to write about what happened in the video. Therefore the students will have high motivation in learning English.

B. Research Questions

Based on the background of the study above, this study answers the following questions:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

1. What are the difficulties faced by the students in writing narrative text?

   This problem deals with the issue of the level of student's competence in writing narrative text as well as the difficulties students face in improving this language skill. More importantly, this problem faces in the possibility of the maximizing of the multimedia for improving the writing skill.

2. How are the fairy tale videos used to deal with students' difficulties in learning narrative writing?

   This problem deals with the technique of the teacher when she/ he taught narrative writing through videos. In addition, this problem faces on fairy tale videos which is used the teacher to solve the problem of the students in learning narrative writing.

3. How does the using of the fairy tale videos affect students' competence in writing narrative text?

   This problem deals with the students' achievement in writing especially in narrative text by using fairy tale videos. For answering this question, the students' score before and after in writing narrative text by using fairy tale videos will be tried to maximize.

C. Objectives of the Study

In accordance with the research questions, the objectives of the study are stated below:

1. To identify the difficulties that faced by the students in writing narrative text.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. To explain how the fairy tale videos are used to deal with students' difficulties in learning narrative writing.
3. To confirm the effect of using fairy tale videos whether or not fairy tale videos have impact on students' achievement in writing narrative text.

D. Significance of the Study

The researcher hopes that this research gives some benefits for teaching learning English theoretically and practically.

1. Theoretical Significance

Related to this research, the researcher hopes that this research can be used as reference for other researcher who wants to conduct research about teaching narrative writing at SMP through fairy tale videos.

2. Practical Significance

The result of the research can give contribution to the internal stakeholder and external stakeholder of the school.

a. Internal stakeholder of the school

1) The English teacher

The results of this research help the teacher to solve students' difficulties in writing class.

2) The students of SMP Muhammadiyah 4 Gadung Surabaya

This research is hopefully useful for the students to motivate them in writing narrative.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. External stakeholder of the school

1) The Reader

The result of this research is hopefully useful for the reader to know the difficulties faced by the students in writing narrative text, and the advantages of using fairy tale video as a media in teaching process.

2) The Researcher

The result of this research helps the researcher to know how the way to solve the students' difficulties in writing narrative skill through fairy tale videos.

E. Scope and Limitation of the Study

In this study, the researcher focuses her study on the use of fairy tale video to improve students' writing ability of narrative text.

In this case, the researcher takes the 8B students of SMP Muhammadiyah 4 Gadung, Surabaya.

F. Definition of Key Terms

Fairy Tale : fiction story.

Video : a record of film on compact disc.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Teaching : helping someone to learn how to do something guiding in the study of something, providing with knowledge, causing to know or understand.

Writing : expressing ideas, opinions, or feeling to others by using words in written language.

Narrative Text : is kind of text that's used to entertain and amuse the readers. It is a fiction text.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature in a research is used as the material to analyze the data. The researcher describes the previous studies and several points of theories that are used to analyze the data. The theories are about writing, teaching writing, narrative text, and video.

A. Theoretical Framework

1. Writing

Writing is a difficult subject at school since the students have to produce a text in English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Meyers states that writing is a way to produce language one does naturally when she/he speaks. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing one's ideas, putting them on a paper and reshaping and revising them.[5]

Harmer states that writing is a process and that ones writing is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.[6] According to Janet Emig as quoted by Raimes

[5] Allan Meyers, *Gateways to Academic Writing: Effective Sentences Paragraph and Essay* (New York: Longman, 2005), 2
[6] Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), 86

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

stated that there are very important reasons for writing helps the students learn.[7] *First*, writing reinforces the grammatical structures, idioms, and vocabulary that the teachers have been teaching their students. *Second,* when the students write, they also have a chance to be adventurous to go beyond what they have just learned to say and to takes risk. *The last*, when they write, they necessary become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is unique way to reinforce learning.

a. The Importance of Writing

Meyers states that writing first involves discovering ideas. Before writing, let our mind explore freely. And then record those thoughts by writing on whatever. As in speaking, the speaker must have something to say, a reason for saying it, and someone to say it to.[8]

1). Topic

Before writing, the researchers choose a subject that they care about and know about. Then they will have something interesting to say, and they will say it more clearly and confidently. The writer must select and then narrow their subject from the general then they will practice doing that in the exercise that follows.

---

[7] Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), 3
[8] Allan Meyers, *Gateways to Academic*... 5

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2). Purpose

After deciding the subject, the writer decided the purpose because communicating always has a purpose: to persuade or to entertain or may be to do all three. They could inform, persuade or to entertain their reader with example of odd incidents they have experienced at their job.

3). Audience

After deciding the subject and the purpose, the writer should know who the audience is. To answer to that question will determine what the writer say about their subject and what the purpose they hope to achieve.

b. The Process of Writing

There are some ways of helping students to express their ideas and organizes them logically is through some process of writing. This means dividing the writing activity into several steps, each of which practices a sub-skill important in the writing process, such as:[9]

1). Writing the first rough draft

This first step in this stage is to write a rough draft from outline while ones are writing. She / He do not need to care to think of word

[9] Alice Oshima and Ann Hogue, *Writing Academic English third edition* (Pearson Education: Longman, 1999), 10-12

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

or phrase, or her / him unable to complete thought. She / He can fill it in later.

2). *Revising content and organization*

After ones write the rough draft, the next step is to revise it. When ones revise their writing they can change what they have written in order to improve it. They check it over for content and organization, including unity, coherence and logic.

3). *Proofreading the second rough draft*

The next is to proofed one's paper to check for grammar, sentence structure, spelling and punctuation.

4). *Writing the final copy*

Now, the writer is ready to write the final copy to hand it.

2. Teaching Writing

Learning a language is not only learning its grammatical form or structure. There are productive skill and receptive skill in learning language that should we master. When the students write or speak in the classroom they have a chance to practice language production safety. Production activities provide information for the students and the teacher to assess how well students' productive skill.[10]

[10] Jeremy Harmer, *The Practice of English Language Teaching third edition*, (Longman,2004), 249

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Writing as productive skill must be taught in teaching learning. In addition, the real goal of language learning is communication. Teaching of writing should give special attention to development at writing ability.

a. Types of Teaching Writing

Writing in the target language can be introduced shortly after language learners have begun reading. There are some categories of classroom writing performance.[11]

1). Imitative writing, or writing down

Writing may begin with the simple writing skill, imitative writing. Students will simply "write down" English letters, words, and possibly sentence in order to learn the convention of the orthographic code. Some forms of dictation fall into this category, after students have had sufficient practice in imitative writing, they may begin with dictation.

2). Intensive, or controlled

A common form of controlled writing is to present a paragraph to students in which they have to change a given structure throughout. Guided writing loosens the teacher's control but still offers a series of stimulators. But another form of controlled writing is a dicto-comp. Here, the teacher reads a paragraph with normal

[11] H. Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy) third edition,* (United States of America: Pearson Longman, 2007), 399-402

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

speed, usually two or three times, then asks students to rewrite the paragraph to the best of their memory of the reading.

3). *Self-writing*

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most important of this category in classroom is note taking, where students take notes during a lecture for the purpose of later recall. Other note taking may be done in margins of books. Diary or journal writing also falls into this category.

4). *Display writing*

For all language students, short-answer exercise, essay examinations, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

5). *Real writing*

The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lies some combination of display and real writing. Three subcategories illustrate how reality can be injected, namely: academic, vocational/technical, and personal.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. The Approaches to Students Writing

Harmer states that there are some different approaches to teach writing skills both in and outside the classroom. We as a teachers need to choose between them, deciding whether we want students to focus on the process of writing than its product, whether we want them to study different written genres, and whether we want to encourage creative writing-either individually or cooperatively- and how the computer can be a useful writing tool.[12] Furthermore, the teacher will build the writing habit for students.

1). Process and Product

In teaching writing the teacher can either focus on the product of writing or on the process itself. When concentrating on the product, teachers are only focus on the aim of a task and in the end product. Many educators, however, suggest a process approach to writing. By spending time with students on pre-writing phases, editing, redrafting, and finally publishing their work, a process approach aims to get to the heart of the various skills that should be employed when writing.

One of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas, time to draft a piece of writing and then, with the teacher's help perhaps, review it and edit it in various ways, and so on.

[12] Jeremy Harmer, *The Practice...* 257

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2). Writing and Genre

When teachers concentrate on genre, students study texts in the genre in which they are going to be writing before they start with their own work. So, if teachers want them to write business letters of various kinds, we let them look at typical models of such letters before starting to compose their own. If we want them to write newspaper articles, we have them study real example to discover facts about construction and specific language use which are common to that genre. This forms part of the pre-writing phase.

A genre approach is especially appropriate for students of English for Specific Purposes. However, it is also highly useful for general English students, even at low levels, if we want them produce written work they can be proud of.

Students who are writing within a certain genre need to consider some different factors. They need to have knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read, as well as by whom. Many of students' writing tasks do not have an audience other than their teachers.

3). Creative Writing

The term creative writing suggest imaginative task, such as writing poetry and stories. According to Gaffield-Vile as quoted by

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Harmer states creative writing is a journey of the writer's self discovery and it promotes effective learning. [13]

When teachers set up imaginative writing task so that their students are thoroughly engaged, those students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignment. Creative writing can also provoke the kind of input-output relationship.

4). Writing as a Cooperative Activity

Cooperative writing works well with both process and genre-based approaches. In the first case, reviewing and evaluation are greatly enhanced by having more than one person working on it and the generation of ideas is frequently more enthusiastic with two or more people involved than it is when researchers work in their own.

5). Using the Computer

An important use of the computer is as the means of creating 'mouse-pals', the e-mail equivalent of pen-pals. Getting students to write e-mails in English to others around the world can be extremely motivating. The communication is immediate and exciting, and may well stimulate and motivate students where other letter writing does not.

---

[13] Jeremy Harmer, *The Practice..* 259

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

6). Building the Writing Habit

Harmer stated in his other book, there are many reasons for some students that are extremely unconfident and unenthusiastic in writing, such as: perhaps they have never written much in their first language,, perhaps they think that do not have anything to say and can not come up with ideas. Whatever the reasons, the teachers need to help such students build the writing habit so that they recognize writing as being as normal enthusiasm as they do other activities. One way of doing this, the teacher can give them interesting and enjoyable task to do.[14]

3. Narrative Text

Meyers states that narrative is one of the most powerful ways of communicating with others. A good written story lets the reader response to some event in their life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.[15] The main purpose of a narrative essay is to make a point by telling the audience a story. Colorful details and interesting events can make narrative essays enjoyable for readers. The researchers must remember that their story should deal with an event or a

[14] Jeremy Harmer, *The Practice of English Language Teaching fourth edition*, (Longman,2007), 329
[15] Allan Meyers, *Gateways to Academic*...52

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

topic that will interest their audience. Through narration, we make a statement clear by relating in detail something that has happened to us. [16]

a. The Generic Structure of Narrative Text

Anderson and Anderson state that the steps for constructing a narrative are[17]:

1). Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

2). Complication/ rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

3). Sequence of event/ Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

---

[16] John Langan, *College Writing Skill sixth edition* (New York: McGraw, 2005), 195
[17] Mark Anderson and Kathy Anderson, *Text Type in English* (Sydney: Macmillan Educational Pty Ltd, 1997), 8

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

4). Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end?')

5). Reorientation

It is an optional closing of event.

b. The Language Features of Narrative Text

Based on Depdiknas as quoted by Arifah, the language features usually found in narrative texts are:[18]

Using noun

1). Using adjective that form noun phrase

2). Using time connective and conjunction

3). Using temporal conjunction and temporal circumstance

4). Using adverb or adverb phrase

5). Using the action verb

6). Using saying verb

[18] Arifah, "The Use of Picture to Write Narrative in Teaching Writing at MA Raudlatul Ulum Klampis Bangkalan", (Unpublished Bachelor Thesis, Surabaya: English Department, IAIN Sunan Ampel, 2009), 24-25

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. **The Kinds of Narrative Text**

Anderson and Anderson mention the example of narrative text; they are myths, fairy tales, aboriginal dreaming stories, science fiction, historical fiction, and romance novels.[19]

4. **Video**

There is a wide variety of material available, from coursebook and other ELT videos to films and television. The use of video will depend to some extent on whether the teachers have it permanently available in their classroom or can use it occasionally. In either case, the teachers should consider carefully what their objectives are in using it, and not use it simply because it is available, perhaps wasting time and frustrating or boring the students. Appropriate material and activities can be very useful and fun.[20]

Using video has been a common characteristic in language teaching for many years[21]. Most learners are quite familiar with video. That is one of a media in teaching and learning process. Sometimes it makes learners interested and can encourage their motivation. Video also has a lot of kinds such as documentaries, drama, news, TV commercials. Using media has helped students in learning process and to facilitate language learning by making authentic, meaningful process. Any videos accompanying teachers'

---

[19] Mark Anderson and Kathy Anderson, *Text Type*... 3
[20] Paul Davies and Eric Pearse, *Success in English Teaching*, (New York: Oxford University Press, 2000), 167
[21] Jeremy Harmer, *The Practice*... 282

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

course book should be at an appropriate level of difficulty for the students, and relevant to the course syllabus. [22] So that, the teachers need to find extracts that suit their teaching objectives, and then design activities, and perhaps worksheets, for the students.

a. The Importance of Video

The use of video in language teaching is considered as an effective way to present the teaching material. There are some reasons for using video in teaching language[23]. The first reason is that it is a window into culture. The students' understanding is easier because the language is interpreted in full visual context for example, events, setting, actions, expressions, and gestures. Then the language is directly linked to the feelings, situations and speakers which inspire it, and this full social context gives access to the full meaning. The second reason for using drama film in language learning is the kind of language that drama provide-interactive language. And the last, drama provides not only interactive language input, but also a stimulus for activities which exercise interactive language output.

[22] Paul Davies and Eric Pearse, *Success in English*... 164
[23] Jane Sherman, *Using Authentic Video in The Language Classroom* (Cambridge: University Press, 2003), 12-13

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. Technique of Teaching Video

There are some teaching techniques that can be used in video based lesson:[24]

1) Viewing technique

The viewing technique is designed to stimulate the students' interest, through prediction activities, so that when they finally watch the video, they will have expectation about it.

a) Fast forward: the teacher plays videos then fast forward, so that the sequences of the video pass silently and at great speed. When it finished teacher ask students what the characters are saying.

b) Silent viewing (for language): the teacher plays the video without sound first, and asks the students to guess what the videos are saying. After that, the teacher plays normally, so the students can check to see it if they guessed correctly.

c) Silent viewing (for music): the same technique can be used with music.

d) Freeze frame: teacher plays video then at any stage she/he stop the video. This is useful to ask the student what they think will happen next.

e) Partial viewing: teacher show a partial view of the video, then students have to guess what happen on the other side saw.

[24] Jeremy Harmer, *The Practice*... 286

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2) *Listening (and mixed) technique*

a) Pictureless listening (language): the teacher plays video but covers the screen. Students just listen to the dialogue and have to guess such things as where it is taking place and who the speakers are.

b) Pictureless listening (music): teacher asks the student listen to the music video without show the scene, and ask them guess what kind of scene that accompanies the sound.

c) Pictureless listening (sound effect): teacher plays scene without dialogue. Students can listen to the sound to guess the scene.

d) Picture or speech: teacher divides the class in two so that half the class sees the screen, and half faces away. The students who can see the screen have to describe what is happening to the students who can not.

c. The Advantages of Using Video to Teach English

Video can present a communicative transaction in its totality. The learners can see the people and the situation (the setting where the interaction is occurring). They can see and hear the attitude of the persons involved (the interlocutors). They can hear the linguistic registers and the appropriateness of the language within the situation. They can appreciate cross-cultural relationships by asking themselves if this piece of business would be conducted in the same way in their country. They will become aware of other cultural aspects, such as the gestures used and the distance

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

maintained between the people involved. It is a replica of natural conversation in the real world.

The effective use of video requires knowledge and planning. Video sessions can easily become lessons in teaching language process which teachers switch the video on and themselves off. Instead of being fun and useful, they can be boring for students. Simply switching the video on and letting, or making, the students watch and listen is seldom either useful or enjoyable. Only a little of all the material available will be suitable for the students and the teaching purpose. Teacher should select material with clear objective and the students; level and interests in mind, and get to know it well before using it. There should be a clear purpose for every video clip that show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion.[25]

Children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium[26].

---

[25] Paul Davies and Eric Pearse, *Success in English*... 163
[26] Adopted from http://english.daejin.ac.kr/~rtyson/fall2000/elt/video.html

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

B. Review of Previous Studies

Many teachers have used this media to teach language in all over the world. Video has evoked student's interest in learning language. The researcher summarizes the relevant previous researches to prove the originality of the research.

The first research which relates to the researcher's study has been done by Yuniasari with her research paper entitled "Film as Media in Teaching Narrative Writing in Eleventh Grade of Senior High School".[27] This research is focused on teaching narrative text using film. Related to her research, she described the implementation of film as the media in teaching narrative writing, the result of students' narrative frame work, and the problem in language feature that are faced by the students in writing narrative text. She concludes that the students can create their ideas in developing their narrative writing. Even though both has the same purpose, but this study confirms the impact of fairy tale videos on students' competence in writing narrative text, and the object of the previous study is senior high school students but in this study the object is junior high school students.

The second research is conducted by Wahyuningtiyas. She conducted a research entitled "The Use of Drama as Supplementary Material to Teach Writing

[27] Ritha Sugiarti Yuniasari, "Film as Media in Teaching Narrative Writing in Eleventh Grade of Senior High School", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2007)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Narrative Text in The Eleventh Grade Students of Senior High School".[28] In her research, she described how the teacher applied drama as supplementary material, and she also described students' response. But she focused in the implementation of drama as supplementary material to teach writing of narrative text. The difference between this study and second previous studies are: first, the previous study did not explain about the difficulties of the students in writing narrative text while this study emphasizes on the difficulties faced by the students. Secondly, the object of the previous study is senior high school students but in this study the object is junior high school students.

The third is done by Paulina in "Using BBC Worldwide Video to enable the eleventh grade students of SMUN 1 Surabaya to write Report Text".[29] She focused on how the implementation of BBC Worldwide video in teaching writing, and the students' writing report text. In her research paper, she concludes that the BBC could be used as an alternative material in teaching report writing, and the use BBC Worldwide video provides clear evidence of the students writing progress in content, language use and vocabulary. The third of previous study is focused on using video to write report text, but in this study the researcher uses video to write narrative text.

---

[28] Diyan Wahyuningtiyas, "The Use of Drama as Supplementary Material to Teach Writing Narrative Text in The Eleventh Grade Students of Senior High School", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2007)

[29] Paulina Setya Budi, "Using BBC Worldwide Video to enable the eleventh grade students of SMUN 1 Surabaya to write Report Text", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2009)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The fourth research is conducted by Lia with her research entitled "The Use of Walt Disney: Heroes Volume One Videos as Supplementary Material to teach narrative with to the eighth grade students".[30] Her research described the implementation of Walt Disney: Heroes volume one video as supplementary material to teach narrative writing, the students' improvement in writing narrative text, and the students' response. She finds that the Walt Disney: Heroes volume one video could be implemented as supplementary material to teach narrative writing. The difference between this study and fourth previous study is the previous study do not explain about the difficulties of the students in writing narrative text while this study emphasizes on the difficulties that faced by the students in writing narrative.

The fifth research has been done by Arifah. She conducted a research entitled "The Use of Picture to Write Narrative in Teaching Writing at MA Raudlatul Ulum Klampis Bangkalan".[31] She focused on the implementation of picture series to teach writing narrative. She used picture as a media to teach narrative writing. It proves that picture series is good media in teaching process especially in teaching narrative. The fifth of previous study is focused on the use of picture to teach writing narrative text, but in this study the researcher is focused on the use of fairy tale videos to teach narrative writing.

---

[30] Lia Rizqi, "The Use of Walt Disney: Heroes Volume One Videos as Supplementary Material to teach narrative with to the eighth grade students", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2009)

[31] Arifah, "The Use of Picture to Write Narrative in Teaching Writing at MA Raudlatul Ulum Klampis Bangkalan", (Unpublished S-1 Thesis, Surabaya: English Department, IAIN Sunan Ampel, 2009)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The sixth research is conducted by Farah in "The Use of Cartoon Movie as Supplementary Material for Teaching Writing Narrative Text to the eleventh grade students".[32] Here, she clearly described about the implementation of cartoon movie for teaching writing narrative text, students' quality in writing narrative, and the problem that faced by the students in language features. But, for the problem of the students, she just focused on the language feature. She finds that Cartoon Movie helped the students in writing narrative text and made student easily to get ideas in writing narrative text. Eventhough both has the same goal purpose, but the object of previous study is senior high school students and in this study the object is junior high school students.

The seventh research has been done by Fina with her research paper entitled "The Use of Cartoon Films to improve the eighth grade Students Ability in Composing Descriptive Text".[33] In her research, she explained about the implementation of cartoon films in teaching descriptive text, the students' response, and the students' writing result. The researcher finds that after the implementation of cartoon films as authentic teaching materials, students' writing ability is getting better and students can be motivated during the writing activity. The seventh of previous study is focused on the use of cartoon films to improve

[32] Farah Fauzi Attamimi, "The Use of Cartoon Movie as Supplementary Material for Teaching Writing Narrative Text to the eleventh grade students", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2010)
[33] Fina Putri Hapsari, "The Use of Cartoon Films to improve the eighth grade Students Ability in Composing Descriptive Text", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2010)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

students' ability in composing descriptive text, but in this study the researcher is focused on the use of fairy tale videos to teach narrative writing.

The eighth is Bidandari in "The Problem of Writing English Narrative Text (A Case Study of Second Year Students at SMAN 1 Nglames Kabupaten Madiun)".[34] She focused on the students' competence in English writing skill, especially in strategies of writing narrative text. It could be concluded that the students got difficulties to practice writing English narrative text especially in exploring their ideas. They are also still confused about how to organize their ideas. Thus, to solve the problem the teacher applied "Modeling the Way" as a strategy. Eventhough both the same purpose, but this study the teacher solves the problem using fairy tale videos as media.

Next research is conducted by Inayah. She conducted a research entitled "Teaching Narrative Writing through Pop Music Video to the XI-IAI Students of SMAN 3 Pamekasan".[35] She focused on the implementation of pop music video to teach narrative writing. She finds that pop music video could help the students in writing narrative text and could make the students easily identify the generic structure and language feature. The difference between this study and previous studies are: first, the previous study uses pop music video as media in teaching narrative writing while this study uses fairy tale videos as media in teaching

[34] Aroum Bidandari, "The Problem of Writing English Narrative Text (A Case Study of Second Year Students at SMAN 1 Nglames Kabupaten Madiun)", (Unpublished Bachelor Thesis, Surabaya: English Department, IAIN Sunan Ampel, 2010)

[35] Inayah Rahmawati, "Teaching Narrative Writing through Pop Music Video to the XI-IAI Students of SMAN 3 Pamekasan", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2010)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

KEMENTERIAN AGAMA PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA

narrative writing. Secondly, the object of previous study is senior high school students but in this study the object is junior high school students.

The last research on these previous studies has been done by Herlina with her research paper entitled "The Use of Discovery Channel Video to Teach Writing of News Item Text to The Tenth Grade Students" through experimental research.[36] She used Discovery Channel Video as treatment in teaching news item text, and she described student's response. Furthermore, she concludes that there is significant difference of means between the pre-test and post-test score in experimental group. This technique gets positive response from the students. The difference between this study and previous study are: first, the previous study uses experimental while this study uses combining descriptive qualitative-quantitative. Secondly, the previous study is focused on the use of video in teaching news item text, but in this study is focused on the use of video to write narrative text.

This study is different from previous studies above. In this study, the researcher emphasizes on the difficulties faced by the students, the process of teaching narrative writing trough fairy tale videos, and the impact of fairy tale videos on students' competence in writing narrative text. Almost all objects of the previous studies are students of senior high school, but the object of this research is students of junior high school.

---

[36] Herlina M Arif, "The Use of Discovery Channel Video to Teach Writing of News Item Text to The Tenth Grade Students", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2010)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology of this study. It covers research design, subject and setting of the study, data collection technique, instrument of the study, research procedure, and data analysis technique.

A. Research Design

In this research, the researcher combines descriptive qualitative and quantitative research. This study describes some phenomena or events in writing narrative text applied by the second year students and about the difficulties faced by the students in writing narrative text. The researcher describes all of the data that the researcher gets. In addition, for the quantitative method, the researcher accounts with little statistic. The researcher uses quantitative data for supporting qualitative data.

B. Subject and Setting of the Study

The subject and setting of this study is the second grade of SMP Muhammadiyah 4 Gadung Surabaya. It is located on JL. Gadung III No.7 Surabaya. The researcher takes them as the subject of the study because the students especially in eighth grade of second semester firstly learn to write narrative text. Because they are still in early phases, the students in there have difficulties to explore their ideas. That is why the teacher recommended this class as the subject of the research.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

C. Data Collection Technique

In this study, several procedures are used to get the empirical data required. The research is conducted in four ways are as follows:

1. Observation

There are two kinds of observation, namely: participant observation, and non-participant observation. In the participant observation the researcher is involved in the object of research action. While in non-participation observation, the researcher is only as an observer, she/he do not involve in the activity. [37]

In this study, the researcher uses non-participant observation. Therefore, she observes the activity during the teaching process in detail. She observes the materials, the techniques that the teacher used, and the classroom activities through observation checklist. Further, all of the teaching process is done by the English teacher.

According to Nasution states that using direct observation can get the empirical data about phenomena which are difficulty acquired with another method. [38]

In this step, the researcher conducts direct observation about the learning process in the writing English narrative text to the students and the

[37] Prof. Drs. Sutisno Hadi, M.A, *Metodologi Research untuk Penulisan Paper, Skripsi, Thesis dan Disertasi* (Yogyakarta: Andi Offset1991), 142
[38] Prof. Dr. S. Nasution, M.A, *Metode Research(Penelitian Ilmiah)*, (Jakarta: Bumi Aksara, 1996), 106

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

teacher in the classroom. This observation describes the phenomena of learning process of English narrative writing using fairy tale videos.

2. Interview

According to Allport as quoted by Jehoda in Sutrisno states:

> If we want to know how people feel, what they remember, what their emotions and motives are like, and the reasons for acting as they do- why not ask them.[39]

The purpose of interviewing people is to find out their mind, what they think or how they feel about something.

Interview is a second technique to collect the data. In this way, the researcher interviews the teacher to get and complete the data, which cannot be found in the observation. Such as, the difficulties encountered by the teacher in teaching writing during the class, the strategies that offered by the teacher to solve students' difficulties in writing narrative text, things that disturb the process of learning in the classroom by using fairy tale videos in teaching writing narrative, and the progress of the students. It is also used to minimize the mistakes happened in the observation. The researcher also interviews some students in order to get some information about their problem in writing narrative text.

[39] Prof. Drs. Sutrisno Hadi, M.A, *Metodologi Research...* 192

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

In this study, the researcher uses structured interview. It means that the researcher makes research instrument in the form of written question before conducting an interview.[40]

3. Questionnaire

Questionnaires are written sets of some questions used to gain responses in non-face-to-face situations; questions are usually focused on specific information.[41]

The researcher uses questionnaires to get the specific data that can not be done by interview all of the students.

The questionnaires are used to get information about the students' responses, difficulties and possible solutions toward the learning process of English narrative writing using fairy tale video. The researcher uses close-end question in the questionnaire, the students will give some question with four alternative answers, which had to be chosen by the students.

4. Documentation

The researcher gets the data from the school and teacher's documents. The documents are needed to find out information about the school's information and syllabus that is used in teaching and learning before doing this research. The students' score also gained from the teacher's documentation because the researcher does not give test.

---

[40] Drs. S. Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT. Rineka Cipta, 2007), 167
[41] Drs. S. Margono, *Metodologi Penelitian*... 168

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

D. Instruments of the Study

1. Observation Checklist

Checklist is a list that contain of subjects' name and factors that are observed. Checklist is used to systematize the transcript of observation.[42] The researcher uses checklist when observing the learning process.

In the observation, the researcher observes the class during the teaching and learning process. The aspects that are seriously takes in the observation are: the media, the material, teacher's activities during the teaching process and students' activities during the learning process.

2. Interview Guide

In this research, the researcher interviews the teacher to get information, such as: the difficulties encountered by the teacher in teaching writing during the class, the strategies that offered by the teacher to solve students' difficulties in writing narrative text, things that disturb the process of learning in the classroom by using fairy tale videos in teaching writing narrative, and the progress of the students. In addition, the researcher interviews some students to know how far they can finish the assessments, what the difficulties are on the process of finishing their task.

3. Questionnaire

In this research, the questionnaires compose in Indonesian and the questionnaire uses a close questionnaire type. It is used in order to obtain valid

[42] Prof. Drs. Sutisno Hadi, M.A, *Metodologi Research*...151

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

responses and to record the responses accurately and completely. A list of question consists of 16 questions. Question number 1-2 are expected to know the student's opinion about English class, number 3-7 are expected to know student's opinion about the difficulties that faced in writing narrative text, number 8-10 are expected to know the student's opinion about fairy tale videos, number 11-15 are expected to know the student's opinion about the implementation of fairy tale videos as media in teaching writing narrative.

4. Documentation

As the instrument of documentation, the researcher uses teacher's lesson plan to have a clear description of the learning process. The students' score is taken from the result of the students' narrative writing that is gotten from the teacher documentation. After that it is analyzed to measure students' ability in writing narrative.

E. Research Procedure

The researcher arranges the procedure of research as follows:

1. Preparation
   a. Asking headmaster's permission to do research.
   b. Consulting with the English teacher:
      1) Everything that related to learning activity, such as learning method, and learning instrument (media, lesson plan, material, and students' worksheet)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2) Time for doing the study

c. Preparing research instrument (Observation checklist, interview guidance, questionnaire)

d. Choosing the material.

2. Activity

a. The researcher gives the questionnaire.

b. The students answer the questionnaire.

c. The researcher does observation during the teaching learning process

d. The teacher gives the test to the students

e. The students do the test

f. The researcher does interview to the English teacher.

g. The researcher does interview to some students.

h. The researcher collects the data

i. The researcher analyzes the data

j. The researcher makes conclusion the research result.

F. Data Analysis Technique

Sugiono states that data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

accumulate to increase your own understanding of them and enable you to put present what you have discovered to others.[43]

Having obtained the data, the researcher analyzes them using descriptive manner to present the interpretation. She describes those data based on the research problems. Firstly, the researcher answers the first question that conduct from questionnaire. The researcher analyzes the data by using percentage formula. The sum of students' response of one question is divided by the number of students and multiplied by 100%. [44] The results are used to know the students' difficulties in writing narrative text and the students' response toward the learning process.

Secondly, the research describes the process of teaching narrative writing using fairy tale video in each meeting. Then she finds out how the fairy tale videos are used to deal with students' difficulties in learning narrative writing. Then, the researcher describes the result of interview to gain more information in detail in implementation of teaching process. The researcher explains the result of interview with teacher and the student about the implementation of fairy tale video in teaching narrative writing, the difficulties encountered by the teacher in teaching narrative writing during the class.

---

[43] Sugiono, *Metode Penelitian Kualitatif Kuantitatif dan R & D*, (Bandung: Alfabeta, 2007), 244
[44] Inayah Rahmawati, "Teaching Narrative... 40

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

And for the last question, the students' score are gained through teacher's documentations. It is analyzed to measure students' ability in writing narrative. This accounts the following formulae:[45]

$$Me - \frac{\sum x_1}{n}$$

Explained:

Me = mean

X_1 = total of the students' score

N = total of students

Having obtained the students' mean score, the researcher compares it.

[45] Prof. DR. Sugiono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2007), 49

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER IV

DATA DISPLAY AND DISCUSSION

This chapter presents the result of the study based on the problem stated in Chapter I. It also deals with the description and the analysis of the data which were obtained from the questionnaires, observation, interview, and documentation. Then, the researcher discusses about the difficulties faced by students in learning narrative writing, the process of fairy tale videos that was applied by the teacher to solve the students' problem, and the effect of fairy tale videos on students' competence in writing narrative text descriptively.

A. The Description about Data

1. Profile of SMP Muhammadiyah 4 Surabaya

SMP Muhammadiyah 4 Surabaya is located on Jl.Gadung III/7 Surabaya. SMP Muhammadiyah 4 Surabaya was built in 1970. The establishment of Muhammadiyah schools in the Wonokromo district are stimulated by the spirit to preach Islam in sub Wonokromo. Especially, the development of the Islamic faith is for the young generation in that place. This school got an "A" accreditation and it is a full day school.

The first headmaster of SMP Muhammadiyah 4 Surabaya was Sholeh Anwar (1970 - 1974), the second was Hafidz (1974 - 1977), the third was Cahyo Sugiarto (1977 – 1978) , the fourth was Amir Syafa' (1978 – 1985),

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the fifth was Saiful Halim (1986 - 2001), the sixth was M. Lutfi (2001 – 2003) and the last until now was Ali Mujafal.

This school has twenty eight teachers that all of them teach appropriate lesson with their educational background. The overall number of students of SMP Muhammadiyah 4 Surabaya is 291 students, consists of 9 classes and for the first grade has 3 classes, for the second grade has 4 classes, and for the third grade has 2 classes. In this occasion, the researcher makes a research about the English. There are two English teachers in this school. There is one male and one female. They are Mr. Mu'alim and Miss. Eli Wahyuni. Both of them have S-1 Certificate. But in this research, the researcher had chosen one of the English teachers in this school to be observed. She was Miss. Eli Wahyuni S.Pd.I

2. Vision and Mission of SMP Muhammadiyah 4 Surabaya

Vision of SMP Muhammadiyah 4 Surabaya:

Graduating student who has good attitude, perform optimally and optimize intelligence (the heart's intelligence, wit thought, and intelligence charity).

Mission of SMP Muhammadiyah 4 Surabaya are:

a. Preach through education
b. Make the school as a place to practice the values of Islam
c. Help parents to realize the religiosity
d. Enhance students' abilities or skills to achieve skills (life skills)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

e. Embed habits of Islamic life wherever they are

3. Curriculum of SMP Muhammadiyah 4 Surabaya

The curriculum adopted is a blend of the national curriculum based Education Unit Level Curriculum (KTSP) based on science and technology with the understanding faith and god-fearing.

4. Facilities of Education

a. Air-Conditioned in every classroom

b. Internet on-line 24 hours using wi-fi

c. Computer Laboratory

d. IPA Laboratory

e. Library

f. Mosque

g. IT-based learning

h. Scholarship and academic achievement non academic

i. Audio-visual means of learning in every classroom

5. Skill Development Program

a. Extracurricular

1) Football
2) Basket Ball
3) Volley Ball
4) Badminton
5) Tennis
6) Scout
7) Theater
8) Choirs
9) Qiro'ah
10) Journalism

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

11) Self-defense art

12) Group Band

b. Community

1) Robotic

2) English Club

3) Math Club

4) Graphics Community

5) Leadership

6) Graphic Design

B. The Data Display of Teaching Narrative Writing through Fairy Tale Videos

1. The Description about the Difficulties Faced by Students in Writing Narrative Text

The findings from questionnaires show many problems faced by students in writing narrative English. The difficulties are reflected below.

After collecting the result of the questionnaires, the researcher made tabulation and formulated the result of the questionnaires in the percentage form. The results of the questionnaires are explained below:

Table 4.1
Students' opinion about English and the difficulties in writing narrative text

Number	A	B	C	D
1	26 %	57 %	17 %	-
2	17 %	46 %	37 %	-
3	20%	57%	23%	-

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

4	3%	51%	34%	11%
5	23%	63%	14%	-
6	6%	63%	31%	-
7	6%	46%	43%	6%

From the table above, questionnaire number 1 and 2 show students' like and interest in learning English. There are nine students (26%) very like learning English, twenty students (20%) like learning English, and six students (17%) do not like learning English. Then, there are six students (17%) are very interested in learning English, sixteen students (46%) are interested in learning English, and thirteen students (37%) are not quiet interested in learning English.

Next, the third question shows students' knowledge about narrative text. Based on the table above, seven students (20%) are very familiar with narrative text, twenty students (57%) are familiar with narrative text, and eight students (23%) are not familiar with narrative text.

The fourth question shows the students' difficulties to explore their idea. There are four students (11%) never got difficulties to explore their idea; twelve students (34%) rarely got difficulties to explore their idea, eighteen students (51%) sometimes got difficulties to explore their idea and one student (3%) always got difficulties to explore his idea.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The fifth question shows students' difficulties to use vocabulary. There are five students (14%) rarely got difficulties to use vocabulary, twenty two students (63%) sometimes got difficulties to use vocabulary, and eight students (23%) always got difficulties to use vocabulary.

The sixth question shows students' difficulties to use grammar. There are eleven students (31%) rarely got difficulties to use grammar, twenty two students (63%) sometimes got difficulties to use grammar, and two students (6%) always got difficulties to use grammar when writing narrative text.

The seventh question shows students' difficulties to organize English narrative text. There are two students (6%) never got difficulties to organize English narrative text, fifteen students (43%) rarely got difficulties to organize English narrative text, sixteen students (46%) sometimes got difficulties to organize English narrative text, and two students (6%) always got difficulties to organize English narrative text.

The teacher also found some difficulties in teaching narrative writing. The students confuse to get some stories which would be written by them. [46] It is caused by the teacher do not give the students more model of narrative text. Furthermore, the teacher do not introduce the new word from the text to the students, so they difficult to use suitable word in their writing. The other problem in writing, they got trouble in grammar setting to write well. So that, she used videos in teaching process in order to minimize these problems.

[46] Interview with Miss Eli (the English teacher), on Monday, May 30, 2011, at 11.00 am.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. The Description about The Implementation of the Fairy Tale Videos that Used by the Teacher to Solve the Difficulties of Students in Learning Narrative Writing.

The researcher had some observations in SMP Muhammadiyah 4 Gadung, Surabaya. It was done on May 23rd, 2011, May 26th, 2011, and May 30th, 2011. The time allocated was 80 minutes. The teacher used Rapunzel video to teach narrative text. For each meeting, the teacher gave Rapunzel video because of limited time. Then, the researcher described all of the activities from the first meeting until the last meeting.

Based on the interview with the English teacher, she preferred to use video as a media in teaching learning narrative writing to avoid students' boredom. In addition, the teacher did not find the things that disturb the implementation of this technique.[47]

a. The First Observation

The researcher conducted the first observation in the class on May 23rd, 2011. The class was started at 07.50 am and ended at 09.10 am. There were three sections in first meeting namely, before, while, and after activities.

Firstly, before the teacher entered the classroom and started the lesson she had prepared the material carefully. The teacher began the class by greeting. Then, she checked the students' attendance. Before the

[47] Interview with English teacher on Monday, May 30, 2011, at 11.00 am.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

teacher showed the video, she explained about narrative, next she did questions-answers about narrative.

Teacher : Do you still remember what narrative is?
Students : (Some students say) yes...
(Some students say) no....
Teacher : "What is it?"
Students : "Cerita Dongeng"
Teacher : "Yes, it is kinds of Narrative text, but Narrative is story that happened in the past. Apa bedanya dengan Recount?"
Students1 : "Kalau Recount itu bedasarkan pengalaman pribadi."
Teacher : "That's right; recount text tells about a past experience. So, do you know about the generic structure of narrative text?"
Students : ..... (silence)
Teacher : "What do you know about orientation, complication, and resolution?"
Students2 : "Orientation sama dengan introduction of the story, tentang characters and setting."
Teacher : "Yes, how about complication?"
Students : ..... (silence)
Teacher : "In complication, there are conflict or problem, crisis, and climax that happen in the story. How is about resolution?"
Students : ..... (silence)
Teacher : "Resolution can be said as the solution of the problem and it is also can be the end of story. Do you know the story of Rapunzel?"
Students : "Yes"
Teacher : "What the story tells about?"
Students3 : "About putri yang punya rambut panjang."
Teacher : "Have you ever watched the film before?"
Students : "No"
Teacher : "Ok, I will play Rapunzel video for you."
(Students became noisy)
Teacher : "And you must rewrite the story into your own words."

Based on the dialogue, the students had a short discussion related to the narrative text. The teacher defined each part of generic structure of

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

narrative text. This activity focused on how the students could understand the generic structure while they were writing the story into narrative form. After that the teacher gave the instruction and asked the students to make a list of the events, characters and settings in the video. The list of events were used as a guide to rewrite the story of Rapunzel.

While activity, after all of the instructions were given, the teacher played the fairy tale videos namely, Rapunzel. The video was played once because of the limited time. While they were watching the video, the students took some notes about the setting and the characters.

In this section, the students watched the video. Here they should pay attention to identify the whole part of the story to find the setting and the characters of the story. Though, when the video was being played, there were some students who were very crowded and did not watch the video. However, other students seemed to be very enthusiastic when the video was played. While the students watched the video, the teacher monitored the students' activity.

Post activity, after they have watched the videos then they presented it into narrative text. Here, some students confused with their task or they confused about what should be written. Then, the teacher tried to solve this problem by reminding students about what should be written first in narrative text.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Students	:	"The first part that should be written in narrative text is about the introduction."
Teacher	:	"What is introduction or orientation?"
Students1	:	"Introduction adalah perkenalan tentang the characters and setting of the story."
Teacher	:	"Okay, do you know what should be written now?"
Students	:	"Yes Miss."

There were also students who afraid of making mistakes on using vocabulary, so they asked to the teacher. For this problem, teacher tried to solve by asking the students to bring a dictionary for the folowing meeting to minimize the vocabulary difficulties.

b. The Second Observation

The second meeting was held on May 26th, 2011. It was started at 11.30 am and ended at 13.00 p.m. There were three sections in the second meeting namely, before, while, and after activities.

Before activity, as usual, there was opening session before the class began. The teacher began the class by greeting, said salam and checked students' attendance. In this session, the teacher discussed again about the previous lesson to the students. It meant to know whether the students remembered the previous lesson or not. In contrary, before the teacher showed the continuance of videos, she reminded the students about the tenses used in narrative text. She asked the students "What tense that used in the narrative text?" and some students answered that narrative text used past tense, but, the others just kept silent. So, the teacher gave some

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

examples of past tense used in narrative text. Then, she started to play the videos.

While activity, the teacher played the videos. The students were taking some notes about the problem which was happened in the video. While students were watching videos, they had to pay attention to every event which is presented in this part. They identified and found out every parts of generic structure of narrative text. Then, through their activities, the students could make a good summary based on the chronological order. Most of students had brought dictionary. In the second meeting, students seemed to be more enthusiastic and excited during the learning process.

After Activity

Teacher	:	"Ok students; have you find the problem in this story?"
Student1	:	"Rapunzel diculik sama mother Gothel."
Students2	:	"Rapunzel pergi dari menara."
Teacher	:	"Who is Rapunzel actually?"
Students	:	"Putri raja yang diculik mother Gothel."
Teacher	:	"Why mother Gothel stole Rapunzel?"
Students	:	"Because she has rambut ajaib."
Teacher	:	"Why Rapunzel leave the tower?"
Students	:	"Karna dia ingin melihat lampion."

Based on those dialogues, the teacher tried to test students' comprehension in this story. In this meeting students understood more about the story which was given by the teacher. Fifteen minutes later, the teacher asked their task.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

c. The Third Observation

The last observation was held on May 30th, 2011. The class started at 07.50 am and ended at 09.10 am. There were three sections in the third meeting namely, before, while, and after.

Before activity, the teacher began the class by greeting and said salam to the whole class, then, checking the students' attendance. Before the main activity started, teacher reviewed the lesson of the last meeting by asking some questions about the characterization of every character in those videos.

Teacher	:	"How many characters that you find in the videos?"
Student1	:	"Three...."
Student2	:	"Five..."
Teacher	:	"Who are they?"
Students	:	"Rapunzel, Flynn Rider, Mother Gothel, The King, The Queen."
Teacher	:	"Who is Rapunzel actually?"
Students	:	"Putri raja yang diculik mother Gothel."
Teacher	:	"Who is Flynn Rider?"
Students	:	"Pencuri mahkota."
Teacher	:	"Well, who is mother Gothel?"
Students	:	"Nenek yang mencuri Rapunzel."

This activity was done by teacher to remind and stimulate students about the last event of the story. Next, she reminded them to write well based on the generic structure like the teacher explained at the day before and also based on the language feature. In that way, the teacher expected that the students did their task well. Then teacher played the last part of videos.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

While activity, here, the last part of the videos did not take much time. The students just watched the solution of the problem in the story and the students paid more attention to the videos than the meeting before. They did not make noise during the teaching process. Teacher reminded them that narrative consisted of orientation, complication, and resolution. After the video was ended, the teacher gave some times to students, so that they could finish their final writing.

After activity, in this part, the students made the whole composition based on the videos. It means that they arranged their ideas or information that they have got through watching the videos and presented them into narrative form based on the generic structure of narrative. The teacher reminded again about what they should write. There are three parts of the story, namely: orientation, complication, and resolution. This activity was very important because it determined their understanding. In addition, the teacher allowed them to use dictionary to write their composition. When the students were doing their activity, the researcher observed the class condition. In the same time, the teacher tried to walk around to see the students who got difficulties in writing and help them to solve their problem. Most of the students got difficulties in vocabulary and grammar. It was known from what the students asked to the teacher. Some of the students were busy looking up their dictionary, while the others tried to ask to their friends. When they finished it, they could submit it. The

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

researcher wrote the process of teaching and learning narrative writing using fairy tale videos in observation checklist. (See on appendix 2)

d. The student's opinion about the implementation of fairy tale videos in teaching narrative writing

Based on the interview with the English teacher, she says that this media is good, and it can help the students to develop of their ability in writing.[48] The researcher wants to know the students' responses about the fairy tale videos that used by teacher. To gain data of the students' responses, the researcher used questionnaire. The results of the questionnaires are showed in the following table:

Table 4.2
The students' opinion about Fairy Tale Videos

Number	A	B	C	D
8	34%	49%	14%	3%
9	29%	3%	57%	11%
10	17%	51%	29%	3%

Based on the result of the students' questionnaires number 8 shows twelve students (34%) feel the topic of fairy tale videos is very interesting, seventeen students (49%) feel the topic of fairy tale videos is interesting, five students (14%) feel the topic of fairy tale videos not quite interesting,

[48] Interview with English teacher on Monday, May 30, 2011, at 11.00 am.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

and only one student (3%) feels the topic of fairy tale videos not interesting.

Based on the table above, question number 9 shows ten students (29%) are very easy to understand the vocabulary, one student (3%) is easy to understand the vocabulary, twenty students (57%) do not really understand the vocabulary, and four students (11%) do not understand the vocabulary that used on the video.

Based on the table above, there are six students (17%) are very easy to understand the generic structure, eighteen students (51%) are easy to understand, ten students (29%) do not really understand about the generic structure, and one student (3%) do not understand the generic structure.

Basically, these activities are not something new for the students. Because, the teacher often do these activities in the teaching learning process, but they didn't realize it.

Based on the implementation of fairy tale videos as media in teaching writing narrative, the researcher wants to know the students' responses about the technique that used by teacher. To gained data of the students' responses, the researcher uses questionnaires. The results of questionnaires are showed in the following table:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Table 4.3
The student's opinion about the implementation of fairy tale videos as media in teaching writing narrative

Number	A	B	C	D
11	40%	49%	11%	-
12	37%	57%	6%	-
13	29%	63%	9%	-
14	9%	51%	34%	6%
15	43%	49%	6%	3%

Based on the table above, there are fourteen students (40%) who are very interested in the application of fairy tale videos in teaching narrative writing, seventeen students (49%) are interested in the application of fairy tale videos in teaching narrative writing, and four students (11%) are not really interested in the application of fairy tale videos in teaching narrative writing.

In responses to the questionnaires number 12 above, there are thirteen students (37%) very like with the application of fairy tale videos as media in teaching narrative writing, twenty students (57%) like the application of fairy tale videos as media in teaching narrative writing, and two students (6%) do not quite like the application of fairy tale videos as media in teaching narrative writing.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Based on the result of the students' questionnaire number 13, there are ten students (29%) are very helped with fairy tale videos in making narrative writing, twenty two students (63%) are helped with fairy tale videos in making narrative writing, and three students (9%) are not quite helped with fairy tale videos in making narrative writing.

In processing English narrative writing as question number 14, there are three students (9%) who get improvement very much in process of writing using fairy tale videos, eighteen students (51%) who have a lot of improvement in process of writing using fairy tale videos, twelve students (34%) who get lack of improvement in process of writing using fairy tale videos, and two students (6%) who do not get any improvement in process of writing using fairy tale videos.

According to students' opinion of question number 15, there are fifteen students (43%) feel that fairy tale videos are very need to be applied in teaching writing narrative text, seventeen students (49%) feel that fairy tale videos need to be applied in teaching writing narrative text, two students (6%) feel that fairy tale videos do not quite need to be applied in teaching writing narrative text, and just one student (3%) feel that fairy tale videos do not need to be applied in teaching writing narrative text.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Based on the opinion of the teacher and the result of the observation, the teacher got good and positive respond from the students to the implementation of fairy tale videos in teaching writing narrative.[49]

3. The Impact of Fairy Tale Videos on Students Writing Narrative.

Based on the result of the observation and interview to the teacher, she states that the implementation of fairy tale videos on students' ability in writing narrative text has progress to the students' achievement. The students can write narrative text easily from that video and they have more references to explore their words in their mind. [50]

Table 4.4
The students' narrative writing score[51]

No	Nama Siswa	Without fairy tale videos	Using fairy tale videos
1	Achmad Filza Savikri	70	75
2	Ahmad Muflikh Arfani	73	75
3	Bella Tiara Clarissa	70	70
4	Dimas Mukti Ageng Permana	68	70
5	Dymas Ageng Ginanjar	65	70
6	Fachrizal Putra	65	70
7	Farah Qanitah	73	80
8	Galang Atthur Maheswa	70	75
9	Jenny Novitasari	75	80
10	Mirza Fadilla Artha	65	70
11	Muhammad Iffan Bachtiar	65	70
12	M. Risky Surya Saputra	65	70
13	Muhammad Sukron	68	70
14	Ony Laka Putra	65	68
15	Patrick Chu	80	87

[49] Interview with English teacher and observation on Monday, May 30, 2011, at 11.00 am.
[50] Interview with English teacher and observation on Monday, May 30, 2011, at 11.00 am.
[51] The students' score taken from teacher's documentation

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

16	Tatiana Nuritasari	63	70
17	Windy Anggraini	70	70
18	Ahmad Fauzi Shabirin	68	70
19	Faisha Raqhuita	75	80
20	Galih Wibisono	65	70
21	Icha Septian Nur Permatasari	63	68
22	Ika Tyawati	65	70
23	Irzadea Prawira Jaya Sapoetra	70	70
24	Jumriati	75	85
25	Revilia Tiara Putri	75	80
26	Rifyal Akmal Albirruni	65	70
27	Riyan Arif Tri Hidayat	70	75
28	Salsabillah Faisal	70	75
29	Sinatrya Rizqullah'azmi	65	70
30	Siti Masruroh	65	-
31	Sundhus Vina Warda	78	80
32	Taqwa Rizal Almalik	68	75
33	Wahyuni Awalia	70	70
34	Muhammad Ali Akbar	78	80
35	Rizal Febrian Akbar	-	70
Total Score		**2355**	**2498**
Mean		**69,26**	**73,47**

Based on the result of students' score above, the score when the teacher did not use fairy tale videos would increase when the teacher used fairy tale videos. The score shows that fairy tale videos affect the students' achievement in writing narrative text.

C. Discussion

Based on the data finding about the problem of the students in writing English narrative text, the researcher can conclude that the students get some

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

difficulties such as having lack of vocabulary. In this case, having lack of vocabulary is the biggest problem for the students. Most of the students get difficulties to use vocabulary. It happens because they do not want to memorize vocabulary by themselves, and usually they are lazy to bring dictionary. The other problem is the practical knowledge of grammar, almost half of the students got difficulties to use grammar in writing narrative. Sometimes, they have difficulties to organize the generic structure of narrative text. The last problem is exploring ideas. The students are confused to choose the topic about what should they write. It is not easy without habitual action of students. The researcher has the same opinion with the theory as stated by Harmer that there are many reasons for some students that are extremely unconfident and unenthusiastic in writing, such as: they have never written much in their first language, they think that they do not have anything to say and can not come up with ideas. Whatever the reasons, the teachers need to help such students to build the writing habit so that they can do writing activity with enthusiasm. One way of doing this, the teacher can give them interesting and enjoyable task to do.[52] The data from the interview and the questionnaires proves that students have some difficulties in writing narrative text.

[52] Jeremy Harmer, *The Practice of English Language Teaching fourth edition*, ibid.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Based on the three observations, the researcher concludes that the teacher does similar activities in every section. In the pre-activity, the teacher and students always gives short discussion related to the topic and the previous lesson. This activity stimulates the students' understanding to get every detail information of the story. Then, in the while teaching, teacher reminds the students to pay attention to the story by taking some notes while the video was being played. This activity demands to identify the generic structure of narrative text. Next, in the post activity, students write the story with their own words. The students must present their ideas in narrative writing. Moreover, according to the result of the questionnaires, it is clearly stated that the use of fairy tale videos in teaching narrative text get positive responses from the students. Related to the use of fairy tale videos as an alternative teaching material, most of the students are helped while making narrative text. Besides, it gives pleasure and can also be used as an alternative teaching material. As Harmer states that using videos has been a common characteristic in language teaching for many years. Most learners are quite familiar with video, one of a media in teaching and learning process. Sometimes video makes learners interested and can encourage their motivation.[53]

Based on the progress of students to understand text in each meeting, the researcher concludes that students' ability in writing narrative are improved in

[53] Jeremy Harmer, op. cit, 282

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

every meeting. It is proven by the scores of their narrative writing task. The score of the success criteria of the school is 70. When the teacher does not use fairy tale videos the mean score of the students is 69,26. It is under the success criteria of the school. On the contrary, when the teacher uses fairy tale videos, the students' mean score is improved from 69,26 up to 73,47. They can reach the success criteria; moreover their mean score is higher than the success criteria. Thus, the improvement of students' writing ability is proven.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter of this study is conclusion and suggestions which are derived from the research findings and discussions in the previous chapter.

A. Conclusion

1. Students' Difficulties in Writing Narrative Text

While the students are practicing narrative writing, they are faced with some problems such as having lack of vocabulary and grammar mastery. Based on the questionnaires as analyzed in previous chapter, the majority of the students are getting difficulties to use vocabulary in writing narrative text. Besides that, it may be caused by the teacher did not give model of narrative text. Furthermore, the teacher did not introduce the new words from the text to the students, so they had difficulty to use suitable word in their writing. Moreover, half of the students get troubles to use grammar in writing narrative text. They are confused with form of past tense and word order that used in narrative text.

2. The Implementation of Fairy Tale Videos Used by the Teacher to Solve Students' Difficulties in Learning Narrative Writing

In the implementation of fairy tale videos, the teacher conducts three activities. In pre activity, the teacher discusses the narrative text, the topic and the generic structure. In the while activity, she always reminds the students to

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

pay attention to the story by taking some notes while the video is played. In after activity, the teacher asks the students to write the story of videos using their own words. From the result of observation, the researcher concludes that the fairy tale videos minimize the students' difficulties in writing narrative text. It helps the students to produce and organize ideas easily. Besides, most of the students give good responses towards the implementation of fairy tale videos to teach narrative writing. Most of the students feel enthusiastic to study narrative writing using fairy tale videos.

3. The Impact of Fairy Tale Videos on Students' Writing Narrative.

From the results of students' narrative composition, it can be concluded that the students have good improvement. The teaching of narrative writing through fairy tale videos contributes good progress to the students' achievement in writing narrative. It could be shown from the improvement of the students' mean score.

B. Suggestion

1. Students

To have a good result in writing activities, students should read more narrative story. They should memorize well the new vocabulary that given by the teacher. Furthermore, they must pay attention to the lesson and teacher's explanation related to the material.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

2. Teacher

The teachers can consider fairy tale videos as one of alternative media in teaching narrative writing to motivate the students. But, they should not ignore the importance of giving model narrative writing and introduce more vocabulary to the students, so that they can produce better writing.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

BIBLIOGRAPHY

Anderson, Mark and Kathy Anderson, *Text Type in English,* Sydney: Macmillan Educational Pty Ltd, 1997.

Arifah, "The Use of Picture to Write Narrative in Teaching Writing at MA Raudlatul Ulum Klampis Bangkalan", Unpublished Bachelor Thesis, Surabaya: English Department, IAIN Sunan Ampel, 2009.

Aroum Bidandari, "The Problem of Writing English Narrative Text (A Case Study of Second Year Students at SMAN 1 Nglames Kabupaten Madiun)", (Unpublished Bachelor Thesis, Surabaya: English Department, IAIN Sunan Ampel, 2010)

Brown, H. Douglas, *Teaching by Principles (An Interactive Approach to Language Pedagogy) third edition,* United States of America: Pearson Longman, 2007.

Davies, Paul and Eric Pearse, *Success in English Teaching,* New York: Oxford University Press, 2000.

Diyan Wahyuningtiyas, "The Use of Drama as Supplementary Material to Teach Writing Narrative Text in The Eleventh Grade Students of Senior High School", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2007)

Farah Fauzi Attamimi, "The Use of Cartoon Movie as Supplementary Material for Teaching Writing Narrative Text to the eleventh grade students", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2010)

Fina Putri Hapsari, "The Use of Cartoon Films to improve the eighth grade Students Ability in Composing Descriptive Text", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2010)

Hadfield, Jill and Charles Hadfield, *Introduction to Teaching English.* Oxford University Press, 2008.

Hadi, Prof. Drs. Sutisno, M.A, *Metodologi Research untuk Penulisan Paper, Skripsi, Thesis dan Disertasi,* Yogyakarta: Andi Offset, 1991.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Harmer, Jeremy, *How to Teach Writing*, New York: Longman, 2004.

_____ Jeremy, *The Practice of English Language Teaching fourth edition*, Longman, 2007.

_____ Jeremy, *The Practice of English Language Teaching third edition*, Longman, 2004

Herlina M Arif, "The Use of Discovery Channel Video to Teach Writing of News Item Text to The Tenth Grade Students", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2010)

Inayah Rahmawati, "Teaching Narrative Writing through Pop Music Video to the XI-IAI Students of SMAN 3 Pamekasan", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2010)

Langan, John , *College Writing Skill sixth edition,* New York: McGraw, 2005.

Lia Rizqi, "The Use of Walt Disney: Heroes Volume One Videos as Supplementary Material to teach narrative with to the eighth grade students", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2009)

Margono, Drs. S, *Metodologi Penelitian Pendidikan*, Jakarta: PT. Rineka Cipta, 2007.

Meyers, Allan, *Gateways to Academic Writing: Effective Sentences Paragraph and Essay,* New York: Longman, 2005.

Nasution, Prof. Dr. S, M.A, *Metode Research(Penelitian Ilmiah),* Jakarta: Bumi Aksara, 1996.

Ockey, Gary and Diane Ogden, '*Tapping Students Interest in with Fairy Tales Volume IV – 1997',* <www.http://ockey-ogden_2.html>, [accesed 20 April 2011]

Oshima, Alice and Ann Hogue, *Writing Academic English third edition,* Pearson Education: Longman, 1999.

Paulina Setya Budi, "Using BBC Worldwide Video to enable the eleventh grade students of SMUN 1 Surabaya to write Report Text", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2009)

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Petty, Geoff - Stanley Thornes, *A Practical Guide Teaching Today 3rd edition,* United Kingdom: Cheltenham, 2004.

Raimes, Ann, *Techniques in Teaching Writing*, New York: Oxford University Press, 1983.

Ritha Sugiarti Yuniasari, "Film as Media in Teaching Narrative Writing in Eleventh Grade of Senior High School", (Unpublished Bachelor Thesis, Surabaya: Language and Art English Department, UNESA, 2007)

Salma Prawiradilaga, Dewi - Eveline Siregar, *Mozaik Teknologi Pendidikan*, Jakarta: Kencana, 2004.

Sherman, Jane, *Using Authentic Video in The Language Classroom,* Cambridge: University Press, 2003.

Sugiono, *Metode Penelitian Kualitatif Kuantitatif dan R & D,* Bandung: Alfabeta, 2007.

Sugiono, Prof. DR, *Statistika untuk Penelitian,* Bandung: Alfabeta, 2007.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id