THESIS

OPTIMIZING WINDOWS MOVIE MAKER TO ENHANCE WRITING
COMPETENCE OF NARRATIVE TEXTS
(An Action Research at Eighth Grade of SMP Negeri 14 Surakarta, in the
Academic Year of 2010/2011)

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This thesis is submitted to fulfill the requirement for Undergraduate Degree in
English Department Teacher Training and Education Faculty

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2011

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ABSTRACT


The objectives of the research are (1) to identify whether and to what extent Windows Movie Maker improves students’ writing competence of narrative text and (2) the situation when the windows movie maker is implemented in the writing class.

The research was carried out at SMP Negeri 14 Surakarta. It was conducted from March up to April. The method used in this research is a classroom action research. The action research was conducted in two cycles, in which in the first cycle there were three meetings and in the second cycle there were two meetings. Every cycle consists of four steps: planning, implementing, evaluation and reflection. In collecting the data, the researcher used observation, questionnaires, interviews, field notes, photograph and test. The tests were conducted before the action (pre-test) and after the action (post-test). The researcher analyzed the mean score of each test to find out the improvements of students’ writing competence after the action was conducted.

To identify whether and to what extent Windows Movie Maker improves students’ writing competence of narrative text and the situation when the windows movie maker is implemented in the writing class, the research findings show windows movie maker could improve: (1) The students’ writing competence: (a) The students were able to use appropriate vocabulary better; (b) They could make past sentences correctly; (c) They were able to use punctuation correctly in the text; (d) They were able to write a story with more detail information; (e) They were able to use the appropriate diction in their writing (f) They could organize the story better from beginning until the end. They were able to differentiate the generic structure of narrative text; (2) The improvement of classroom situation included: (a) The students were more motivated and confident to write; (b) They were also active to ask questions to the teacher about the difficulties they met (c) Some students discussed actively about the video in their own group (d) During the teaching and learning, the students paid attention to the teacher explanation; (e) The students focused in their task. They just made noise when they were discussing with their friends.

This research showed there is improvement in students’ writing competence and situation of the classroom. For that reason, it is recommended that the English teacher should create an enjoyable situation in teaching learning process so that the students can involve actively in class. By using this media, the student will not be bored. Automatically the teaching and learning process can run well and the objectives can be achieved.
THE APPROVAL OF THE CONSULTANTS

This thesis has been approved to be examined by the board of the Thesis Examiners of the Teacher Training and Education Faculty of Sebelas Maret University as a partial fulfillment of the requirements for the Undergraduate Degree Education in English.

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MOTTO

Your past is not your potential.
In any hour you can choose to liberate the future

(Marilyn Ferguson)
DEDICATION

This thesis is dedicated to:

1. My beloved mom and Dad, thanks for your care and prayer for me every where and every time.


3. My lubhy who always love me and support me

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10. Her beloved friends in the English Dept NR ’06 and Kost Barokah 1 who always accompany her in fun and sadness.

Surakarta, June 2011
The writer

Rida Andrik Kusuma Dewi

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LIST OF ABBREVIATION

1. CD : Compact Disk
2. EFL : English as Foreign Language
3. ESL : English as Second Language
4. FKIP : Fakultas Keguruan dan Ilmu Pendidikan
5. KTSP : Kurikulum Tingkat Satuan Pendidikan
6. LCD : Liquid Crystal Display
7. MTs : Madrasah Tsanawiyah
8. OHP : Over Head Proyektor
9. SMP : Sekolah Menengah Pertama
10. WMM : Windows Movie Maker
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CHAPTER I
INTRODUCTION

This chapter presents about the background, problem statements, limitation, objectives and the benefits of the Action Research conducted in the eighth grade students of SMP Negeri 14 Surakarta in academic year of 2010/2011.

A. Background of the Study

Writing as one of basic skills in English is taught to the second language learners. Writing can be said to be a mental and physical act of forming letter and words. The letters have to be arranged to form words, words to be arranged to form sentences and to be arranged to form paragraph.

In writing, the relationships between sentences operate at several levels. There needs to be thematic unity; there need also to be logical progression, often made clear by the use of conjunction which express on the surface an underlying logic in the proposition of the text; there needs also to be grammatical linkage between sentences (Harris, 1993: 6).

According to the 2006 KTSP for SMP or MTs, the students in eight grade are expected to be able to write among others texts in the form of narration, description and recount. In reality, the students get difficulties to express their idea in writing narrative, to chose the right diction, to write past tense sentence correctly.

Based on the result of the pre research conducted in the eighth grade students of SMP Negeri 14 Surakarta, the researcher finds that the students in learning English have low writing competence. From the result of pre-test conducted by the researcher on March 3rd 2011, the eighth grade students of SMP Negeri 14 Surakarta get only 53.75 for the mean score for the writing, while the minimum score is 65.00. It means that the mean score is still lower than the minimum score. It can be stated that they face a big problem in writing.

The students had some problems dealing with writing. The problems are: in producing sentences, the students used to repeat the same vocabulary. The limited vocabulary made the students find difficulties in exploring ideas so, their writing.
became monotonous. Secondly, the students produced incorrect grammatical sentences. They often make mistakes in applying the appropriate structure of past tense in the texts. Thirdly, the students got difficulty in punctuation. Sometime, they forgot to give comma in their writing. Fourthly, the students get difficulty in finding idea. They spend too long time in writing story because they still confused how they should star their writing. Sometime students stuck in a point and could not continue their writing. Besides, the students have problem in appropriate diction. In writing simple paragraph students often choose inappropriate words. The next problem is students have difficulties in making correct sentence using simple past tense. They have difficulties in memorizing the second verb, especially the irregular verbs. The last problem is students lack in cohesiveness and coherence. Students do not have specific guidance of how to write systematically. They also have limited knowledge about words transition.

Students’ attention to the lesson is low from those problem, the indicators are: the students have low motivations in participating English lesson. Writing seems to be a boring activity, indicated by the responses of the students when they have ben asked to write a composition. Based on the questionnaires which had been filled in by the eighth grade of students of SMP 14 Surakarta, there were 13.18% students disliked English writing class, 5.56% students greatly disliked English writing, 52.78% said neutral and only 16.67% students liked English writing.

The next indicator is students do not try to ask the teacher if they have some difficulties in writing. Most of students are quiet if they find difficulties in writing. Some of them are afraid to ask the teacher about their problems.

The last is some of students are busy in talking to their friends. They do not give their full attention in teaching learning process and do the other activities, such as drawing, playing pencil and run in the class.

From those indicators, there are several possible causes: (1) there is no media that can be used by the teacher to support and motivate the students in teaching learning process; (2) the teacher mostly uses writing as homework or task in examination and writing activity takes only a little part in the learning process;
(3) the teacher dominates the classroom activities that make the students passive during the teaching and learning process; (4) the teacher usually uses tutorial method for teaching; (5) the time for practicing writing at school is limited.

From the evidences above, the researcher conduct a classroom action research in order to improve the students’ writing competence. The classroom action research focuses on the enhancing students’ writing competence of narrative text by optimizing windows movie maker. Usually the teacher only uses handbook and students worksheet in the teaching learning process. The teacher does not use movie by using windows movie maker to enhance students’ writing competence yet. In this research, the teacher uses movie to enhance students’ writing competence.

Windows movie maker is media or computer’s program to make a video’s file. Windows movie maker is application program for editing video (Chandra, 2001: 1). Using this media, the teacher can make a video by her self by importing audio and video’s file clips. To operate the video, the teacher needs a computer or laptop and LCD.

Utilizing windows movie maker as media to teach writing narrative will make the students enjoy in the classroom because the teaching learning process is more interesting. Video is an interesting media in teaching writing because video provide interesting moving pictures and sound which is presented in harmony. By using video, students also know many kinds of story. The use of stories in narrative can help to create a positive attitude in the learner towards language learning and the activities based on stories develop an attitude of cooperation between learners and help them to feel confident in using English as a foreign language. Watching and making video by using windows movie maker in writing class can help the students to write narrative correctly and makes them feel happy in joining the lesson. Besides, the students should also involve actively in English class and practice the English frequently.

Based on the fact found in teaching English at Junior High School above, the researcher chose windows movie maker as a media in teaching writing because it has many advantages to apply in teaching writing for students in eighth grade.
Windows movie maker has clear steps to follow, so students will not be confused. In addition, by using windows movie maker in teaching language can give an improvement in students writing narrative.

**B. Problem Statement**

Based on the problem limitation above, the problems of research are stated as follows:

1. Can and to what extent Windows Movie Maker improve students’ writing competence of narrative text?
2. What happens if the windows movie maker is implemented in the writing class?

**C. Objective of the Research**

The objectives of the research are intended:

1. To identify whether and to what extent Windows Movie Maker improve students’ writing competence of narrative text.
2. To identify the situation when the windows movie maker is implemented in the writing class

**D. Benefits of the Research**

The result of the study is expected to give some benefits for the teachers, students and researcher. The benefits as follows:

1. For the students, this study is expected to improve the students writing competence of narrative text in teaching and learning process in the class by optimizing windows movie maker.
2. For English teacher, this study can give a solution to solve the problems in teaching writing of narrative text by optimizing windows movie maker.
3. For FKIP college students, the study can give inspiration to teach beginner students.
4. For The Researcher, this study can give experience to the researcher in teaching English more interesting especially related to improve writing competence.
CHAPTER II
LITERATURE REVIEW

This chapter presents the review of writing, the teaching writing, review of narrative text, teaching media, review of related research, the researcher’s rationale and the last is the researcher’s hypothesis.

A. The Review of Writing

1. The Definition of Writing Competence

Some experts have given many definitions about writing. Harris (1993: 13) states that writing is a process that occurs over period of time, particularly if we take into account there sometimes extended period of thinking that precede creating an initial draft. Even in the more immediately focused stage of constructing a text writer pause, think, write, revise and soon. While Olshtain in Celce-Murcia (2001: 207) defines writing is an act of communication which takes place between the writer and the reader via the text in an interactive process. In other words, writing is learning through process that requires communicative/interactive process between the writer and the reader.

Writing is a process of expressing feeling and thought. Byrne (1997: 1) says that writing is the act of forming symbols letters or combination of letters, which relate to the sound when we speak, making marks on the flat surface of some kind, arranged according to certain convention to form word and words arranged to form sentences. Writing involves the encoding of a message of some kind: that is, we translate our thoughts into language. It means that writing process is not only forming letter and words. But it is putting words which arranged to form sentences, sentences to form paragraph, spelling word correctly, punctuating and observing convention in written form.

According to the explanation above, it can be concluded that writing is learning through process that occurs over period of time by forming symbols into the words forming sentences in a paragraph that requires communicative and interactive process between writer and the reader.
2. Teaching Writing

Harmer (1998: 73) says that there are four reasons for teaching writing to students of English as a foreign language:

1) Reinforcement

Some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

2) Language development

The actual process of language helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the ongoing learning experience.

3) Learning style

Writing is appropriate for learners who take a little longer time at picking up language just by looking and listening. It can also be quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4) Writing as skill

Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write letters, how to reply advertisement etc. They also need to know some of writing’s special conventions such as punctuation, paragraph construction etc.

Based on the 2006 Kurikulum Tingkat Satuan Pendidikan for SMP and MTs, the program of teaching learning English as foreign language focuses on objectives to develop student skill in four language skills (listening, speaking, reading and writing). The students are expected to achieve competencies to communicate orally and written by using suitable language variation, fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure and report.

Meanwhile, the purpose teaching writing based on the KTSP for SMP and MTs are as follows:

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1) Seventh grade

Students are able to write a) write simple functional sentences b) write simple messages and simple announcement and card c) procedure texts in the form of procedure and description.

2) Eight grade

Students are able to a) write among others texts in the form of narration, description and recount b) write personal letters, post card, invitation card, leaflet and announcement.

3) Ninth grade

Students are able to a) write texts in the form of narration, procedure, report b) write short messages, letters, advertisements and announcements.

3. The Purpose of Teaching Writing

According to McMahan et al (1996: 8), there are some purposes of writing. Those are:

a. To express their feelings

The writer wants to produce and express what he feels or thinks through written form, as in a diary or love letter.

b. To entertain the readers

The writer intends to entertain the reader through written form. The writer usually uses aesthetical material to entertain the readers.

c. To inform the readers

The writer intends to give information or explain something to readers.

d. To persuade the readers

The writer wants to persuade or convince the reader about his opinion or concept or idea.

Harris (1993: 18) states that the purpose of the text is its communicative function. It can be intended to entertain, inform, instruct, persuade, explain, argue a case or present arguments.

In academic purpose, Byrne (1997: 6) states that there are five pedagogical purposes of writing:
a. The introduction and practice of some form of writing enables us to provide for different learning styles and needs.

b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language.

c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.

d. Writing provides variety in classroom activities, serving as a break from oral work.

e. Writing is often needed for formal or informal testing.

4. The Process of Writing

Gerson and Gerson (2000: 10-14) says that the process approach to writing requires the following sequences:

a. Pre write

Prewriting allows the writer to plan his/her technical writing. In prewriting the writer does the following:

1) Determining objectives (the motivation, rationale or purpose for writing). The writer need to know why he/she is writing and what he/she hopes to achieve.

2) Gathering data (the content for the writer’s correspondence). The writer deciding what to say.

3) Considering audience (who will read the writer’s correspondence). How many people will read the writer’s writing and what their levels of understanding.

There are some prewriting techniques to help writers tackle different type of technical writing. A primary function of prewriting is to provide the writer these various techniques and show how the writers work with different types of writing activities. Some of these prewriting techniques include the following:

1) Answering the reporter’s question. By answering who, what, when, where, why and how, the writer creates the content of writing.

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2) Mind mapping. It allows the writer to look at the topic from multiple perspectives.
3) Brainstorming/ listing. By performing individual or with a group the writer can randomly suggest ideas and then make a list of these suggestions.
4) Branching. This helps the writer’s discern the component of topic. The main topic is like the trunk of a tree. Each component of the topic represents a separate branch.
5) Flowcharting. By graphically depicting the step in procedure, the writer can ensure that a chronological organization is maintained and that no steps are omitted.
6) Outlining. This traditional method of gathering and organizing information allows the writer to break a topic into major and minor components.
7) Storyboarding. The pictorial sketch of each page or screen see what the writer writing will look like.

b. Write

After the writer has gathered the data and determined the objective and recognized the writer’s audience, the next step is writing the documents. In the step the writer needs to arrange the draft in such way that the readers can follow the writer’s thought easily by doing the following:
1) Organizing the draft according to some logical sequence which the readers can follow easily and
2) Formatting the content to allow for easy to access. The writer invites the readers to read their writing

cc. Re write

After the writer has prewritten and written the draft, the final step to succesful writing is to rewrite. There are not good writers, only good rewriter. To write, the teacher need to revise, revise and revise again. Revision requires that the writer looks over your draft and do the following:
1) Adding any missing detail for clarity
2) Deleting dead words and phrases for conciseness
3) Simplifying unnecessarily complex word and phrases to allow for easier understanding
4) Moving information around to ensure that your most important ideas are emphasized
5) Reformating to ensure readers ease of access
6) Enhancing the tone and style of the text
7) Correcting any errors accurate grammar and content

5. The Construct of Writing Competence

Based on the explanation above, it can be concluded that writing is learning through process that occur over period of time by forming symbols into the words forming sentences in a paragraph that requires communicative and interactive process between writer and the reader. In writing, there are some aspects that should be concerned by a writer to write well. They are content, organization, word choice or vocabulary, language use and mechanics (spelling and punctuation).

a. Content

In writing a text, writers in this case the students should consider about what is being discussed. The content should include the clarity, the relevance and adequacy to the task set and also the originality.

b. Organization

Related to the organization of the composition or text, students should organize thought, argument, and logical well the whole pattern and shape of the texts should be clear in order to show the controlled adequacy of organizational skills.

c. Vocabulary

Vocabulary and word choice deals with the way of the students in using the adequate word to succeed the text meaning presentation.
d. Language Use

In constructing correct sentences that build paragraph, students need to understand grammar accurately. This grammar accuracy is mostly related to the tense used in a particular genre text.

e. Mechanics

In mechanics, the more accurate the punctuation and spelling the better text will be. If all the aspects of writing are obeyed by a writer, it can be stated that he/ she is good in writing skill.

B. The Review of Narrative Text

1. Definition of Narrative text

A narrative text is an account of events. Langan (2001: 167) states that narration is a writer tells the story of something that happened. An effective narration has a plot. It is arranged according to meaningful and dramatic sequences of action. It usually focuses on some conflict within the writer, or between the writer and others and the writer and the environment. In the beginning of narrative, usually introduce the characteristics, the settings and the problems. In the middle, the problem reaches its high point. And, the ending resolves the problem. The purpose is to recount a personal or fictional experience or to tell a story based on a real or imagine event.

Harris (1993: 26) says that narrative or storytelling is fundamental to human experience. It exists not just in the realm of aesthetic endeavour but in fabric of our daily lives. In narrative, a writer attempts to understand about lives and those of others.

From the definitions above, narrative is a writing form to tell story of something that happened not only in realm, but also in daily lives. The generic structure of narrative is orientation, complication and resolution.
2. The Generic Structure and Language Features of Narrative Text

a. Social Function

To amuse, entertain and to deal with actual or vicarious experience in different ways: Narratives deal with problematic events lead to a crisis or turning point of some kind, which in turn finds a resolution.

b. Generic (Schematic) Structure

1) Orientation : sets the scene (time, place and major characters) and introduces the participants. Its function is to attract the readers’ attention.

2) Complication : the problem happens among the characters. Its function is to amuse the reader and to give moral lesson to the readers.

3) Resolution : the crisis is resolved, for better or worse.

c. Language Features

1) Focus on Specific and usually individualized Participants

This text focuses on the story of certain participant characters.

2) Use of Material Processes

It is relates to the physical action done by the participants.

3) Use of Mental Process

It is relates to the verbs which indicate the participants’ feeling, thinking and perceiving.

4) Use of temporal conjunctions and temporal circumstances

The examples of temporal conjunction are: first, finally, when, next, then, last, before, etc.

5) Use of past tense

This tenses tells about story happened in the past.

The example of narrative text:

<table>
<thead>
<tr>
<th>The Legend of “Lau Kawar”</th>
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<tbody>
<tr>
<td>Once upon a time, there was a big feast in ‘Kawar’ village, Tanah Karo. The villagers celebrated their successful harvest. They were singing and dancing during the feast.</td>
</tr>
</tbody>
</table>

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Meanwhile, an old man was alone at home. She didn’t go to the party because she was sick. When she felt hungry, she went to the kitchen. But, there was no food there. She was very sad.

In the party, the son remembered his mother was at home. He wrapped some rice and a fried fish for his mother. Then he asks his daughter to give the food to her grandma.

The little girl ran home. But on her way, he stopped and eat the food. After eating the food, she wrapped the food again. When she arrived at home, she gave the food to the old woman.

The old woman un wrapped the food and felt very disappointed. There was only very little rice and a fishbone.

<table>
<thead>
<tr>
<th>Complication</th>
</tr>
</thead>
</table>

Suddenly, thunder came. The sky turned dark. The land was shaking and then turned into big crater. The rain was pouring on it. It did not stop for several days. When it stopped, the village disappeared. There was a large lake replaced it. People called it “Lau Kawar”. It means Kawar lake.

<table>
<thead>
<tr>
<th>Resolution</th>
</tr>
</thead>
</table>

---

G. Teaching Media

1. The Nature of Media

Sadiman (2002: 6) says that media is a mediator in transferring a message from sender to the receiver. It means that media is everything that can be used to deliver the message from sender to the receiver.

Related to the teaching learning, media is all of teaching component that used by the teacher as mediator to transfer instructional materials in teaching learning process to reach the objectives easily (Sumantri, 2001: 153). While, Heinich in Newby et al (2000: 16) state that instructional media are “a means by which information can be delivered to a learner”. So, media can be regarded as a mean to deliver the information from teacher to learner in the teaching learning process to reach the objectives more easily.

From the definition above, it can be concluded that media is everything to deliver the information such as teaching materials from the sender (teacher) to the

*commit to user*
receiver (students) in the teaching learning process so that the student will be more interested in joining the lesson.

2. Kinds of Media

Seels and Glasgow in Arsyad (2004: 33-34) classified media into two categories:

a. Traditional Media
   1) Projected visual (OHP, slides, filmstrips)
   2) Un Projected Visual (picture, poster, photograph, chart, graphic, diagram)
   3) Audio
   4) Multimedia Presentation (slide with audio, multi-image)
   5) Dynamic projected Visual (film, television, video)
   6) Printed Media (textbook, module, workbook, magazine, handout)
   7) Games (crossword, board)
   8) Real thing (model, specimen, manipulative-mannequin)

b. Technology Media
   1) Telecommunication-Based Media
   2) Microprocessor-Based media

3. The Advantages of Media

Media helps the teachers motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media also provides information such as cultural input which is impossible to be brought its real things in classroom. According Celce-Murcia (2001: 461), there are some advantages of using media in language learning:

a. Media serves as an important motivator in the language teaching process.
b. Audiovisual materials provide students with content, meaning and guidance. They thus create contextualized situation within which language items are presented and practiced.
c. Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.

d. Media provides a way of addressing the needs of both visual and auditory learners.

e. By bringing media into the classroom, teachers can expose their students to multiple input sources.

f. Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

g. Media provides a means of presenting material in time-efficient and compact manner and of stimulating students' senses, thereby helping them to process information more readily.

4. The Characteristics of Media

Gerlach and Ely (1971) say that there are three characteristics of Media:

a. Fixative Property

This characteristic shows the functions of media are to record, save, keep and reconstructs any actions or objects. An object can rearrange with some media such as photography, video tape, audio tape, computer diskette and film.

b. Manipulative Property

Manipulative uses time lapse recording (Technique in breakdown the recording). Through this technique, teacher can spin or edit an importance part of video or film with cut or edit unneeded part (forward or previous).

c. Distributive property

Through distributive characteristics, teacher is able to share information (video, audio and computer diskette) not only in a small group class or certain school but also in everywhere, every time.

5. The Functions of Media

According to Levie and Lentz (1982), there are some functions of teaching media. Those are:
a. Attention
This function are able to attract the students’ attention to concentrate to the lesson which is related with visual meaning which accompanying of learning material’s text because students usually more interesting to learn a real object than theory.

b. Affection
Picture or visual symbol is able to come up the emotion and attitude of students. For example: information which concern with social problem.

c. Cognitive
Visual media is able to carry out the target of learning process. And help the students to understand and memorize the information or message which contain in the picture.

d. Compensatory
Instructional media is used to accommodate the students who less achievement in understanding the lesson verbally or orally.

6. **Windows Movie Maker as Teaching Media**

a. The Nature of Windows Movie Maker
According to Cox (2010) windows movie maker is a part of windows operating system. Furthermore, Russell (2010) defines windows movie maker as a fun and easy to use video editing program that allows the users to make home movies, automated photo albums and business presentation. In other words, windows movie maker is a program for editing video which combine pictures, audio/ music and text/ narration to create movie.

Windows Movie Maker is divided into three main areas. Firstly are the Panes. Windows Movie Maker provides several different panes; (1) The Tasks pane lists the common tasks that may need to perform when making a movie, including importing files, editing and publishing the movie; (2) The Collections pane displays the collection folders, which contain clips. The collection folders appear in the Collections pane on the left and the clips in the selected collection folder are displayed in the Contents pane on the right; (3) The Contents pane shows clips, effects or transitions while create the movie. It is used to drag clips,
transitions or effects from the Contents pane or a collection from the Collections pane to the storyboard/timeline for the current project. It can also drag clips to the preview monitor to play them. If want to make changes to a clip, those changes are only reflected in the current project.

The second part is the storyboard/timeline. It is the area where create and edit the project. (1) Storyboard is the default view in Windows Movie Maker. The function is to look at the sequence or ordering of the clips in the project and easily rearrange them, if necessary. This view also sees any video effects or video transitions that have been added. Audio clips that have added to a project are not displayed on the storyboard, but can see them in the timeline view. (2) Timeline view provides a more detailed view of the movie project and allows making finer edits. It can trim video clips, adjust the duration of transitions between clips and view the audio track. It also used to review or modify the timing of clips in the project. Use the timeline buttons to switch to storyboard view, zoom in or out on details of their project, narrate the timeline or adjust the audio levels.

The third part is preview monitor. The preview monitor enables to view individual clips or an entire project. It is also to preview the project before publishing it as a movie. There is the buttons underneath the preview monitor to play or pause a clip or to advance or rewind a clip frame-by-frame. The Split button used to split a clip into two parts at the point displayed in the preview monitor. To make the preview monitor larger or smaller is by clicking View, pointing to Preview Monitor Size and choosing a size.

According to Miller (2009: 1) windows movie maker can be used to create movie presentations that include pictures, videos, audios, title slides, transitions and other effects. These presentations can be inserted in PowerPoint or used alone on a website.

In the case of windows movie maker as a teaching media in language classroom, it can be concluded that windows movie maker is a media of communication containing images, videos, audios and narration used in teaching learning process that can attract the learner to pay attention in teaching learning process and involve actively in language class.
b. The Advantages and Disadvantages of Windows Movie Maker

   According to Mascarenhas (2008), Windows movie maker has some advantages and disadvantages. The advantages of windows movie maker are:
   
a) It is available free on any windows operating system.
b) It is easy to learn.
c) It is pretty straight forward.
d) The writer does not need film editing experience in order to use windows media player.
e) There are over 130 effects, transitions, titles and credits available.
f) After capture, any clip can be dragged and dropped anywhere on the timeline.

   The Disadvantages of windows movie maker are:
a) The program is known for suffering from frequent crashes.
b) The program freezes quite often.
c) It is not uninstallable through the Add/ Remove control panel.
d) One cannot do complex editing using a windows movie maker.

7. Teaching Writing Using Windows Movie Maker

   a. List of Activities

   Table 2.1 List of Activities

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. in producing sentences, the students used to repeat the same vocabulary</td>
<td>5, 6, 15, 21, 24</td>
</tr>
<tr>
<td>2. the students produce incorrect grammatical sentences</td>
<td>4, 5, 6, 7, 14, 21, 24</td>
</tr>
<tr>
<td>3. the students get difficulty in punctuation</td>
<td>5, 6, 8, 16, 18, 19, 22</td>
</tr>
<tr>
<td>4. the students get difficulty in finding idea</td>
<td>1, 2, 3, 4, 15, 21, 25</td>
</tr>
<tr>
<td>5. the students have problem in appropriate diction</td>
<td>5, 8, 16, 17, 19, 22</td>
</tr>
<tr>
<td>6. the students have difficulties in making correct sentence using simple past tense</td>
<td>4, 5, 6, 15, 19, 22, 25</td>
</tr>
<tr>
<td>7. the students lack in cohesiveness and coherence</td>
<td>15, 16, 22, 25</td>
</tr>
</tbody>
</table>

   A (Writing Competence)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the students have low motivations in participating English lesson</td>
<td>1, 7, 9, 10, 20</td>
</tr>
<tr>
<td>2. the students do not try to ask the teacher if they have some difficulties in writing</td>
<td>8, 18, 19, 23</td>
</tr>
<tr>
<td>3. some of students are busy in talking to their friends</td>
<td>1, 7, 8, 11, 12, 13, 15, 16</td>
</tr>
<tr>
<td>4. some of students do not give their full attention in teaching learning process</td>
<td>1, 2, 3, 9, 10, 11, 12, 13, 14, 20</td>
</tr>
<tr>
<td>5. some of students doing the other activities, such as drawing, playing pencil and run in the class</td>
<td>1, 7, 9, 10, 11, 12, 13, 14</td>
</tr>
<tr>
<td>No.</td>
<td>Activities</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Students watch a video of narrative story which is shown by the teacher from the beginning until the end</td>
</tr>
<tr>
<td>2.</td>
<td>Students find the detail information from the video which has been played about the characters, setting and climax by answering the questions given by the teacher</td>
</tr>
<tr>
<td>3.</td>
<td>Students determine the main idea from the sequences of events in the video</td>
</tr>
<tr>
<td>4.</td>
<td>Students make the outline based on the video which has been discussed before by paying attention to the generic structure of narrative text</td>
</tr>
<tr>
<td>5.</td>
<td>Students work in group of four and write some declarative sentences in past tense which consist of detail information based on the video</td>
</tr>
<tr>
<td>6.</td>
<td>Students write declarative sentences which indicate an opening and closing sentences based on the video</td>
</tr>
<tr>
<td>7.</td>
<td>Students write their own sentences in the answer sheet</td>
</tr>
<tr>
<td>8.</td>
<td>Students analyze their friends’ sentences</td>
</tr>
<tr>
<td>9.</td>
<td>Teacher give a sample of narrative text to the students</td>
</tr>
<tr>
<td>10.</td>
<td>Students listen to the teacher explanation about windows movie maker program</td>
</tr>
<tr>
<td>11.</td>
<td>Students pay attention to the process of making movie, how to add titles, music and slides to the movie that explained by the teacher</td>
</tr>
<tr>
<td>12.</td>
<td>Students work in group of four, then make a movie based on the story that given by the teacher</td>
</tr>
<tr>
<td>13.</td>
<td>All of groups beginning the project by adding some pictures/photos that given by the teacher</td>
</tr>
<tr>
<td>14.</td>
<td>Every groups adding some music to their slides</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>15.</td>
<td>Students write a short paragraph consisting of topic sentence and supporting sentences with some temporal conjunction by adding some text based on the movie made by the students</td>
</tr>
<tr>
<td>16.</td>
<td>The other groups analyze their friend’s paragraph</td>
</tr>
<tr>
<td>17.</td>
<td>Students edit misspelled words on their friend’s paragraph</td>
</tr>
<tr>
<td>18.</td>
<td>Students edit miss-punctuated paragraph on their friend’s paragraph</td>
</tr>
<tr>
<td>19.</td>
<td>Students give comments on their friends’ paragraph about its content</td>
</tr>
<tr>
<td>20.</td>
<td>Teacher asked the students to play their video once again</td>
</tr>
<tr>
<td>21.</td>
<td>Each group writes one of generic structures of narrative text (orientation, complication or problem and resolution) based on the story randomly</td>
</tr>
<tr>
<td>22.</td>
<td>Every three groups merge their composition into a full narrative text</td>
</tr>
<tr>
<td>23.</td>
<td>Teacher comments on students’ paragraph about the vocabulary and punctuation</td>
</tr>
<tr>
<td>24.</td>
<td>Teacher gives comments about the organization and grammar on students’ paragraph</td>
</tr>
<tr>
<td>25.</td>
<td>Students write a full composition from the beginning (orientation) to the end (resolution) based on the video</td>
</tr>
</tbody>
</table>

b. Scoring Rubric

According to Genessee and Uphsor (1996: 207) there are five components are used for the evaluation of students writing. They are content that deals with appropriateness to the title, organization which deals with the text cohesion and paragraph unity, vocabulary dealing with precision of choosing and using words, language use or grammar dealing with tenses, and mechanic that deals with spelling and punctuation. The following are the criteria of scoring writing:
Table 2.2 the Scoring of writing based on ESL composition profile

<table>
<thead>
<tr>
<th>Content</th>
<th>30-27</th>
<th>Excellent to very good</th>
<th>Good development of thesis, relevant to assigned topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26-22</td>
<td>Good to Average</td>
<td>Limited development of thesis, mostly relevant to topic, but lacks detail</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>Fair to poor</td>
<td>Inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Very poor</td>
<td>Does not show knowledge of topic, not enough to evaluate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>20-18</th>
<th>Excellent to very good</th>
<th>Fluent expression, ideas clearly stated/ supported, well-organized, logical sequencing (generic structure of recount text), cohesive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17-14</td>
<td>Good to Average</td>
<td>Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>Fair to poor</td>
<td>Non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>Very poor</td>
<td>Does not communicate, no organization, or not enough to evaluate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>20-18</th>
<th>Excellent to very good</th>
<th>Sophisticated range, effective word choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17-14</td>
<td>Good to Average</td>
<td>Adequate range, occasional errors of word choice, meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>Fair to poor</td>
<td>Limited range, frequent errors of word choice, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>Very poor</td>
<td>Essentially translation, little knowledge of English vocabulary, word form, or not enough to evaluate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Use</th>
<th>25-22</th>
<th>Excellent to very good</th>
<th>Effective complex constructions, few errors of agreement, tense(simple past tense), word order/function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21-18</td>
<td>Good to Average</td>
<td>Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense (simple past tense)word order/function, but meaning seldom obscured</td>
</tr>
<tr>
<td></td>
<td>17-11</td>
<td>Fair to poor</td>
<td>Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, word order/function, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>10-6</td>
<td>Very poor</td>
<td>Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate</td>
</tr>
</tbody>
</table>
5. Mechanic (punctuation and Spelling)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent to very good Few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>4</td>
<td>Good to Average Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
</tr>
<tr>
<td>3</td>
<td>Fair to poor Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured</td>
</tr>
<tr>
<td>2</td>
<td>Very poor Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate</td>
</tr>
</tbody>
</table>

D. Review of Related Research

In this research, the author will use Windows Movie Maker as the medium of the teaching-learning processes.

According to Quigley and Hite (2008), Windows Movie Maker is a fun and easy way to make movies for presentations, slide shows or home movies. This program was designed for beginners in movie making and presentation. While, Gromik (2008) says that Windows Movie Maker video editing software is an appealing alternative. The software is user-friendly and easy to navigate, minimizing anxiety for students unfamiliar with video editing. Users can simply select, click and drag an icon onto a film segment and the software will apply the preset action represented by the icon.

Related with teaching and learning, DeCoste (2010) states that make a movie is a great learning opportunity for all levels of students. Furthermore, Strauboland (2010) says that WMM is a great tool for beginners and also for those with advanced tech knowledge. It is provides students with tools that will enable them to create and share intriguing multimedia project. In EFL/ ESL teaching, it is best to use pictures instead of video files when using Movie Maker. Transporting video files requires flash drives with a lot of memory, and data transfer problems can occur quite easily when transferring files from one computer to another (Brown and Ianotti, 2005).

Quigley and Hite (2008), states that there are affordances and constraints of Movie Maker in the Classroom. One of the affordances which found when
Windows Movie Maker is used in the classroom, students has an interactive way to learn material. By having such an interactive way of learning, students will be more likely to remember and understand the material. With Windows Movie Maker students can add songs and graphics to the presentation. By attaching a song to a lesson or piece of information, students are more likely to remember it. Graphics can also express the message of the movie and also make the information easier to remember.

Lastly, Windows Movie Maker can add a sense of community to the classroom. All students must work together as team in order to create a movie. Then once the movie is created, it is something students can look back on and see what they have accomplished. The students can even share the movie with other classes and peers which will also create a strong sense of accomplishment and teamwork.

One of the most obvious constraints is time. Acting out lesson plans and putting them onto a computer takes more time than just lecturing the students and asking them to remember the information. Using this tool is not something a teacher could use with every lesson, but it is something to use occasionally to help the students learn. Another constraint is that only a limited number of students can participate. Not all students will be in the movie and the teacher will have to take turns and pick appropriate students to participate.

E. Rationale

Teaching writing is necessary for beginner students. For this reason, it becomes one of the productive skills in the language skills that need to be learned by junior high school students. In learning a foreign language, there are some difficulties faced by the learners. For the students of SMP 14 Surakarta, writing is considered as most difficult skill. The students have low vocabulary and grammar structure mastery, get difficulty in punctuation, get difficulty in finding idea, problem in appropriate diction and cannot make a good order in simple past tense. Besides, the students have low motivations in participating English lesson, they do not try to ask the teacher if they have some difficulties in writing, some of
students are busy in talking to their friends, do not give their full attention in teaching learning process and do the other activities, such as drawing, playing pencil and running in the class.

In order to make the teaching writing successful, teacher must have enjoyable technique and method in language teaching. There are many techniques and methods to make teaching learning process enjoyable and interesting. One of them is using media such as game, picture, cards, song, video, film etc.

Video is one of ways to teach writing to increase the student’s motivation and achievement to learn writing in the classroom. By optimizing windows movie maker in language teaching, the teacher and students can make video by their self by importing audio and video’s file clips. By implementing this media, the teacher can develop the students’ writing competence. Watching and making video in writing class gives motivation and fun, can create desire to continue learning writing and also exercises students’ imagination to write a good story (narrative). It means that it will be beneficial if optimizing windows movie maker is implemented to enhance students’ writing competence. So, the teaching learning process will be more various and interesting.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the context of the research, the method of the research and the steps of conducting action research. In the second subheadings, the method of the research contains definition, characteristics, types, model and procedure of the research. The third subheadings, it contains data collection and data analysis.

A. Context of the Research

This research deals with optimizing windows movie maker to enhance writing competence of narrative texts. It was carried out in SMP Negeri 14 Surakarta that is located on Jl. Prof. WZ Yohanac no. 54, Surakarta. SMP Negeri 14 Surakarta has 17 classrooms, a library, a teacher’s office, a computer room, a laboratory, a parking area and canteen.

This research was conducted from 24th March to 16 April 2011 in the academic year of 2010/2011. The research consists of two cycles. The first cycle consists of three meetings and the second cycle two meetings. The subject of the research is the students in the eight grade SMPN 14 Surakarta. It is only one class, VIII B class. The students consist of 18 girls and 18 boys. The reason in choosing the eight grades as the subject of the research is because of their low of writing competence.

Based on the pre research done in SMP Negeri 14 Surakarta, the reseacher found the sources of the problem (1) The teacher mostly uses writing as homework or task in examination and writing activity takes only a little part in the learning process (2) The teacher dominates the classroom activities that make the students passive during the teaching and learning process (3) The students did not pay attention to the teaching learning process.

Windows movie maker is a media to make a video file. The teacher can edit the file and save it in the CD so that he can use it in teaching learning process especially writing. Using windows movie maker as a media in teaching learning process can support the students in learning language. Students like to watch video because it is interesting and fun.
B. Method of the Research

In this research, the researcher uses Classroom Action Research as the method of the research in order to enhance writing competence of narrative texts by optimizing windows movie maker.

1. Definition of Action Research

There are various definition of action research stated by some experts. Kemmis in Hopkins (1993: 44) defines action research as:

“...a form of self reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, and, (b) their understanding of these practice, and (c) the situation in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individual and sometimes cooperation with ‘outsiders’. In education, action research has been employed in school based curriculum development, professional development, school improvement programs, and systems planning and policy development.

Burns, R. B in Burns (1999: 30) says that action research is the application of finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, practitioners and laymen.

Rapoport in Hopkins (1993: 44) define action research as “...aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework.

From the definitions above can be concluded that action research is a process of self-reflective inquiry to bring about social change and effective positive improvement by practice to solve the educational situation by involving the collaboration and cooperation of researchers.

In this research, the classroom action research is conducted to improve students’ writing competence. The researcher will optimize the windows movie maker to teach writing of narrative texts in the language learning.
2. Characteristics of Action Research

Action research is different from other research. It has its own characteristics. Kemmis and Mc Taggart in Nunan (1992: 17) state that there are three characteristic of the active action research. Firstly, the action research is carried out by practitioners rather than outside researchers, secondly, the kind of the action research is collaborative, and thirdly, the action is aimed at changing conditions. While, Burns (1999: 30) composed the characteristics as follows:

1. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for change.

Bramble and Mason (1997: 43) illustrate several points about action research. First, the results of the research have direct application to real-world problems. Second, elements of both quantitative and qualitative approaches can be found in such studies. Finally, treatments and methods that are investigated are flexible and might be change during the study in response to the results as they are examined.

The characteristics of action research can be concluded as follows:

1. Action research is carried out by practitioners.
2. An evaluative and reflective process in its aim to bring about social and educational change and improvement in practice.
3. The results of the research have direct application to real-world problems.
4. Action research provides collaborative investigation by teams of colleagues, practitioners and researchers.
5. The treatments and approach that are investigated are flexible.

3. Types of Action Research

a. Individual teacher research

This has a focus on a single issue in the classroom, such as classroom management, instructional strategies, use of materials, etc. Teachers may

commit to user
have the support of management, and they can address the research on an individual basis. Drawback: Data sharing may be limited, or not shared with others unless it is done formally at a faculty meeting, conference, or submitted to a listserv, journal or other written media.

b. Collaborative action research

This focuses on problems and changes in a single classroom or on a problem occurring in several classrooms. A researcher might even take on a district wide problem, but focus its inquiry on classrooms. The researcher may include as few as two persons, or it may include several teachers and administrators working with staff from a university or other external agency. The researcher follows the same investigative and reflective cycle as the individual teacher-researcher.

c. Schoolwide research

This focuses on issues common to all (i.e., lack of student involvement in on-campus activities, working with students on regularly checking campus e-mail, etc). Teams of staff work together to narrow the question, gather and analyze the data, and decide on a plan of action. Advantage: A sense of ownership and accomplishment shared by a campus-community.

d. District-wide research

This deals with issues that relate to organizational, community-based, performance-based, or processes for decision-making. It works with a widespread problem. Drawbacks: Communication can be an issue since this type of research works with such a large task force. Research is complex and utilizes more resources, and it’s harder to keep the process moving.

4. Model of Action Research

The model of the action research in this classroom action research used the model developed by kemmis and Mc Taggart in hopkins (1993: 48) who state that there are four steps in action research; they are plan, action, observation and reflection. These moments are the fundamental steps in a spiraling process, Each steps explained as follows:
a. Planning: develop a plan of critically informed action to improve what is already happening.

b. Action: act to implement the plan.

c. Observation: observe the effects of the critically informed action in the context in which it occurs.

d. Reflection: reflect on these effects as the basis for further planning, subsequent, critically informed action and so on, through a succession of stages.

The implementation of this research includes four steps, namely: 1) Identifying problems and planning the action; 2) Implementing the action and observing or monitoring the action; 3) Reflecting the result of observation and 4) Revising the plan for the following cycle.

The spiral model can be visually illustrated at figure 3.1 as follows:

![Diagram](image)

(Kemmis and McTaggart in Hopkins 1993: 48)

5. Procedure of Action Research

In this classroom action research, there are six steps that form one cycle. The procedures are: 1) identifying the problem; 2) planning the action; 3) implementing the action; 4) observing the action; 5) reflecting the action; and 6) revising the plan. Each step will be explained as follows:

(commit to user)
a. Identifying the Problem

The problem will be identified before planning the action. The problems refer to the factors making the low of writing competence and the passive behavior during the teaching learning process. The problems will be identified by using four elements:

1) Using test

The pre-test will be given in order to know the students competence in comprehending writing competence.

2) Interview

The interview will be held in order to know the problems faced by the teacher during teaching learning process.

3) Observation

The observation will be held in order to know the students writing competence, the students behavior during teaching-learning process and to know the class management.

4) Open-ended questionnaires

The Open-ended questionnaires will be given in order to know the students feeling, perception and opinion to the English teaching activities happen in the writing class.

b. Planning the Action

General plan will be made before implementing the action. The researcher prepared everything related to the action as follows:

1) Making lesson plan and designing the steps in doing the action.
2) Preparing list of students’ name and scoring.
3) Preparing teaching aids (video and pictures)
4) Preparing materials, preparing sheets for classroom observation (to know the situation of teaching-learning process when the technique is applied)
5) Preparing exercises and post-test (to know whether students’ writing competence improves or not)
c. Implementing the Action

The teacher implemented the action. Teacher use windows movie maker in teaching writing of narrative texts. The included activities were:

1) Giving pretest
2) Teaching in the classroom
3) Giving occasion to the students to ask any difficulties or problem
4) Asking some questions to the students
5) Guiding the students to do the task
6) Giving post test

d. Observing the Action

The researcher observes and writes all activities during teaching learning process in a field note. The teacher is helped by the researcher to observe the students, give inputs and suggestions then the result of the observation are recorded on observation sheets.

e. Reflecting the Action

The researcher will make an evaluation on the observation result to find out the positive results and weakness during the action. The weaknesses can be refined in the next cycle, so that finally the effectiveness of optimizing windows movie maker to enhance the teaching writing of narrative texts can be determined.

f. Revising the Plan

Based on the weaknesses which are found in reflecting process, the researchers revise the plan for the next cycle.

This research will be conducted in two cycles. Each cycle use windows movie maker as a media in writing activity. Pre-test will be held at the beginning of cycle to measure students’ writing competence before implementing the action. In the end of every cycle, there will be post-test. Students’ improvement will be seen in the result which are compared from the pre-test and post-test.
C. Steps of Conducting Action Research

1. Data Collection

There are seven instruments used in this research to collect the data: questionnaires, interview, observation, writing test, students’ document, researcher’s diaries and photograph.

1. Questionnaires

Questionnaires are several question expected to be answered by the participants in order to collect the data. The participants are quite free to answer the question. In this research, it is used to know the students’ feeling, perception and opinions to the English teaching activities happen in the class.

2. Interview

Interview is held in the beginning and the end of the research. The researcher interviews the English teacher and students to get information about the students’ writing competence and to know the students’ or the teacher view of the teaching learning process.

3. Observation

In this research, the observation is held by the researcher and the partners. It is used to know the situation of the teaching learning process when the media is used. First, the researcher observes the classroom situation to know the subject of the research well. Then, the researcher observes the school condition generally.

4. Writing Test

The researcher conducts test consisting of post test 1 and post test 2. Post test 1 is done after the first cycle ends and the post test 2 is held in the end of second cycle. The tests are used to measure students’ writing competence from the achievement side.

5. Students’ document

In this research, the researcher gathers some that are analyzed to get the data. The documents includes: the students works, the teaching checklists, the diary of the research, the interview transcripts and the questionnaires.
6. Researcher’s Diaries

Diaries or journals are written by the researcher as the teacher to record her analysis, interpretation and reflection. They are used to observe the students’ behavior and development, materials, lesson plans and everything related with teaching activities.

7. Photograph

Photographs are used to record activities happen in the class as it can give real description about the teaching learning process.

2. Data Analysis

The process of data analysis is conducted by the researcher by using qualitative and quantitative data analysis; constant comparative method and descriptive statistic.

a. Constant Comparative Method

According Glaser and Strauss in Hopkins (1993: 149), there are four stages in constant coparative method includes:

1) Comparing incidents applicable to each category
2) Integrating categories and their properties
3) Delimitating the theory
4) Writing the theory

b. Descriptive Statistic

By analysing the result of the test, the researcher can know whether there is an improvement of students writing competence or not by comparing between pre test and post test score. The mean of pre test and post test can be calculated with the formula as follows:

\[
\bar{x} = \frac{\sum x}{N} \quad \bar{y} = \frac{\sum y}{N}
\]

In which

\(\bar{x}\) = means of pre test score
\(\bar{y}\) = means of post test score
\(N\) = number of sample
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents the result of the collaborative action research conducted in the eighth grade students of SMP Negeri 14 Surakarta in the academic year of 2010/2011. The research investigates the improvement of students’ writing competence by optimizing Windows Movie Maker. In third research, the researcher proposes two research questions regarding: 1) Can and to what extent Windows Movie Maker improves students’ writing competence of narrative text; 2) What happens if the windows movie maker is implemented in the writing class. The findings of the research are described and discussed in the following sub headings situation prior to the research, research implementation, findings and discussion.

A. Situation Prior to the Research

In this part, the researcher presents about the situation of pre-research and planning teaching and learning activities using windows movie maker in writing class.

1. Pre-research

The pre-research was conducted to found out the problems of writing during teaching learning process. The pre-research consisted of three activities. They are observing teaching learning process, giving questionnaire and giving pre-test. The summary of situation before research can be seen in Table 4.1.

<table>
<thead>
<tr>
<th>Writing Problem Indicator</th>
<th>Before the Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Writing Competency</td>
<td></td>
</tr>
<tr>
<td>1) In producing sentences, the students used to repeat the same vocabulary</td>
<td>The limited vocabulary made the students find difficulties in exploring their ideas</td>
</tr>
<tr>
<td>2) a. The students produce incorrect grammatical sentences</td>
<td>The students made mistakes in applying the appropriate structure of past tense in the texts. They got difficulties in memorizing the second verb, especially the irregular verbs.</td>
</tr>
<tr>
<td>b. The students have difficulties in making correct sentence using simple past tense</td>
<td></td>
</tr>
<tr>
<td>3) The students get difficulty in punctuation</td>
<td>The students made mistakes in applying the appropriate punctuation in the texts. Some time, they forgot to give coma in their writing.</td>
</tr>
</tbody>
</table>
4) The students get difficulty in finding idea
5) The students have problem in appropriate diction
6) The students lack in cohesiveness and coherence.

<table>
<thead>
<tr>
<th>B) Writing Class</th>
<th>The students got difficulties in generating idea into the words. Sometime, they did not know what they write.</th>
<th>The students found difficulties in applying the appropriate diction to express their ideas. The students had limited knowledge about generic structure of narrative text. They get difficulties in organizing the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The students have low motivations in participating English lesson</td>
<td>The students did not give full attention to the teaching learning process. They looked bored during the writing class. The students seemed uninterested when they were asked to write. The students seldom asked questions to the teacher when they found some difficulties in writing narrative. The students were busy in talking about something else to their friends. The students paid less attention to the teacher’s explanation. The students were not active in teaching learning process. They sometime could not answer when teacher asks questions. The students made noise in teaching learning process. They tend to mind their own business like drawing, playing pencil, running in the class and even slept during the writing class.</td>
<td></td>
</tr>
<tr>
<td>2) The students do not try to ask the teacher if they have some difficulties in writing</td>
<td>Some of students are busy in talking to their friend. Some of students do not give their full attention in teaching learning process. Some of students doing the other activities, such as drawing, playing pencil and run in the class.</td>
<td></td>
</tr>
</tbody>
</table>

The students’ writing competence and classroom situation before research as summarized in Table 4.1 are described in more detailed as in the following.

Before the research was done, the researcher conducted pre-observation in class VIII B of SMP Negeri 14 Surakarta. In this pre-observation, she found some problems of writing competence. It was indicated that the students used to repeat the same vocabulary in their paragraph. So, their paragraph became monotonous. The students also produce incorrect grammatical sentences. They got difficulties in constructing past sentence especially in changing verb 1 into verb 2. The students get difficulty in punctuation. They often forgot to give coma in their writing. Moreover, the students got difficulty in finding idea. They often confused in starting their writing and find difficulties in generating ideas to write. Beside, the students have problem in appropriate diction. The last, students lack in cohesiveness and coherence. They could not organize their story. So, their story cannot be understood by the reader.

From the pre-observation showed that most students of class VIII B had low interest in joining writing class. It was indicated that in participating English
lesson, they did not give full attention to the teaching learning process. They looked bored during the writing class. The students were ashamed to ask the teacher if they had some difficulties in writing. They did not talk about material discussed but they talked about something else with their friend. Some of students did not give their full attention in teaching learning process. The students made noise in teaching learning process. Some of students were doing the other activities, such as drawing, playing pencil and run in the class.

The researcher also gave questionnaire to the students about English writing in class VIII B. Based on the questionnaires which had been filled in by the eighth grade of students of SMP 14 Surakarta, the researcher found out some problems dealing with writing competence:

a. There were 13.18% students disliked English writing class, 5.56% students greatly disliked English writing, 52.78% said neutral and only 16.67% students liked English writing.

b. There were 38.89% students who still found it difficult to generate ideas into composition. Only 8.33% students agreed that generating ideas was easy. The rest students said neutral.

c. There were 47.22% students who still needed long time in composing paragraphs. 33.33% students who needed very long time in composing paragraphs. Only 2.78% students agreed that writing a composition needs a short time. The rest said neutral.

After finding the problems faced by the students in English class, the researcher conducted a pre-test. It was conducted on Thursday of March 3, 2011. The pre-test was done in order to know the writing competence of the students. The mean scores of students’ pre-test was 53.75. The students’ scores could be reported that the highest score was 87.50, the lowest score was 35.00 and the average score was 53.75. In brief the pre-test scores from the first and the second examiners could be seen in Table 4.2.
Table 4.2 Pre-test scores

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>First examiner’s scores</th>
<th>Second examiner’s scores</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highest score</td>
<td>87.00</td>
<td>88.00</td>
<td>87.50</td>
</tr>
<tr>
<td>2</td>
<td>Lowest score</td>
<td>35.00</td>
<td>35.00</td>
<td>35.00</td>
</tr>
<tr>
<td>3</td>
<td>Average score</td>
<td>53.80</td>
<td>53.69</td>
<td>53.75</td>
</tr>
</tbody>
</table>

Furthermore, the scores could be analyzed in more detailed based on the five elements of writing. They were the score of content, organization, vocabulary, language use and mechanic. The result of the pre-test average scores of each writing element could be seen in the Table 4.3.

Table 4.3 Pre-test Average Scores of Each Writing Element

<table>
<thead>
<tr>
<th>No</th>
<th>Element of Writing</th>
<th>First examiner’s average scores</th>
<th>Second examiner’s average scores</th>
<th>Average scores from both examiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>17.22</td>
<td>17.16</td>
<td>17.19</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>10.92</td>
<td>11.25</td>
<td>11.08</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>11.55</td>
<td>11.47</td>
<td>11.51</td>
</tr>
<tr>
<td>4</td>
<td>Language use</td>
<td>11.36</td>
<td>11.00</td>
<td>11.18</td>
</tr>
<tr>
<td>5</td>
<td>Mechanics</td>
<td>3.13</td>
<td>2.97</td>
<td>03.05</td>
</tr>
<tr>
<td></td>
<td>The total</td>
<td>53.80</td>
<td>53.69</td>
<td>53.75</td>
</tr>
</tbody>
</table>

Based on the pre-observation and pre-test conducted by the researcher, it can be identified that the writing competence of the eighth grade students in SMP Negeri 14 Surakarta should be improved by implementing a teaching technique which is expected to be able to solve the problems. Therefore, the researcher chooses windows movie maker as a media to improve students’ writing competence. The target of this research was the improvement of students’ writing competence which concern on the writing aspects such as content, organization, vocabulary, language use and mechanic.

2. Planning Teaching and Learning Activities Using Windows Movie Maker

In order to windows movie maker can be implemented well and optimal in writing class, the researcher arranged some activities to use it. The list of activities to use windows movie maker can be seen in Table 4.4.

Table 4.4 List of Activities to Use Windows Movie Maker

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Objectives</th>
<th>Indicator</th>
<th>Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students watch a video of narrative story which is shown by the teacher from the beginning until the end</td>
<td>To grasp students’ interest</td>
<td>A1, B1, B3-B5</td>
<td>– Cycle 1/ meeting 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>– Cycle 1/ meeting 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>– Cycle 1/ meeting 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>– Cycle 2/ meeting 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>– Cycle 2/ meeting 2</td>
</tr>
<tr>
<td>2</td>
<td>Students find the detail</td>
<td>To understand the</td>
<td>A3, B4</td>
<td>– Cycle 1/ meeting 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students determine the main idea from the sequences of events in the video</td>
<td>To understand the main idea of the story</td>
<td>A3, B4</td>
<td>– Cycle 1/ meeting 1</td>
</tr>
<tr>
<td>4.</td>
<td>Students make the outline based on the video which has been discussed before by paying attention to the generic structure of narrative text</td>
<td>To give students detail task after the oral instruction</td>
<td>A3, A5</td>
<td>– Cycle 1/ meeting 1 – Cycle 2/ meeting 1</td>
</tr>
<tr>
<td>5.</td>
<td>Students work in group of four and write some declarative sentences in past tense which consist of detail information based on the video</td>
<td>To write correct sentences using past tense</td>
<td>A1, A2, A4</td>
<td>– Cycle 1/ meeting 1 – Cycle 2/ meeting 1</td>
</tr>
<tr>
<td>6.</td>
<td>Students write declarative sentences which indicate an opening and closing sentences based on the video</td>
<td>To write correct sentences using past tense</td>
<td>A1, A2, A5</td>
<td>– Cycle 1/ meeting 1</td>
</tr>
<tr>
<td>7.</td>
<td>Students write their own sentences in the answer sheet</td>
<td>To write correct sentences using past tense and to make students get more confidence in their writing</td>
<td>B1, B3, B5</td>
<td>– Cycle 1/ meeting 1 – Cycle 2/ meeting 1</td>
</tr>
<tr>
<td>8.</td>
<td>Students analyze their friends’ sentences</td>
<td>To give direct feedback to friends and peer editing</td>
<td>A2, A4, B2, B3</td>
<td>– Cycle 1/ meeting 1 – Cycle 1/ meeting 2 – Cycle 2/ meeting 2</td>
</tr>
<tr>
<td>9.</td>
<td>Teacher give a sample of narrative text to the students</td>
<td>To understand the structure of narrative text</td>
<td>B1, B4, B5</td>
<td>– Cycle 1/ meeting 1 – Cycle 2/ meeting 1</td>
</tr>
<tr>
<td>10.</td>
<td>Students listen to the teacher explanation about windows movie maker program</td>
<td>To grasp students’ interest</td>
<td>B1, B4, B5</td>
<td>– Cycle 1/ meeting 2</td>
</tr>
<tr>
<td>11.</td>
<td>Students pay attention to the process of making movie, how to add titles, music and slides to the movie that explained by the teacher</td>
<td>To grasp students’ interest and to understand how to make a movie using windows movie maker</td>
<td>B3-B5</td>
<td>– Cycle 1/ meeting 2</td>
</tr>
<tr>
<td>12.</td>
<td>Students work in group of four, then make a movie based on the story that given by the teacher</td>
<td>To be able to make a movie using windows movie maker</td>
<td>B3-B5</td>
<td>– Cycle 1/ meeting 2</td>
</tr>
<tr>
<td>13.</td>
<td>All of groups beginning the project by adding some pictures/photos that given by the teacher</td>
<td>To be able make a good movie</td>
<td>B3-B5</td>
<td>– Cycle 1/ meeting 2</td>
</tr>
<tr>
<td>14.</td>
<td>Every groups adding some music to their slides</td>
<td>To be able make a good movie</td>
<td>B3-B5</td>
<td>– Cycle 1/ meeting 2</td>
</tr>
</tbody>
</table>

(commit to user)
| 15. | Students write a short paragraph consist of topic sentence and supporting sentences with some temporal conjunction by adding some text based on the movie made by the students | To write correct sentences | A1, A3, A5 | – Cycle 1/ meeting 2 |
| 16. | The other groups analyze their friend’s paragraph | To give direct feedback to friends | A2, B3 | – Cycle 1/ meeting 2 |
| 17. | Students edit misspelled words on their friend’s paragraph | To be able to write and use appropriate words within sentences | A4 | – Cycle 1/ meeting 2 |
| 18. | Students edit miss-punctuated paragraph on their friend’s paragraph | To write readable paragraph | A2 | – Cycle 1/ meeting 2 |
| 19. | Students give comments on their friends’ paragraph about its content | To make students actively show their ideas on writing | – | – Cycle 1/ meeting 2 |
| 20. | Teacher asked the students to play their video once again | To grasp students’ attention | B4 | – Cycle 1/ meeting 3 |
| 21. | Each groups write one of generic structures of narrative text (orientation, complication or problem and resolution) based on the story randomly | To write a narrative text correctly | A1, A3 | – Cycle 1/ meeting 3 |
| 22. | Every three groups merge their composition in to full narrative text | To arrange story chronologically | A2, A4, A5 | – Cycle 1/ meeting 3 |
| 23. | Teacher comments on students’ paragraph about the vocabulary and punctuation | To give direct feedback | B2 | – Cycle 1/ meeting 3 |
| 24. | Teacher gives comments about the organization and grammar on students’ paragraph | To give direct feedback | A1 | – Cycle 1/ meeting 3 |
| 25. | Students write a full composition from the beginning (orientation) to the end (resolution) based on the video | To write a complete narrative story | A3, A5 | – Cycle 1/ meeting 3 |

Aside from the list of activities to use windows movie maker, the indicators of progress are also proposed. The indicators of progress can be seen in Table 4.5.
Checklist of Writing Problem Indicator that Improved through Activities as listed in Table 4.5

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. in producing sentences, the students used to repeat the same vocabulary</td>
<td>5, 6, 15, 21, 24</td>
</tr>
<tr>
<td>2. the students produce incorrect grammatical sentences</td>
<td>4, 5, 6, 7, 14, 21, 24</td>
</tr>
<tr>
<td>3. the students get difficulty in punctuation</td>
<td>5, 6, 8, 16, 18, 19, 22</td>
</tr>
<tr>
<td>4. the students get difficulty in finding idea</td>
<td>1, 2, 3, 4, 15, 21, 25</td>
</tr>
<tr>
<td>5. the students have problem in appropriate diction</td>
<td>5, 8, 16, 17, 19, 22</td>
</tr>
<tr>
<td>6. the students have difficulties in making correct sentence using simple past tense</td>
<td>4, 5, 6, 15, 19, 22, 25</td>
</tr>
<tr>
<td>7. the students lack in cohesiveness and coherence</td>
<td>15, 16, 22, 25</td>
</tr>
</tbody>
</table>

B. Research Implementation

The research was conducted for about two months in SMP Negeri 14 Surakarta. It was done with collaboration of the English teacher of SMP Negeri 14 Surakarta. In this research, the researcher became a practitioner who implemented the action in teaching learning process in the classroom and English teacher was the observer and facilitator who observed the teaching learning process from beginning until the end of the research. The research implementation was divided in two cycles, that is, cycle 1 and cycle 2. The cycle 1 carried out in three meetings and cycle 2 in two meetings. The activities of the research implementation in each cycle were presented in four steps. They are planning, acting, observing and reflecting.

1. Procedure of the Research

The procedure of the research consisted of pre-research, research implementation and research discussion. In pre-research, the researcher observed teaching and learning process, gave questionnaire and conducted pre-test. It was purposed to investigate students writing competence and its problem. After
identifying the problem faced by the students, the researcher tried to overcome it by implemented windows movie maker in teaching writing class. At the end of the research, the researcher concluded the reflection. The summary of the research procedure is presented in Table 4.6.

**Table 4.6 Procedure of Research**

<table>
<thead>
<tr>
<th>Pre research</th>
<th>The researcher conducted pre-observation, pre-test and questionnaire to find problem in writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation</td>
<td>The researcher implemented the research that carried out in two cycles.</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>3 meetings</td>
</tr>
<tr>
<td></td>
<td>- 1st meeting: writing sentences using simple past tense based on the video.</td>
</tr>
<tr>
<td></td>
<td>- 2nd meeting: making a movie based on the story that given by the teacher and writing short paragraph based on the movie.</td>
</tr>
<tr>
<td></td>
<td>- 3rd meeting: writing a story based on the video individually</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>2 meetings</td>
</tr>
<tr>
<td></td>
<td>- 1st meeting: writing sentences in past tense based on the video.</td>
</tr>
<tr>
<td></td>
<td>- 2nd meeting: making full narrative text based on the video individually</td>
</tr>
<tr>
<td>Overall reflection</td>
<td>The students got improved their writing competence. It showed that there were some improvements achieved by the students after doing the action.</td>
</tr>
</tbody>
</table>

2. Cycle 1

a. Planning

After conducting pre-test on March 3rd 2011, the research made a plan to teach writing in cycle 1. The material was taken from internet and relevant books. She planned 3 meetings in cycle 1. She prepared a lesson plan for three meetings at once. The researcher chooses materials which are suitable for the students. She chooses a video which can be easily understood by the students. The title of the video used in the cycle 1 was “Frog Prince”. Besides that, she also copied some worksheet for the students and teaching aids to support the teaching learning process.

b. Action/ implementation

In this cycle, the researcher implemented the teaching technique using Windows movie maker. There were three meetings in this cycle. She prepared a lesson plan for three meetings at once.

1) The first meeting

On Thursday, 24 March 2011, the researcher began her research. The class was held in the fourth and fifth period. It was at 09.15 a.m. she entered
the class of VIII B. As soon as the researcher entered the class, she greeted the students by saying “Good morning, students. How are you today?” The students answered “Good morning, miss. I am fine, and you?” the researcher said “I am fine, thanks” Then she checked the students’ attendance list. “Who is absent today?” the researcher asked. “No student is absent, miss” the students answered. There were 36 students who were joining in the writing class.

She started with some pre-activities. She gave some guided questions about some famous narrative stories, such as Cinderella, Snow white, Malin Kundang, etc. She asked orally to the students about the characters, setting and what happened in that stories. Some students participated actively in this section. Then the researcher explained about past tense especially the used of regular and irregular verbs in writing sentences with past tense. The researcher gave some examples of past tense in the white board. The students paid attention when she was explaining the grammar. Not so long, she prepared everything to play the video using laptop connected with LCD. All of the students paid attention to the video when it was being played. The researcher played it twice. Having finished, the researcher asked to the students, “All of you understand about the video?” Most of students answered, “Nggak tau, bu.” Some of them answered, “Frog Prince, miss.” Then the researcher asked the students to find the detail information and the main idea of the video.

Next, the researcher guided the students about the generic structure of the story in the video by giving some guiding questions. After that, she asked them to make a group of four. The situation of the class was noisy when the researcher divided them into a group. The students wanted to choose their member by their selves. Then the researcher asked them to write some sentences using past tense related to the story in the video as much as possible. The researcher went around the class to guide the students and help them solve the difficulties they faced. Most of them asked about

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the vocabularies. In the end of the class, the researcher asked the students to submit their work and closed the meeting.

2) The second meeting

On Friday, 25 March 2011, the researcher entered the class to conduct the second meeting. The class was held in the first and second period. It was started at 07.30 a.m. The researcher asked the students to pray and greeted them. She also asked them who was absent that day. There was not student who was absent.

In this meeting, the lesson begins with reviewing the last meeting. The researcher explained about past tense in brief, because in the last lesson most of students still made some mistakes in writing sentences in past tense. Then, the researcher introduced about windows movie maker program. She gave explanation about the process of making movie. The first was adding pictures. To import pictures, the students could import them by clicking Import Pictures at the left bar. Double click to get the picture imported. After import the picture it should be in WMM, in the middle where it has their picture. Then, drag it to the timeline at the bottom. It can be shortening it by scrolling all the way to the end of the time line and put the mouse over the end of the clip and click. Hold the click and drag it to the left. The second was adding the music. To add music the students had to download the music onto their computer first or copy music from the document they have and save it into a file. After that, they did the same thing as they did with picture. The last was adding transition and text. Transition effects can be added between pictures and other effects can be added to individual pictures. This is done by clicking on the Transitions button and Effects button inside of the Tasks bar. Transitions were dragged and dropped the same way that pictures could be dragged and dropped. They were added in the small boxes between each picture in the Storyboard view. Transitions work the same way that Transitions work in Power Point: They were short animations that help to link one picture to the next one. Effects were done in the same way, but they were added to the picture itself. Effects provided

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motion and change in a selected picture, which can be very useful if the picture was being shown for a long time. Effects and transitions can be added and removed without causing any irreparable changes to the project. After choosing transitions and effects, title and credits sections were added by clicking on the Titles and Credits link in the Tasks bar.

Most of students still confused about the process of making movie, then she repeat about her explanation slowly. She also explained about the temporal conjunctions which are used in narrative text. Some students seemed that they had already understood about examples of time conjunctions. Next, the researcher asked the students to go to computer laboratory. She asked them to sit with their own groups. One group used one computer.

In this meeting, she asked the students to make a movie by adding some pictures/photos that given by her. Then, she asked them to write a short paragraph consist of topic sentence and supporting sentences with some temporal conjunction by adding some text based on the movie made by the students. As usual, she went around the class to guide the students in making their task. Most of the students asked her about the vocabularies and sometimes about the way of the story. The situation of computer laboratory was noisy. Each group discuss actively about the story. There was a group move on from one group to another group just to see the short story made by another group. Since the time was up, the researcher asked the students to submit their writings and said good bye.

3) The third meeting

The third meeting was conducted on Friday 8 April 2011 in the first and the second period. It was followed by 36 students. The researcher entered to the class and opened her teaching by greeting the students. She asked the students to play their video that made in the previous meeting. Then, she reviewed about the generic structure of story in the video. The researcher concerned more of parts of narrative text. Some students followed actively but the others were passive. Next, she asked the students to work in
their own group. Then, she asked each group to write one of generic structures of narrative text (orientation, complication or problem and resolution) based on the story randomly. 1st group wrote the orientation, 2nd group wrote the complication, 3rd group wrote the resolution, etc. Some of students were complain when they were asked to write, but they could continue their writing. After that, every three groups are asked to merge their composition in to full narrative text. The researcher gave some opinion about their organization in writing and gave correction in grammar. Next, she played the video once again. After they watched the video, the researcher asked them to make a full narrative text. They did their own work in their own paper. The researcher went around the class and helped the students who faced the difficulties in making story. Finally, the researcher had to end the lesson because the time was over after asking the students to submit their texts.

c. Observation

1) The first meeting

In the first meeting, the researcher gave the students an interesting video for the writing. The title of the video for that day was “Frog Prince”. The students of VIII B participated actively in the researcher’s class. When the video was played, all of them paid attention to the video. But, when she divided them into groups, the students were noisy, as what had been said by an eighth grade students, “Bu, saya kelompoknya milih sendiri ya?” They still had difficulties in constructing past form. They also still lack of vocabularies. The students always called her to come to them one by one, “Bu, sini! Bahasa inggrisnya mahkota apa bu?”

2) The second meeting

In the second meeting, the students were more active. They paid attention to the teaching explanation about Windows movie maker. All of them seriously watched the process of adding pictures, music and slide to the movie. When, the researcher guided the students about time conjunction, the condition was noisy, “Gimana sih bu? Bingung!” said one of them. It
seemed that they had already understood about the term. Some of them mention the examples of time conjunction correctly. After the students are asked to make groups, the class was so noisy. Some of them went here and there to find dictionary and everything they needed, as what had been said by an eighth grade student, “Saya mau pinjam kamus, bu” Then the researcher asked the students to write a short paragraph. When the students are asked to do that, they complained because they felt that it was difficult, as what had been said by an eighth grade student, “Bu, susah nih! Satu paragraf aja boleh bu?” in the end of lesson, the students had finished their writings and had to submit them to the researcher.

3) The third meeting

In the third meeting, the students are asked to play their video that made in the previous meeting. All of them paid attention to the video. But, some boys still made noise and talked something else with the other. They discussed seriously to make a paragraph of a narrative although they still had difficulties in constructing the past tenses, as what had been said by an eighth grade student. “Verb duanya ‘Bring’ apa bu?” When the researcher asked them to make a full narrative story based on the video individually, almost of them complained about that, “yach...nggak bisa bu. Nanti nggak selesai kalau dikerjakan sendiri...” said one of them. The students were very noise. They asked each other about their writing, as what had been said by an eighth grade student, “Lihat donk karanganmu?” When the bell rang, most of the students had not finished their story.

d. Reflection

After conducting the first cycle continued with giving the first post test, the researcher did a reflection in order to evaluate the teaching and learning process she did so far. She found the students’ progress in writing competence. Observation result showed that there were some improvements achieved by the students after doing the action. For example, students got less difficulty in exploring ideas. In organizing the text, they were good enough. The students could write the longer story
than before in more organized text. They were able to separate and differentiate the generic structure of narrative text.

In cycle one, the mean score of the students was increasing. It could be seen by comparing the result of the pre-test and post-test during the implementation of the action. The mean score of the post-test result done at the end of the cycle one was 64.83. It was better than the mean score of the pre-test which was done before the action 53.75.

The score of post test 1 could be reported that the highest score was 85.00, the lowest score was 52.00 and the average score was 64.83. The post test scores of cycle 1 from the first and second examiners could be seen in Table 4.7.

### Table 4.7 Post-test 1 Scores

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>First examiner’s scores</th>
<th>Second examiner’s scores</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highest score</td>
<td>88.00</td>
<td>82.00</td>
<td>85.00</td>
</tr>
<tr>
<td>2</td>
<td>Lowest score</td>
<td>50.00</td>
<td>54.00</td>
<td>52.00</td>
</tr>
<tr>
<td>3</td>
<td>Average score</td>
<td>64.41</td>
<td>65.25</td>
<td>64.83</td>
</tr>
</tbody>
</table>

Furthermore, the scores could be analyzed in more detailed based on the five elements of writing. They were the score of content, organization, vocabulary, language use and mechanic. The result of the post-test average scores of each writing element of cycle 1 could be seen in the Table 4.8.

### Table 4.8 Post-test Average Scores of Each Writing Element of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Element of Writing</th>
<th>First examiner’s average scores</th>
<th>Second examiner’s average scores</th>
<th>Average scores from both examiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>19.44</td>
<td>20.00</td>
<td>19.72</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>12.64</td>
<td>13.00</td>
<td>12.82</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>12.78</td>
<td>12.50</td>
<td>12.64</td>
</tr>
<tr>
<td>4</td>
<td>Language use</td>
<td>16.08</td>
<td>13.00</td>
<td>14.54</td>
</tr>
<tr>
<td>5</td>
<td>Mechanic</td>
<td>3.05</td>
<td>3.00</td>
<td>3.02</td>
</tr>
<tr>
<td></td>
<td>The total</td>
<td>64.41</td>
<td>65.25</td>
<td>64.83</td>
</tr>
</tbody>
</table>

But, in this cycle, the research still found some weaknesses of the students in writing story. They got difficulties in using the correct past form when they wrote sentences. They admitted that it was difficult to memorize the second verb. Students had difficulties in applying suitable

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vocabulary to express their ideas. It was indicated by the fact that almost all of their questions were about vocabulary. Only few of them brought dictionary, some brought electronic dictionary, but most of them did not bring any tool to help them in finding the vocabulary needed. The improvements of the students’ achievements and learning process at the end of cycle 1 can be seen in Table 4.9

<table>
<thead>
<tr>
<th>Table 4.9 the improvement of Students’ Achievement and Learning Process at the End of Cycle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The students’ writing competence</strong></td>
</tr>
<tr>
<td><em>Before the Action</em></td>
</tr>
<tr>
<td>• The limited vocabulary made the students find difficulties in exploring their ideas</td>
</tr>
<tr>
<td>• The students made mistakes in applying the appropriate structure of past tense in the texts. They got difficulties in memorizing the second verb, especially the irregular verbs</td>
</tr>
<tr>
<td>• The students made mistakes in applying the appropriate punctuation in the texts</td>
</tr>
<tr>
<td>• The students got difficulties in generating idea into the words</td>
</tr>
<tr>
<td>• The students found difficulties in applying the appropriate diction to express their ideas</td>
</tr>
<tr>
<td>• The students had limited knowledge about generic structure of narrative text. They get difficulties in organizing the story</td>
</tr>
<tr>
<td><strong>2. The students’ writing class</strong></td>
</tr>
<tr>
<td>• The students did not give full attention to the teaching learning process. They looked bored during the writing class. The students seemed uninterested when they were asked to write</td>
</tr>
<tr>
<td>• The students seldom asked questions to the teacher when they find some difficulties in writing narrative</td>
</tr>
<tr>
<td>• The students were busy in talking about something else to their friend</td>
</tr>
<tr>
<td>• The students paid less attention to the teacher’s explanation. The students were not active in teaching learning process. They sometime could not answer when</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>teacher asks questions.</th>
<th>The students still made noise when they were asked to work in group or individually</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The students made noise in teaching learning process. They tend to mind their own business like drawing, playing pencil, running in the class and even slept during the writing class.</td>
<td></td>
</tr>
<tr>
<td>Test</td>
<td>The mean score of pre-test: 53.75</td>
</tr>
<tr>
<td>The problems would be solved:</td>
<td></td>
</tr>
<tr>
<td>• The students difficulties in generating ideas</td>
<td></td>
</tr>
<tr>
<td>• The students difficulties in organizing text</td>
<td></td>
</tr>
<tr>
<td>The weaknesses which still happened:</td>
<td></td>
</tr>
<tr>
<td>• The students’ difficulties in constructing past sentences</td>
<td></td>
</tr>
<tr>
<td>• The students’ difficulties in applying the suitable vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

3. Cycle 2

a. Planning

Based on the cycle 1, the researcher realized that there were improvements in students’ writing competence, but she still found some problems emerged in cycle 1 faced by the students that should be solved. Therefore, the researcher made a revised plan to teach writing in cycle 2 based on the observation and reflection from teaching learning process in cycle 1. The plans were: (1) giving more vocabulary that are related to the material (2) guiding the students how to construct past tense sentences correctly (3) the researcher should be more interesting in delivering the material to make students have motivation to write. The plans were realized in two meetings which still focused on writing by using video. The narrative video was chosen in this cycle was fable. The title of the video was ‘The Three Little Pigs’ with the duration was about 3 minutes. The materials used in this cycle were almost the same with the previous cycle. The difference of both was only in grammar. In the material of cycle 2, the researcher added some grammar exercises because in the result of cycle 1 the students were still got difficulties in constructing past sentences. A lesson plan was made by the researcher for two meetings at once.

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b. Action/implementation

1) The first meeting

On Thursday, 14th April 2011, the researcher came to the VIII B. The writing class was held in the fourth and fifth period. It was attended by thirty six students. The researcher opened her teaching learning process by greeting the students and checking students’ attendance list. Then, she reviewed on the previous material. The students were guided to mention some examples of fable. “Anak-anak sebutkan contoh cerita fabel yang kalian ketahui” the researcher asked. “Kancil meneuri timun, miss” one of student answered. Then, the researcher introduced a video to the students. The title of the video was “The Three Little Pigs”. The researcher played the video. Then, the researcher guided the students to mention the characters, setting and accident of the story. After that, the researcher asked them to make a group of four. Each group was asked to write some sentences in past tense based on the video they watched. Then, they were asked to write their sentences on the white board. “Ayo kelompok siapa yang mau menulis kalimanya dipapan tulis?” The researcher asked, but there is no group wanted to write their sentences in front of class. Not so long, the researcher point out the one of group to write their sentences and discuss it together. Next, they were asked to arrange their sentence to be a good story. When the time was over, the researcher asked the students to submit their worksheet. After they all submit their worksheet, the researcher said “Well students time is over, thank you very much for your attention, Good bye”. The students answered “Good bye, miss”. “See you later” the researcher added. “See you, miss” the students answered.

2) The second meeting

On Friday, 15th April 2011, the researcher conducted the second meeting of cycle 2. The class was started at 07.30 a.m. As soon as she entered the class, the researcher opened the class and reviewed the previous lesson. The researcher invited the students to watch video again. Some of students paid attention to the video. The rest of them looked lazy

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to join this activity. Having finished, she reviewed the generic structure of the story. Some of students participated actively in this activities. Then, the researcher asked them to be in their own group. After that, she asked the students to write narrative text consists of orientation, complication and resolution based on the video they watched. The students were active to discuss their paragraph. It can be seen that when they were asked to do exercise in group, almost all of them did it. The researcher asked one of groups to write their paragraph to the white board. It was done to check the students' paragraph have been correct or not. Then, she guides the students to analyze their friends' paragraph. Next, the students were asked to write a story of fable based on the video individually, not in group anymore. The students seemed confident when they were asked to write individually. They asked each other, open the dictionary and even asked the researcher about the story or the vocabulary. There was a student made a draft in Indonesian language, then changed into English. There was also a student write their paragraph in English directly. In the end of the lesson, all the students could finish their writing although some of them complained when they had to submit their worksheet.

c. Observation

1) The first meeting

   In this meeting, the students paid attention to the video. They looked enthusiastic when discussing with their friends within their group. Some of them were active when they were asked to do the exercise, “Bu, kalau kalimatnya lebih dari sepuluh boleh bu?” said an eighth grade student. Most of them refused to write a story because they said they were bored and lazy to do it, “Bu, jangan disuruh nulis lagi ya, males! bosen!” said some eighth grade students. The researcher went around the class to guide and help them whether they faced some problems in writing. Some of them still find difficulties in constructing pas sentences. They were active, it can be seen when they were asked to write their sentences in front of

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class, almost all of them did it. “Ayo kelompok dua tuliskan kalimatmu dipapan tulis” the researcher asked. “Oke, Bu” the students answered.

2) The second meeting

In this last meeting, the researcher asked the students to write a fable based on the video they watch individually. They paid close attention to the film when the video was played. After the video ended, the students discussed about the video each other. “Tau nggak maksudnya apa?” said an eighth grade student to their friend. The condition in the class was very noisy by the voice of students’ discussion. When the researcher asked the students to submit their work, some of students looked panic because they had finished yet their work. Some of them told each other about the exercise, “Liher donk karanganmu, aku belum selesai nih...” said an eighth grade student to their friend.

d. Reflection

In the Cycle 2, the researcher found some improvements. The students were motivated in learning English especially in writing. The students were more enthusiastic in joining the lesson. They looked confident when they were asked to write narrative individually. The sentences they made had been better than in the first cycle. The students were more able to use past tense correctly. It was shown by the students’ exercises which had only fewer mistakes. These improvements were supported by the mean score of the second post test. In the second post test the students got 74.83. It was better than the mean score for the first post test that was only 64.83.

The score of post test 2 could be reported that the highest score was 86.50, the lowest score was 67.00 and the average score was 73.84. The post test scores of cycle 2 from the first and second examiners could be seen in Table 4.10.
Table 4.10 Post-test 2 scores

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>First examiner’s scores</th>
<th>Second examiner’s scores</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Highest score</td>
<td>89.00</td>
<td>84.00</td>
<td>86.50</td>
</tr>
<tr>
<td>2</td>
<td>Lowest score</td>
<td>65.00</td>
<td>69.00</td>
<td>67.00</td>
</tr>
<tr>
<td>3</td>
<td>Average score</td>
<td>74.56</td>
<td>75.11</td>
<td>73.84</td>
</tr>
</tbody>
</table>

Furthermore, the scores could be analyzed in more detailed based on the five elements of writing. They were the score of content, organization, vocabulary, language use and mechanic. The result of the post-test average scores of each writing element of cycle 2 could be seen in the Table 4.11.

Table 4.11 Post-test Average Scores of Each Writing Element of Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Element of Writing</th>
<th>First examiner’s average scores</th>
<th>Second examiner’s average scores</th>
<th>Average scores from both examiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content</td>
<td>21.67</td>
<td>21.80</td>
<td>21.73</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>19.89</td>
<td>16.41</td>
<td>16.15</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>15.60</td>
<td>16.20</td>
<td>15.89</td>
</tr>
<tr>
<td>4</td>
<td>Language use</td>
<td>17.32</td>
<td>17.50</td>
<td>17.44</td>
</tr>
<tr>
<td>5</td>
<td>Mechanic</td>
<td>3.40</td>
<td>3.43</td>
<td>3.42</td>
</tr>
<tr>
<td>6</td>
<td>The total</td>
<td>74.56</td>
<td>75.11</td>
<td>74.83</td>
</tr>
</tbody>
</table>

The improvements of the students’ achievements and learning process at the end of cycle 1 can be seen in Table 4.12.

Table 4.12 The improvement of Students’ Achievement and Learning Process at the End of Cycle 2

<table>
<thead>
<tr>
<th></th>
<th>Before the Action</th>
<th>After the Action of Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students’ writing competence</td>
<td>• The students were still lack of vocabulary</td>
<td>• The students were able to use appropriate vocabulary better</td>
</tr>
<tr>
<td></td>
<td>• The students were still careless about grammar</td>
<td>• The students could make past sentences correctly.</td>
</tr>
<tr>
<td></td>
<td>• The students were able to use punctuation correctly in the text</td>
<td>• The students were able to use punctuation correctly in the text</td>
</tr>
<tr>
<td></td>
<td>• The students could write a story in more generated ideas</td>
<td>• The students were able to write a story with more detail information.</td>
</tr>
<tr>
<td></td>
<td>• The students could write a story with appropriate diction though they still repeat some vocabularies</td>
<td>• The students could organize the story better</td>
</tr>
<tr>
<td></td>
<td>• The students could organize the story better</td>
<td>• The students could organize the story better</td>
</tr>
<tr>
<td>2. The students’ writing class</td>
<td>• The students were more enthusiastic in joining writing class but they still afraid when they were asked to write</td>
<td>• The students were more motivated and confident to write.</td>
</tr>
<tr>
<td></td>
<td>• Some of students were not ashamed to ask questions to the teacher</td>
<td>• The students were active to ask questions to the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
teacher when they find some difficulties in writing narrative
- When the videos were played, the students pay attention to it
- The students paid attention to the teacher explanation
- The students still made noise when they were asked to work in group or individually

Some students discussed actively about the video in their own group.
- The students paid attention to the teacher explanation and they were active in teaching learning process.
- The students focused in their task. They just made noise when they were discussing with their friends.

| Test          | The mean score of post-test 1: 64.83 | The mean score of post-test 2: 74.83 |

The problems would be solved:
- The students' difficulties in constructing past sentences
- The students' difficulties in applying the suitable vocabulary

The weaknesses which still happened:
- There were still few students who made some error in using appropriate diction

C. Findings

The research findings is presented the description of the improvement either students' writing competence or classroom situation during the learning process. The improvement of students' competence and classroom situation were summarized in Table 4.13 as follows:

Table 4.13 Summary of the research findings

<table>
<thead>
<tr>
<th>Findings</th>
<th>Before the Action</th>
<th>After the Action of Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The improvement of the students’ writing</td>
<td>• The limited vocabulary made the students find difficulties in exploring their ideas</td>
<td></td>
</tr>
<tr>
<td>competence</td>
<td>• The students made mistakes in applying the appropriate structure of past tense in the texts. They got difficulties in memorizing the second verb, especially the irregular verbs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The students made mistakes in applying the appropriate punctuation in the texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The students got difficulties in generating idea into the words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The students found difficulties in applying the appropriate diction to express their ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The students had limited knowledge about generic structure of narrative text. They get difficulties in organizing the story</td>
<td></td>
</tr>
</tbody>
</table>

• The students were able to use appropriate vocabulary better

• The students could make past sentences correctly.

• The students were able to use punctuation correctly in the text

• The students were able to write a story with more detail information.

• The students were able to use the appropriate diction in their writing.

• The students could organize the story better from beginning until the end. They were able to differentiate the generic structure of narrative text.
1. The improvement of students’ writing competence

Windows movie maker media improved the students’ writing competence. The improvement showed that the students were able to use appropriate vocabulary better. They had richer vocabulary to express their ideas. In writing narrative text, the students could make past sentences correctly. They could change the verb 1 into verb 2 in correct form. Besides, the students were able to use punctuation correctly in the text. They did not forget to give coma to their sentences. The use of windows movie maker as a media in teaching writing is able to help the students in writing a story with more detail information. Using windows movie maker as a media in teaching writing, the students were able to write longer paragraph with sufficient supporting details. The students also were...
able to use the appropriate diction in their writing. They were able to select the appropriate words to express their idea. Moreover, the students could organize the story better from beginning until the end. Besides, they were able to differentiate the generic structure of narrative text. In short, the students were able to write a narrative text well.

The improvement of students’ achievement on writing on cycle 1 to cycle 2 can be summarized at Table 4.14 as follows:

<table>
<thead>
<tr>
<th></th>
<th>C</th>
<th>O</th>
<th>V</th>
<th>LU</th>
<th>M</th>
<th>Mean score</th>
<th>Increasing of students’ mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>17.19</td>
<td>11.08</td>
<td>11.51</td>
<td>11</td>
<td>18</td>
<td>3.05</td>
<td>53.75</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>19.72</td>
<td>12.82</td>
<td>12.64</td>
<td>14</td>
<td>34</td>
<td>3.02</td>
<td>64.83</td>
</tr>
<tr>
<td>Post-test 2</td>
<td>21.75</td>
<td>16.15</td>
<td>15.89</td>
<td>17.51</td>
<td>3.42</td>
<td>24.83</td>
<td>10.00</td>
</tr>
</tbody>
</table>

C: Content  O: Organization  V: Vocabulary  LU: Language Use  M: Mechanic

Based on the table, it can be concluded that the students’ score was increasing from cycle 1 to cycle 2. There were improvements in all aspect.

In conducting the research, the researcher concerned more in three students who came from different level of intelligence. They were a student who is clever (student A), one who is in common (student B) and one who is in the lowest ability (student C). The researcher concerned in all the students actually, but she gave special attention to these three students. She gave different attention to them. The improvement of students sample is summarized at Table 4.15 follows.

<table>
<thead>
<tr>
<th>Students’ initial name</th>
<th>(Student A) OY</th>
<th>(Student B) AS</th>
<th>(Student C) AOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>87.00</td>
<td>67.00</td>
<td>50.00</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>88.00</td>
<td>71.00</td>
<td>67.00</td>
</tr>
<tr>
<td>Post-test 2</td>
<td>89.00</td>
<td>76.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Mean score</td>
<td>88.00</td>
<td>71.30</td>
<td>64.00</td>
</tr>
</tbody>
</table>

Student A is a clever student. She got the best score in pre-test, post-test 1 and post-test 2. She made little mistakes in their writing. She could understand the researcher’s explanation and write the text easily. After the research, she had better writing competence than before research.

Student B is a student in common. She had good motivation during the research. She usually made mistake in grammar and vocabulary. During the
research, the researcher guided her in constructing correct sentences using past tense. Using windows movie maker as the media, she had better writing competence although she still find some difficulties in writing (narrative).

Student C is a student with low intelligence. He had low motivation and confidence towards English. The researcher did special technique to make him easier to write. The researcher also motivated him in order to be better in writing. As the result, he got better score in post test.

Overall, the three students whom researcher concerned more got improve in their writing competence. They showed positive attitude towards writing. During the teaching learning process, the students followed all activities conducted in the class well. They were also confident when they were asked to write a story. Students in VIII B often complained when they were asked to watch video. They said it was bored, but the researcher told them that this activity help them to be better in writing. Then, their writing would get better.

2. The improvement of classroom situation

The situation of writing class during the teaching and learning improved after the researcher implemented windows movie maker media. As the result, the students were more motivated and confident to write. They were also active to ask questions to the teacher about the difficulties they met. Some students discussed actively about the video in their own group.

During the teaching and learning, the students paid attention to the teacher explanation. The students focused in their task. They just made noise when they were discussing with their friends. In other words, they were active in teaching learning process.

3. The improvement of students’ behavior

Beside there was improvement in classroom situation, there was also improvement in the students’ behavior outside class. The improvement was the students called the researcher’s name when they met her, as what had been said by one of eighth grade students, “Bu, nanti ngajar di VIII B lagi kan?” It can be concluded the students gave positive attitude towards the research. When it was time to end the research, the students asked the researcher why she did not teach

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English in their school, as what had been said by one of eight grade students in VIII B class, “Bu, ngajar disini aja...” It can be concluded that windows movie maker as the media in teaching writing did not only give positive improvement inside the class but also outside the class.

Based on the analysis above, it can be interpreted that using windows movie maker can improve the students’ writing competence at the eighth grade students of SMP Negeri 14 Surakarta in Academic Year of 2010/ 2011. It also makes the writing class situation becomes more interesting and interactive.

The summary of all research findings can be seen in Table 4.16
Table 4.16 The improvement of Research Findings

<table>
<thead>
<tr>
<th>Situation before the Research Indicator</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meeting 1</td>
<td>Meeting 2</td>
</tr>
<tr>
<td>1. Students' Competence</td>
<td>The improvement of students' competence and classroom situation did not appear because the researcher had not taken the scores</td>
<td>Some of students were still finding difficulties in exploring ideas because they have limited vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) a. The students produce incorrect grammatical sentences</td>
<td>More than half of the students still find difficulties in applying the appropriate structure of past tense in the texts</td>
<td>The students were still careless about grammar. Especially in changing verb 1 into verb 2.</td>
</tr>
<tr>
<td>b. The students have difficulties in making correct sentence using simple past tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) The students get difficulty in punctuation</td>
<td>Some of students still make mistakes in applying the appropriate punctuation in the texts</td>
<td>The students were able to use punctuation correctly in the text</td>
</tr>
<tr>
<td>4) The students get difficulty in finding idea</td>
<td>Some of students got difficulties in generating idea into the words</td>
<td>The students could write a story in more generated ideas</td>
</tr>
<tr>
<td>5) The students have problem in appropriate diction</td>
<td>More than half of the students got difficulties in applying the appropriate diction though they still repeat some vocabularies</td>
<td>The students could write a story with appropriate diction</td>
</tr>
<tr>
<td>6) The students lack in cohesiveness and coherence</td>
<td>More than half of the students got difficulties in organizing the story</td>
<td>The students could organize the story better but, they still find difficulties in differentiating the generic structure of narrative text.</td>
</tr>
</tbody>
</table>

Test

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mean score of pre-test</td>
<td>53.75</td>
<td>The mean score of post-test 1</td>
<td>64.83</td>
</tr>
<tr>
<td>2. Classroom Situation</td>
<td>Explaining and modeling</td>
<td>The students were more enthusiastic in joining writing class but they still afraid when they were asked to write.</td>
<td>Almost all of the students were more motivated and confident to write.</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1) The students have low motivations in participating English lesson</td>
<td>Almost all of the students did not give full attention to the teaching learning process. They looked bored during the writing class.</td>
<td>The students were more enthusiastic in joining writing class but they still afraid when they were asked to write.</td>
<td>Almost all of the students were more motivated and confident to write.</td>
</tr>
<tr>
<td>2) The students do not try to ask the teacher if they have some difficulties in writing</td>
<td>Some of students seldom asked questions to the teacher when they find some difficulties in their writing.</td>
<td>Some of students were not ashamed to ask questions to the teacher when they find some difficulties in writing narrative.</td>
<td>Almost all of the students were active to ask questions to the teacher.</td>
</tr>
<tr>
<td>3) Some of students are busy in talking to their friend</td>
<td>Some of students were busy in talking about something else to their friend when the teacher explaining material.</td>
<td>When the videos were played, the students pay attention to it.</td>
<td>Almost all of the students were active during teaching learning process.</td>
</tr>
<tr>
<td>4) Some of students do not give their full attention in teaching learning process</td>
<td>More than half of the students were not active in teaching learning process.</td>
<td>The students paid attention to the teacher explanation.</td>
<td>Most of the students were pay attention to the teacher explanation.</td>
</tr>
<tr>
<td>5) Some of students doing the other activities, such as drawing, playing pencil and run in the class.</td>
<td>Some of the students were tend to mind their own business like drawing, playing pencil, running in the class.</td>
<td>The students still made noise when they were asked to work in group or individually.</td>
<td>Most of them worked actively when they were ask to work in group or individually.</td>
</tr>
</tbody>
</table>
A. Discussion

The observation result showed that there were some improvements. The findings of the result show the positive improvements in students writing competence, students’ attitude toward writing in class and students’ behavior outside the class. In more detail, each of the findings is presented as follows:

1. Windows Movie Maker is able to improve writing competence.

By implementing windows movie maker in teaching writing, the students’ writing competence had improved. It focuses in five element of writing. They were content, organization, vocabulary, language use and mechanic. The findings show that all of element had improvement after the research.

In writing competency, the students were able to use appropriate vocabulary better. They could make past sentences correctly. The students were also able to use punctuation correctly in the text. The students were able to write a story with more detail information. Besides, they were able to use the appropriate diction in their writing. After being the action, the students could organize the story better from beginning until the end and able to differentiate the generic structure of narrative text. This result is supported by Latiff (2011) who states that the process of producing video documentaries allows the students to use the language in the real life situation as well as improve their communication and interpersonal skills. Furthermore, De Coster (2010) says by following a step-by-step process of finding pictures and music, importing them into the program, arranging and editing them, and finally adding a narration, instructors and students can put together meaningful projects which utilize all areas of language and cultural skills. Create movie gives improvement in language skill. Supporting to this, Singh (2011) says that movie editing will give the opportunity to practice and improve their language skill.

In addition Hoelker et al (1999) states that moviemaking allows various perspectives, concepts, topics and cultural influences to stimulate student collaboration and discussion. Furthermore, Ahrenfelt (2010) says getting students to create their own movies, perhaps even with their own narration, is a fantastic
way of encouraging them to communicate with each other and getting them thinking about issues such as target audience, planning, team work and purpose.

2. **Windows Movie Maker is able to improve situation in the writing class.**

The class situation in learning activities before the action research was described as some students were busy with themselves. They did some other activities such as talking to their friend, drawing, playing pencil, running in the class and even slept during the writing class.

In writing class, the students showed better attitude towards the lesson. The students were more motivated and confident when they were asked to write. This finding supported by Richard (1990) who states that the movie making process provides such purposeful motivation. Furthermore, Sanzone (2008) says that Windows Movie Maker motivates students to learn. It provides a chance to learn through another learning style and allows students to have greater control over their learning and fosters creativity. It is supporting by Yamashita (2010) that students were excited to do a video project to show their creativity and to work on windows movie maker. In the class, the students were also active to ask questions to the teacher when they find some difficulties in writing narrative. Some students discussed actively about the video in their own group. Most students paid attention to the teacher explanation and they were active in teaching learning process. The students focused in their task. They just made noise when they were discussing with their friends. It showed that windows movie maker had given goodness towards students writing class. It is supported by De Coster (2010) windows movie maker program offers a wonderful array of possibilities to the ESL/ EFL classroom. In addition, Cashman (2011) says that a computer information system will enhance classroom learning by allowing the teacher to find more creative ways to teach.
CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

This chapter presents the conclusion, implication and suggestions of the Action Research conducted in the eighth grade students of SMP Negeri 14 Surakarta in academic year of 2010/2011. They are presented as the final discussion from the research findings.

A. Conclusion

Based on the discussion in the previous chapter, the findings of the results show the positive improvements in students’ writing competence, such as the students were able to use appropriate vocabulary better; the students could make past sentences correctly; the students were able to use punctuation correctly in the text; the students were able to write a story with more detail information; the students were able to use the appropriate diction in their writing; the students could organize the story better from beginning until the end.

Besides, windows movie maker can improve the classroom situation during teaching learning process. It was indicated by the students were more motivated and confident to write; the students were active to ask questions to the teacher; some students discussed actively about the video in their own group; the students paid attention to the teacher explanation and they were active in teaching learning process; the students focused in their task. They just made noise when they were discussing with their friends. The mean score strengthen all the statements. The mean score got improved from the pre-test to the cycle 2 test. In the pre-test the students got 53.73, in the cycle 1 test they got 64.83 and in the cycle 2 test they got 74.83.

In the students’ behavior, there is also improvement. The students called the researcher’s name when they met her. The students also wanted her to teach them longer by asking the researcher why she did not teach English in their school.

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From the statements, it can be concluded that windows movie maker is able to improve the students’ writing competence, the classroom situation during the teaching learning and process and the students’ behavior.

B. Implication

In teaching and learning process, the suitable technique or method could give good impact in both process and result of teaching and learning process itself. Based on the result’s observation which is aimed to improve the students’ writing competence by optimizing windows movie maker, the researcher concludes that the teaching writing by optimizing windows movie maker as a media can improves the students’ writing competence. The use of windows movie maker helps the students in generating ideas and organizing paragraphs more easily. By using this media, the students can easily imagine about the story which will be written down in a paper.

Using windows movie maker in teaching writing can also improves the students’ towards the lesson. Windows movie maker had easy steps to follow. Students could arrange many kind of pictures and adding music to make an interesting video. This step can help the students obtain cohesiveness and coherence. By this activity, the students were eager to join the lesson and actively involved in teaching learning process in the classroom. So, by using windows movie maker as a media in teaching writing, the students’ writing competence can be improved.

C. Suggestion

Based on the research findings, the researcher would like to give some suggestions related to the teaching of writing.

1. For the Teachers

The English teacher should create an enjoyable situation in teaching learning process so that the students can involve actively in class. Teaching writing using windows movie maker can be a good choice as media which can be implemented in writing class. By using this media, the student will not be
bored. Automatically the teaching and learning process can run well and the objectives can be achieved.

2. For the Students
   Basically, teacher and students needed in teaching learning process. There will no improvement in students’ skill if both of them did not participate inside the class. Besides, the students should practice by themselves at home so that their writing skill will get better and better.

3. For Institution
   For SMP Negeri 14 Surakarta, it is necessary to provide some facilities and media which can support the teaching and learning process. The use of appropriate facilities and media in class will help the students and teachers in improving the language skill especially for writing and teaching learning process can run more effectively.