PERBAIKAN KEMAMPUAN BERKOMUNIKASI BAHASA INGGRIS PADA KEMAMPUAN BERBICARA DAN MENULIS TEKS NARATIV
MELALUI MEDIA *PEMANGKASAN GAMBAR HIDUP*

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Abstrak

Tujuan Penelitian Tindakan ini adalah untuk memperbaiki hasil pembelajaran Bahasa Inggris siswa terutama dalam kemampuan berkomunikasi. Proses pembelajaran ini dilaksanakan dengan 2 (Dua) cara, Berbicara dan Menulis Bahasa Inggris. Setiap cara terdiri dari 4 (Empat) langkah, yaitu : BKOF, MOT, JOT dan ICOT. Pelaksanaan langkah-langkah ini terbagi menjadi 3 (Tiga) siklus dalam penelitian ini, Siklus I, II dan III. Setiap siklus terdiri dari : Perencanaan, Pelaksanaan, Pengamatan dan Refleksi. Penelitian ini untuk siswa SMP Muhammadiyah 27 Paciran kelas VIII (Delapan). Motivasi dan secara ilmiah dituangkan dengan daftar pertanyaan. Proses kegiatan dan keterampilan untuk berkomunikasi pada kemampuan berbicara dan menulis dituangkan dengan rubrik penilaian. Pengetahuan tertuang dengan pre-test dan post-test. Sebagai hasil penelitian pada siklus III nilai tes dibagi jumlah siswa, yang mana nilai 70 lebih dari nilai 64. Maksudnya adalah bahwa nilai itu tercapai pada indikator pencapaian.

Kata kunci : *Sekolah Menengah Pertama, Pemangkasan Gambar Hidup, Pembelajaran Bahasa Inggris Pada Teks Narativ*.

Abstract

The aim of this action research was improve students' English learning result especially in communication competency. The learning process was implemented with two cycles (modes), spoken and written English. Each cycle covered four steps, namely "Building Knowledge Of The Field (BKOF)", "Modelling Of TheText (MOT)", "Joint Construction Of The Text (JOT)" and "Independent/Individual Construction Of The Text (ICOT)". The implementation of these steps was divided into 3 cycles in action research, cycle I, II and III. Each cycle covered : Planning, Implementation, Observation and Reflection. This research is for students of SMP Muhammadiyah 27 Paciran grade VIII. Motivation and scientific attitude was measured with questionaires. Activities and skill process to communicate in spoken and written were measured with rubric assesment. Cognitive domain was measured with pre-test and post-test. As the result of the research in cycle III the students average score on the Individual Text was 70 which meant $\geq$ the school passing grade 64. It meant that it fulfilled the achievment indicator.

Key words : *Junior High School, Movie Cutting, English Learning on Narrative Text*.

Preliminary

The implementation of the KTSP curriculum was started step by step in the academic year 2019/2020. There were significant changes from 1994 curriculum. These changes may cause some problems for most English teachers to implement the curriculum in the classroom. The new thing for the writer is that the 2004 curriculum suggested English teachers to use text type or genre based instruction. This means that rasionally, places ICT (Information Computer Technology) as function. One of the function of ITC (Information Computer Technology) is to deliver message, instruction, description of a thing or a person, telling stories, delivering procedure, expressing opinion, criticizing, etc.

According to the book of Standard Competence for English lesson for Junior High School students KTSP curriculum, standard competence which should be mastered by the students is that they should be able to communicate in spoken and written English acceptably and accurately in interactional and short monolog especially on procedure, description, report, news item, narrative, recount/spoof, exposition, discussion, explanation and review text. These texts are known as text types or "genre" which really something new for students as well as teachers. Because the 1994 curriculum was a kind of thematic based instruction. It was mentioned in the KTSP Curriculum that narrative text should be given to grade VIII students. And the method of teaching English suggested in the curriculum is *bicycle*, spoken and written. Each cycle covers four stages namely, "Building Knowledge Of The Field (BKOF)", "Modelling Of The Text (MOT)", "Joint Construction Of The Text (JCOT)", and "Individual Construction of The Text (IOCT)" (CBC 2004).

In teaching narrative text, what is meant by cycle here is different from that in action research. So the meaning of cycle, spoken and written in teaching ICT (Information Computer Technology) has nothing to do with the meaning of cycle in action research. With these stages, students are guided to be able to create their own narrative texts in spoken or written form. According to the writer's experience to teach in the classroom and the discussion of SMP Muhammadiyah 27 Paciran English teachers in MGMP (English Teachers Forum), most problem faced by the students is when they reach the stage of "Joint Construction of The Text" and "Individual Construction of The Text" both in spoken or written cycle. The writer found the problem when students try to express and response meaning in monolog text using spoken and written English accurately and acceptably. This difficulty effected the students' English score. They did not reach the passing grade score. On the graduation meeting academic year 2019/2020, it was decided that there were 30 students failed. Most of them were caused by English score which did not reach the school passing grade. For grade VII was 61 and for grade VIII was 63. While the students average score who failed was 52.

This problem had to be resolved. The writer, therefore, tried to find a solution. Because the problem was to express and response meaning in monolog text using spoken and written English accurately and acceptably, the writer tried to increase their performance by using suitable, interesting and axciting media, film. Average students at

the age of Junior High like film stories that they watch on TV or movie. By watching the visualism of a story there would be ideas appeared from them to tell stories about the film they wacthed in spoken or written form. The KTSP Curriculum also includes computer skill or Information Technology (IT) as a compulsory subject. This subject was very helpful for the students' performance when they were studying English. They could tell stories in spoken or written using media Microsoft Office Power Point completed with interesting colour, animation, and movie cutting taken from motion pictures which reflected the stories they presented in front of their classmates.

Through their presentation, two cycles, spoken and written could be obtained at once. Spoken cycle could be seen when they told stories about the film and written cycle could be seen on the narrative text which they wrote in Power Point. But by using media movie cutting, is there any students' improvement to express and to response meaning in monolog text in spoken and written form accurately and acceptably on narrative text. The writer formulated this question in a title : The improvement of english communication competency on spoken and written narrative text through "movies cutting" media.

Here is the explanation of terminology used in the research : Improvement is from the word improve which means make or become better. (Hornby, 1973 : 494). So what was meant by improvement in this research was the improvement of the students learning achievement. According to Moh. Uzer Usman, to know the level of teaching learning achievement based on the curriculum implemented were as the followings : a) maximum : If all the learning material is able to be mastered by the students. b) Very good / Optimum : If most of the learning material (85 % to 94 %) is able to be mastered by the students. c) Good / Minimum : If most of the learning material (75 % to 84 %) is able to be mastered by the students. d) Fail : If less than 75 % of the learning material is able to be mastered by the students.

So what is meant by improvement in this action research was to create the best situation for students to improve their ability to express and to response meaning in monolog text on spoken and written narrative text accurately and acceptably through media "Movie Cutting" to reach the minimal level of achievement or school passing grade "Movie Cutting" is the result of cutting film from movie using movie cutter software. Teaching and Learning Narrative Text, Sadiman and Sudibyo AP said that teaching and learning means teaching and learning activity in interactive way between a teacher and students to reach a learning objective (Sudibyo AP, 2006 : 6).

Spoken and Written Cycle, KTSP Curriculum differentiates spoken and written cycle as follows : Cycle (Modes), spoken and written ICT (Information Computer Technology) are different in some cases : Spoken ICT (Information Computer Technology) has many verbs, the complexities of the connection between sentences, gambits and other fillers. William R. Lee uses fillers such as : *Well, You know/You see, etc*. While written mode has the density of vocabularies, noun phrases, etc. Realizing the differences KTSP Curriculum highlights the ICT (Information Computer Technology) features of those two ICT modes. Hopefully, the ICT users pay a close attention to them

so that they will not tend to use the ICT (Information Computer Technology) "speaking like a book" and "writing like casual conversation" (KTSP Curriculum : 12).

METHOD

This action research consisted of 3 cycles of which each cycle had the following actions : 1. Preparation. a) To construct teaching kits such as : development of syllaby, lesson plan, Narrative text material written in Microsoft Office Power Point completed with movie Cutting. b) To construct paper and pencil test instrument for the pre-test and the post-test. c) To construct observation instrument for the individual and group work. d) To construct instrument to investigate the students' atitude towards the lesson.

Implementation of the Action . a) The first stage , *Building Knowledge of the field (BKOF)*, very important for the students as it is the point at which overall knowledge of the cultural and social contexts of the topic is built and developed. It is also important for the students to have an understanding of the topic before they are asked to write about it. b) The second stage, *Modelling of the Text (MOT)*, the students are given a model of the text type or a genre they will be reading or writing. There is an explicit focus on analyzing the genre through a model text related to the course topic. c) The third stage, *Joint Construction of Text (JCOT)*, the aim is for the teacher to work with the students to contruct a similar text that has been modeled before . Further group work may need to be done before the actual construction of the text begins. This may covers : 1). Gathering relevan information, 2). Having additional reading. 3). Watching the film chosen, 4). Learning how to do movie cutting, 5). Writing notes to be used as the basis for writing the text. If the students still have difficulties about the text, they are guided to be back to the modeling text or even to the building knowledge of the field. 6). Writing a short story based on the film they watched on Power Point. 7). Having group work presentation and supporting the students in order to change the ITC from spoken to written mode. The emphasis at this stage is on the teacher giving guidance. d) The fourth stage, *Independent Construction of the Text (ICOT)*. The students are guided to construct their own writing. The teacher's duty is being available to consult with the student individually as they need an assistance. The teacher's role is to provide constructive comments to the student for his or her development. According to CBC 2004 Vocational School, the text types which should be mastered by the students of grade VIII are narrative, explanation, discussion and review. The writer conducted action research on two cycles, spoken and written for the students of grade VIII, semester 1 who focused on the narrative text.

On the stage of the observation the writer (as the researcher) and the observer (other English teacher) were involved actively. The observation for the students' performance was done by the researcher and the observer used focused rubric. Evaluation for the action in each cycle was done based on the principle that the teacher could revise or made a remedial teaching in cycle 2 based on the data taken during the action in cycle 1. And the evaluation in cycle 3 based on the data taken from cycle 2, so that the process of evaluation, the effectiviness of the action was not only measured based on the result of the cognitive test but also measured based on the focused observation assessment,

performance and attitude (effective) assessment. To collect the data, the writer designed the following instruments : 1) Paper-pencil test, 2) Rubric, 3) Performance assessment, 4) Systematic observation, 5) And portofolio.

DISCUSSION

Every cycle was carried out in for meeting, the planning, the implementation, the analysis and the reflection. In cycle 1, observation was started with pre-test. Then the writer implemented the stage of "Building Knowledge of the Field." He shared experience with students about narrative text and talked about transactional and interpersonal language and other expressions used in spoken language. He did the stage of modeling text by giving varies of narrative text one of which presented with power point completed with animation, color, sound, and movie cutting. Then he taught how to do movie cutting to the students. In the last cycle the students did the post-test. Then she distributed the questionaires to find out the students' motivation and attitude towards the action given. From the observation paper and graph 1 can be reflected that from the total of the students there were only 25 students who had been given the questionaires. The average students in this class (21 students or 84 %) agreed with the questionaires. There were 4 students or 16 % didn't agree with the questionaires. So it means that the students' motivation and attitude high towards the teaching and learning English on narrative text with movie Cutting. In cycle 2, The observation was started with the writer came to the stage of Joint Construction of the Text. He divided the students into groups of 5. Each students consisted of 6 students. The students had their group work make the presentation material about narrative text based on the film they watched. Then they presented their group work with Power Point completed with animation, pictures , color, sound, and movie Cutting. From the observation paper cycle 2 and the graph 3 can be reflected that the average score of the students' group work presentation for speaking in the achievement indicator and the learning process were 47,2 or 84 % and for writing was 41,83 or 84 % $\geq$ school passing grade 64 % this showed that it really fulfilled the achievement indicator of a classroom action research. In cycle 3, the writer had done the stage of "Independent Construction of the Text." The students wrote a narrative text individually. Firts of all the students chose and planned a new topic or about a story that they had read, or a story based on the film he / she watched. Then he / she made a draft of a narrative text and made a review if the writing matched the generic structure of a narrative, swapped the writing with a friend to check whether it was correct or not, or gave other opinion, consulted it with the teacher and finally the student rewrote the draff that had been consulted with the teacher. The best writing would be put on the flannel board in the classroom or wall magazine. On the last cycle the students did the post-test. The result of the observation of cycle 3 was as follows. From the observation paper cycle 3 and graph 5 could be reflected that the individual average scores of writing $\geq$ school passing grade, this means that it fulfilled the achievement indicator. And it also showed the improvement from the pre-test only 2 students passed or 7,3 % in cycle 1 there were 20 students passed or 67 %, in cycle 2

there were 23 students passed or 77 % and in cycle 3 there were 28 students passed or 93 % this means that the result showed the quality assurance of the action research.

LIST OF STUDENTS SCORES CYCLE I, II, III
SMP MUHAMADIYAH 27 PACIRAN ACADEMIC YEAR 2019/2020
CLASS : VIII (8th)

NO	NIS	STUDENTS NAME	DAILY ASSESMENTS			
			1	**2**	**3**	**4**
			PRE-TEST	CYCLE 1 SCORE	CYCLE 2 SCORE	CYCLE 3 SCORE
1	240	BALQIS GENIUS AL MUTTAQIN	40	40	40	95
2	241	DEWI WAHYUNI AL MAS'IDAH	40	67	73	65
3	242	JAMI'U SYA'RONI	40	67	77	80
4	243	KHUJATUL BALIGHO	40	70	70	75
5	244	LUTHFI AZIZATUL HIKMAH	40	60	73	95
6	245	MISBAHUR ROZAK	70	73	80	95
7	246	MUZIZAH NUR FITRI	55	73	77	70
8	247	NABILA SYAWALIA RAHMAH	60	67	83	85
9	248	NAZ'ARUL JANNAH	45	67	70	80
10	249	NINIK AMBARWATI	40	70	57	70
11	250	NUR AINI FITRIYAH	40	70	77	85
12	251	NURUL CHOIRIAH	80	77	60	90
13	252	NUZULA GASALI	40	67	80	75
14	253	PURNAMA SIDIQ	50	57	63	90
15	254	ROFI'UDDIN ATH THOHIRI	60	67	83	95
16	255	SEVTIYAH MUBAROKAH	40	67	80	75
17	256	SIHAB ISBUDARIL	40	40	83	90
18	257	SILMI KAFFAH	40	67	73	75
19	258	SYARUL YUSUF	40	40	67	75
20	259	WINDI FIRDAUSI	40	73	87	90
21	260	RAHMAN ARDIANSYAH	53	73	77	90
22	261	HAPPY FARIDATUR ROZI	40	73	73	95
23	278	RAHMA RIZKI YANI	40	63	47	75
24	263	ADIB AZHAR	40	50	73	80
25	264	AHSANI TAQWIM	40	67	73	85
26	265	DINA MUFIDATUL HASANAH	45	57	77	80
27	266	FEBRIANI WAJIBATUL UMMAH	40	67	57	80
28	267	HIDAYATUL FITRI	40	63	70	60
29	268	M. RIFQI	40	70	50	75
30	269	MOH. JIDAN AL HAQIQI	40	40	80	60
		AVERAGE SCORE	45,3	63,4	71,0	79,7
		PASSED	2	20	23	28
		FAILED	28	10	7	2

CONCLUSION

The conclusions that could be drawn from this action research were as follows : the usage of media movie Cutting effective, interesting, and enjoyable and was able to help the process of teaching and learning on narrative text so that the students could be able to improve their competence to communicate in English, to express and response the meaning of monolog text by using spoken and writen modes accurately and acceptably in narative text. Based on the conclusion above, the writer offered suggestion to the teachers, especially English teachers should try to look for inovation in implementing the teaching and learning English by using suitable learning media and Information Technology (IT) and "movie Cutting" media so that it could be used to overcome the problems faced by the students.

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