



Improving the students' ability in writing narrative text through puppet media display at the eight grade of SMPS Darul Iman Kutacane

THESIS

Submitted to the Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan
As Partial Fulfillment of the Requirement for S1 Program

B

Y

INTAN MAHALIA

Register Number: 34.13.4.136

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
NORTH SUMATRA
M E D A N
2017**



**IMPROVING THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT
THROUGH PUPPET MEDIA DISPLAY AT THE EIGHT GRADE OF SMPS
DARUL IMAN KUTACANE**

THESIS

Submitted to the Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan
As Partial Fulfillment of the Requirement for S1 Program

By

INTAN MAHALIA

Register Number: 34.13.4.136

Advisor I

Advisor II

Prof. Dr. Hasan Asari, MA.
NIP. 19641102 199003 1 007

Ernita Daulay, M.Hum.
NIP. 19801201 200912 2 003

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
NORTH SUMATRA
M E D A N
2017
ABSTRACT**

Name : INTAN MAHALIA
Nim : 34.13.4.136
Faculty : Tarbiyah and Teachers' Training
Advisor I : Prof. Dr. Hasan Asari, MA.
Advisor II : Ernita Daulay, S.Pd, M.Hum
Department : Education and English Department

Title : Improving the Students Ability in Writing Narrative Text
through Puppet Media Display at the Eight Grade of SMP S
Darul Iman Kutacane

Keyword : Writing, Narrative Text, Puppet Media Display

This research has a purpose to improve the students' ability in writing narrative text through puppet media display at the eighth grade of SMP S Darul Iman Kutacane 2016/2017 academic year. The subject of this research consisted of 36 students of VIII-A.

The method used in this research was Classroom Action Research (CAR), which the researcher works collaboratively with the English teacher. The research was conducted in two cycles, every cycle consist of two meetings. The research was conducted following: Planning, acting, observing, and reflecting. The data used in this research such as pre-test and posttest, interview sheet, observation sheet, and document sheet.

The result of the data analysis showed that the score of students increased from the first meeting namely cycle I until the last cycle meeting namely cycle II. It was showed from the mean of orientation test was 61 there was 19.44% (7 students) who derived the score above the criteria of minimum completeness (KKM). There was 86.11% (21 students) who derived the score above the criteria of minimum completeness (KKM). In the post test of cycle II the mean of the posttest of cycle II was 82 and the percentage was 86.11% (31 students) who derived the score above the criteria of minimum completeness (KKM). In other words, the student's ability in writing narrative text improved. Based on the observation, it showed that the motivation of the students was also improved.

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance to the writer, so that this *skripsi* can be

finished accordingly. Peace and blessing be upon the Prophet Muhammad *Shallallaahu 'alaihi wa salaam*, his family, his relatives, and all his followers.

The writing of this *skripsi* entitled “Improving the Students Ability in Writing Narrative Text through Puppet Media Display at the Eight Grade of SMP S Darul Iman Kutacane”. This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

The writing this *skripsi* is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this *skripsi* has finally been written. Then, I would like to thank Allah *Subhaanahu Wa Ta'ala* for His Blessing given to me so that the writing of this *skripsi* has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. **Dr. Amirruddin Siahaan, M.Pd** as the Dean of Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera.
2. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** the Head of English Educational Department.
3. **Prof. Dr. Hasan Asari, MA** as my first advisor who has given suggestion, correction, beneficial opinion and encouragement in process of writing this *skripsi*.
4. **Ernita Daulay, M.Hum** as my second advisor who has also given suggestion, correction, beneficial opinion and encouragement in process of writing this *skripsi*.
5. All lecturers in the English Department for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
6. The principal of SMP S Darul Iman Kutacan **Hadiyan Husni Salam, S.Ag** and English teacher **Sunardi, S.Pd. I, M.S** and all students of VII-A class who helped the writer during the research.

7. All of teacher in Darul Iman Boarding School, I hope Allah will bless of my entire teacher and will be happiness until heaven.
8. My beloved parents **Salirudin, S. Hi** and **Khalidah** who always give me support, advice, motivation, help, goodness, care, and all things that I need to finish my study.
9. My beloved sister **Chairani Najirah** and my sweet brothers **Fadil Husni** and **Nasril Hadi** I very hopeful that you are will be best person than me.
10. My Partner **Serda Roni Candra Desky** who always support like parents, care like a best friend and motivation like family.
11. All of my family in PBI-4, thank you so much for your support and motivation.

At last, this *skripsi* is far from being perfect, but it is expected that this *skripsi* will be useful not only for the writer, but also the readers. For these reasons, constructive thoughts, full suggestions, and critics are welcome to make this *skripsi* better.

Finally, may Allah *Subhaanahu Wa Ta'ala* receives all their work and kindnesses. Aamiin.

Medan, April 2017

The Writer

Intan Mahalia
34134136

INTRODUCTION

CHAPTER I

This chapter presents and discusses of the background of study, identification of problem, limitation of problem, formulation of problem, objectives of study, and significance of study.

1.1 The Background of Problem

Writing is one of important skill for foreign language learners in learning English. It is important because writing is a crucial skill for academic or occupational success. Next, writing can be an effective tool for the development of academic language proficiency, as learners have to explore advanced lexical or syntactic expression in their written work. The last is writing across the curriculum that can be invaluable for mastering diverse subject matter.¹ Therefore, can be said that writing is primary basis upon which our work and study will be judged in school or college, in the workplace, and in the community.

Writing is one of the important skills in teaching and learning English. Writing involves some language component (spelling, grammar, vocabulary, and punctuation). Writing clear sentence requires you to learn the rule of English grammar, structure, and method in it, such as, how to use correct eight parts of speech and punctuation.²

Especially writing narrative text, ideally when students are taught the past tense and theories about narrative text, student will be able to write a narrative text correctly. But, in the fact the writer find students skill feel difficulties in writing a narrative text correctly. Most of the

¹Mark Warschauer, (2010), *Language Learning & Technology 14*, Invited Commentary: New Tools For Teaching Writing, p. 3-8.

²Byrne, Don, (1988), *Teaching Skill*, New London: Longman, p.60.

students are difficulties in arranging sentences by using grammar, they have no ideas to express and lack of vocabulary.

For the students at the eighth grade of SMP S Darul Iman Kutacane, learning English writing is important because it help develop students' critical thinking skills and helps them to understand and to communicate complicated ideas. Therefore, they are supposed to focus in the mastery of the content of the text and to express the meaning in functional written texts and short essay from simple to complex sentence in the form of recount and narrative to interact with the surrounding environment.³ Besides that, the objective of teaching writing in narrative text for eighth grade is to help students be able to write short essay in narrative with the right steps. Furthermore, in the standard writing for the eighth grade students, it has to develop students' grammar, vocabulary, punctuation, and spelling.⁴ However, the eighth grade students of SMP S Darul Iman Kutacane have difficulties in writing so that their writing score is low although their school has complete facilities.

Based on pre-interview before implementing the action, most of students of 8-3 were 'active'. They were noisy and they had difficulties such as lack of vocabulary. In the teacher's problem, the teacher had never given the students any opportunities to practice writing skill. He frequently took the grammar materials from the textbook and never used media anything in the classroom. Thus, it becomes a common problem for the students at the eighth grade.

The students appeared to have many problems when writing in English. They difficulties experience in writing for variety of reasons. Schools identified that students have difficulties in planning, writing and revising text. In addition, some students may have difficulty knowing how to organize their ideas, events, experiences because of limited spoken,

³Kemertrian Pendidikan dan Kebudayaan, (2006), *Kurikulum KTSP: Standart Kompetensi Sekolah Menengah Pertama (SMP) / Madrasah Tsanawiyah (Mts)*, Jakarta: Kemertrian Kependidikan dan Kebudayaan, p. 172.

⁴*Ibid.*,p. 173.

written English and a new experience for them. Other may have difficulties in the ‘mechanical’ aspects of writing, such as handwriting, punctuation and spelling.

Meanwhile, not only students often found difficulties in writing but teacher also found it. The teacher also difficult to teach writing because it is a complicated skill to teach, which more or less, affects the students' learning outcomes and has a long process. Communicating in process of writing activities starting from pre-writing, drafting, revising, and editing in order to conventional teaching to teach English.

In order to solve the students’ problems, the teacher is hopeful to be able to find the solution to improve students’ writing narrative text. To solve the problem easier, the teacher can use media in teaching and learning process. According to Kimtafsirah, he said that Media could be dividing into three parts, audiovisual media, audio media, and visual media. Audiovisual media is useful because their sound and picture, the example puppet media. Audio media is useful because of its sound, the example are radios which are turning on and then producing sound and recording in cassettes which is being played. Visual media is the aids which can be seen, some of the examples are OHP (Overhead Projector), a blackboard, picture and puppet.⁵ Media can also use to overcome the students’ boredom and to deliver information from sender to receiver, which can attract their mind, feeling, attention and interest of the students, so that the teaching and learning process happened. It means that media can develop that relation between teacher and students in the teaching and learning process effectively.

At this point, puppet media is used to minimize the students’ difficulties in writing activity, to improve students’ writing narrative text; to make the students become motivated and to enjoy the learning process. Puppet is an imitation of human form and event now including imitations of animal form. In the use of puppets media used as medium of learning by playing in

⁵Kimtafsirah, (1998), *Media Pembelajaran Pendidikan*, Bandung: Depdikbud.

a puppet show.⁶ Puppet become popular nowadays in the teaching and learning process because it is available for almost all types of topics and for all types of learners across the domains teachings of cognitive, affective, motor skills and interpersonal. They can bring the learners virtually anywhere; expand student interest beyond the classroom walls. Most of visual media make students easily understand and enjoy the lesson in writing class.

Here, based on the problems above, the writer chooses puppet media to improve students' ability in writing narrative text. It means that a significant relationship between writing narrative text that taught by puppet media. The purpose is to reconstruct past experiences by retelling events and incidents in order in which they have occurred. Based on the above explanation, the writer conducted a study entitled **“Improving the Students Ability in Writing Narrative Text through Puppet Media Display at the Eight Grade of SMP S Darul Iman Kutacane”**.

1.2 The Identification of Problem

From the background of the study written above, the researcher identifies problems as below:

1. The students have difficulty in knowing how to organize their ideas, events, and experiences.
2. The students have difficulties in planning, writing and revising text.
3. The students have difficulties with the “mechanical” aspects of writing, such as handwriting, punctuation and spelling.
4. The teachers have difficult to teach writing because writing is a process of communicating and still use conventional teaching to teach English.

1.3 The Limitation of Problem

⁶Elisabeth Cristiana, *Penggunaan Media Boneka dalam Pelaksanaan Bimbingan Karier di Sekolah Dasar*, p. 6.

Based on the identification of the problem above, the researcher will conduct focused on teaching writing of narrative text at the Eighth Grade of SMP S Darul Iman Kutacane at the 2016/2017 academic year.

1.4 The Formulation of Problem

Based on the limitation of the study and the reason for choosing the topic, the study tries to answer this problem:

1. How is the students' ability in writing narrative text without puppet media at eight grades of SMP S Darul Iman Kutacane?
2. How is the improvement of student's ability in writing narrative text by using puppet media display at eight grades of SMP S Darul Iman Kutacane?

1.5 The objectives of Study

Based on the formulation of problems, the objectives of the research are:

1. To find out the students' ability in narrative writing through puppet media at the eighth grades of SMP S Darul Iman Kutacane
2. To find out the students' improvement toward the use of puppet media display to improve students' ability in writing narrative text the eighth grades of SMP S Darul Iman Kutacane.

1.6 The Significance of Study

The finding of the research is useful in some ways.

1. Theoretical significance
 - a. The research can be use as reference for anybody else who has the same interest in the same field.
 - b. The research can be useful as the references in choosing the technique in teaching writing, especially narrative text.
2. Practical Significance

- a. For the researcher, the research can give a practice in developing her knowledge and skill in problem- solving processes.
- b. The finding of the research can be use by teacher as a reference to improve their technique in teaching writing and to find the most suitable technique for improving the student's ability at writing narrative texts.
- c. The finding of the research can be useful input for the students to improve their ability and to learn English especially writing skill.
- d. For other researchers, this research can give general knowledge how to improve students writing ability at narrative text.

CHAPTER II

THEORITICAL REVIEW

This chapter presents and discusses the theoretical framework, the concept of writing, the concept of narrative text, the concept of puppet media, related study, the conceptual of framework and hypothesis.

A. Theoretical Framework

2.1 Writing

Writing is not only talk about grammars and vocabularies but also of conceptual and judgment elements.⁷ Because of the difficulties, some have efforts been done to solve the problems; the purpose is to make writing became easier and more interesting to learn for students.

Allah SWT said in Al-Qur'an surah al-Alaq verse 4-5 as follows:

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning: "Who taught (to write) with the pen? Taught man what he knew not."⁸

The word "Qalam" in verse 4 and 5 of surah al-Alaq has meaning of the tool to write (pen). It means that pen is use to write, and the result of using pen is written text. By the pen (qalam). Discovery of pen and writing are greatest gifts from God. By writing, one generation can transfer their knowledge to the next generation. It shows that the tool of writing and writing

⁷J.B. Heaton, (1975), *Writing English Language*, London: Longman, p. 138.

⁸Team Pelaksana Pentashihan Mushap Al-Qur'an, (2010), *Al-Qur'an Terjemahan Paralel Indonesia Inggris*, Solo-Indonesia: Qomari, p. 597.

itself have important roles.⁹ English teacher must solve the problems faced by learners in English language. By using appropriate and interesting media in the process of teaching and learning English at class, it is expected learners will easy in receiving writing materials from teachers. The writing in this research is interested to use personal letter as media in teaching writing at class especially to write a composition in writing the narrative text.

Indirectly, Allah suggests that Allah will gives you the knowledge to the human, but it was not immediately grant, may not Allah suddenly transferring knowledge directly into our brains. However, Allah wants us to have the ability to read and write so that we can gain knowledge.

Allah SWT said in Al-Qur'an surah Al-Qalam verse 1 as follows:

بِ
نِّ وَالْقَلَمِ وَمَا يَسْطُرُونَ ۝۱

Meaning: Noon. I swear by the pen and what the angels write.¹⁰

Writing is the act putting letters, symbols, or words on paper or on computer screen. It is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper or computer. Writing is use to express and explain ideas and feeling. In addition, according Bram writing is a process of creating of meaning. It is not as simple as we imagine because we always more able to speak then to write.¹¹

Writing is usefully the described as a process; something that shows continuous change in time that should be developed and trained continuously.¹² It also supported that Writing is medium of human communication that represents language through the inscription or recording of signs and symbols action and highly complicated task.¹³ We can be say that writing

⁹M.Quraish Shihab, *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, p.99.

¹⁰Team Pelaksana Pentashihan Mushap Al-Qur'an, *Op. Cit*, p. 564.

¹¹Bram Barli, (1995), *Write Well Improving Writing Skills*, Yogyakarta: Kansius, p. 7.

¹²Christina Russell McDonald and Robert L. McDonald, (2002), *Teaching Writing: Landmarks and Horizons*, Carbondale: Southern Illinois University Press, p. 7.

¹³Naomi Flynn and Rhona Stainthrop, (2006), *the learning and teaching of reading and writing*, Chichester: Whurr Publisher Limited, p. 54.

is process that what we write is often heavily influence by the constraints or genres, and then these elements have to be present in learning activities.

Meanwhile, in other definition, that Writing is a process of discovery that involves a series of steps, without practice, and people can think that writing is difficult.¹⁴ This means that writing by known as the most complicated skill to master for language learners.

Based on the explanation above, it shows that learning writing is assume difficult and the students should develop a full understanding of the writing process so they are able to express themselves more confidently, effectively, and efficiently in order to create a piece of writing.

2.1.1 Writing Process

Writing as one of productive skill needs as a process. Harmer stated that writing process involves a series of steps to follow in producing a finished piece of writing.¹⁵ There are four main elements:¹⁶

1. Planning

Planning is the arrangement conducted to do something. The planning stage is important because at this stage lies the ideas of the process of writing.

This may involve making detailed notes.

2. Drafting

Drafting is the process of putting all ideas and thoughts in a piece of paper, which will be in the very rough form. This stage needs and editing for checking the text. It assumed as the first version of a piece of writing as a draft.

3. Editing

¹⁴John Langan, (2005), *College Writing Skills with Readings-6thEd*, New York: McGraw-Hill, p. 12.

¹⁵Jeremy Harmer, (2004), *How to Teach Writing*, Harlow: Pearson Education Limited,p.4.

¹⁶*Ibid.*

The way to revise and improve the first draft called editing by the students. Editing is essential part of preparing a piece of writing for public reading or publication. The many drafts prepared that edited or revised. Once a writer has produced a draft, she or he then usually reads what she or he has written, whether it is ambiguous or confusing. Richards and Willy stated that in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.¹⁷

4. Final draft

Final draft is the product of a piece of writing. Once the writer has edited their draft and has made the changes if any necessary in order to produce the final draft. This may look considerably different from both of the original plan and the first draft, because many things perhaps in the editing process.

2.1.2 Writing Goal

According to Hampton some of writing goals are:

1. Writers are independent when they are able to write without much assistance.
2. Writers gain comprehensibility when they can write. Therefore, that was being read, understood by them and other.

2.2 Narrative Text

Narrative text is one of genre, which taught at the eighth grade students. Anderson and Anderson stated that a storyteller usually tells narratives.¹⁸ Another definition, Clouse defined the narrative text is a kind of story either fictive of real which contains a series of events in which how the story is told and how the context is presented as aspects of the story

¹⁷Jack C.Richards and Willy A. Renaldya, (2004), *Methodology in Language Teaching*, New York: Cambridge University Press, p. 318.

¹⁸Markand Kathy Anderson, (1997),*Text Types in English 2*, Melbourne: Macmillan, p. 6.

construction.¹⁹ It should tell about an event or audience would find engaging. We might even think of our narrative as a puppet media in which the audience see hand dolls in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

From the definition above, it said that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

2.2.1 The Purpose of Narrative Text

The purpose of narrative text is to present a view of the world that entertains or informs the reader or listener.²⁰ Then, the other purposes of narrative text are to express the feelings and relate the experience, to inform the reader and to persuade the reader.²¹ It can be said that reader as if involved within story to get the pleasure.

2.2.2 Generic Structures of Narrative Text

The generic structures of narrative text are orientation, complication, and sequence of events, resolution and coda. Anderson and Anderson who argue that a narrative text includes have proposed a more detailed generic structure of a narrative text:²²

1. Orientation: the setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.

¹⁹Barbara Fine Clouse, (2003), *Patterns For a purpose: A Rhetprical Reader 3rd edition*, New York: The McGraw-Hill, p. 160.

²⁰Anderson and Anderson,*op. cit.*, p. 6.

²¹Clouse, *loc. cit.*

²²Anderson and Anderson, *op. cit.*, p. 8.

2. Complication: telling the beginning of the problem which leads to the crisis of the main participants.
3. Sequence of events: telling how the characters react to the complication. It includes be their feelings and what they do.
4. Resolution: the problem (the crisis) resolved, either in a happy or sad ending.
5. Coda: a closing remark to the story and it is optimality is consisted of a moral lesson, advice or teaching from the writers.

It shows there were some structures in narrative that must be a serious attention. They are the structures of constructing a narration. A typical narration has an opening paragraph to introduce the subject of the narration, following by telling the problems of the story, and having a conclusion that signals at the end of the story.

2.2.3 Language Features of Narrative Text

According to Anderson, the language features of narrative text are:²³

1. Nouns are identifying the specific characters and places in the story.
2. An adjective is providing accurate descriptions of the characters and settings.
3. Verb that show the actions be occur in the story.
4. Time words be connect events to tell when they occur; the use of simple past tense and past continuous tense.

It seems that narrative text has many language features. We have to identify the specific characters, places, and time in order to make the reader or viewer easy to understand the way of the story, give the adjectives to characters, and give the information about what characters will do.

²³Mark Anderson and Kathy Anderson, (1998), *Text Types in English 3*, Melbourne: Macmillan, p. 3.

2.3 Puppet Media Display

Puppet is an imitation of human form and event now including imitations of animal form. In the use of puppets media used as medium of learning by playing in a puppet show.²⁴

According to Wikipedia, there are some definitions about puppet: (1) Puppet is a small figure of a person operated with strings by a puppeteer creature: a person who is control by others and is use to perform unpleasant or dishonest tasks for someone else; (2) it is an inanimate object or representation figure animated or manipulated by a puppeteer. It is usually a depiction of a human character, and is use in puppetry, a pay or a presentation that is a very ancient from of theatre.²⁵

Based on the definitions of puppet above, it can concluded that puppet is a small figure of object such as animal, person, or fantasy things that is interesting, colorful and can be operated by someone. Students usually love to play it, they also feel better; appear fun and appealing in the eye of the beholder when they see a puppet. Because of puppet can develop puppet and creativity, it has as an important role in education. Moreover, puppet has role to increase the students' attention at the lesson it shape, colorful, form can attract the students to study more.

2.3.1 Types of Puppet

²⁴Elisabeth Cristiana, *Op, Cit*, p. 6.

²⁵<https://en.wikipedia.org/wiki/Puppet> accessed on February 21st 2017. at, 21.10 p.m.

Listed below are some of the most common and identifiable types of puppet categories, with description of each type or category:²⁶

1. Marionette is a much more complicated type of puppet that is suspended and controlled by a number of strings connected to the head, back and limbs, and sometimes a central rod attached to a control bar held from above by the puppeteer.
2. Shadow Puppet is an ancient form of [storytelling](#) and [entertainment](#), which uses flat articulated cutout figures (shadow puppets) which are held between a source of light and a translucent screen or [scrim](#).
3. Glove Puppet is a variation of hand puppets that is controlled by the hand or hands that occupies the interior of the puppet.
4. Mouth rod Puppet is controlled around a central rod secured to the head sometimes have a complete working hinged mouth but many do not.
5. Stick Puppet is a variation of puppets that is controlled by the stick that holds in the hand.
6. Finger Puppet is a type of [puppet](#) that is controlled by one or more fingers that occupy the interior of the puppet.
7. Full body Puppet is a doll often resembling a human, animal or mythical figure.

2.3.2 Puppet as a Media in Teaching Writing Narrative Text

To get an affective effort in teaching learning, the teacher should be able to use a good media especially to attract the interest of the students. The use of media needed to reach the purpose of teaching and learning and it should be various. Using a variety of media will increase the probability that the students will learn more, retain better what they learn and

²⁶Denise Anton Wright, (1990), *One Person Puppet Plays*. America: Teacher Idea Press, p. 4.

improve their performance of the skill they learn and improve their performance of the skill they expected to develop.

According to Lewis, have seven requirements to choosing the media in teaching there are:²⁷

1. Design objects select content.
2. Select approach learns experiences.
3. Select one or more appropriator formats in which to carry out the learning experiences.
4. The teacher Select physical facilities to carry on learning experience.
5. The teacher gives assigning the personal roles.
6. The teacher chooses appropriate materials and equipment.
7. Evaluating result and recommended future improvements.

Selecting appropriate media of teaching is not only using teaching media randomly without planning first but also analyzing the level of the students the appropriates of material which will be taught by the teacher. Students in learning writing must represent the need of the students, their capabilities their special interest and motivation and their styles of learning. Puppet as a medium of teaching writing is regard as central elements of the approach because it can be use as media to attract the student's interest in learning writing. The use of puppet has had dual purposes to improve teaching in writing, and to permit teacher and students to interact based on material discussed in the class. By using puppet media, the teacher will find many possibilities to enrich educational system.

One of the objectives of puppets used in teaching writing is helping the students to understand meaning of word of something. Besides, by using puppets as tools, the students can hear, see, assume, and describe something directly. It provides opportunities for them to create

²⁷J Lewis, (1973), *Types of Puppet*, London: Longman Group Ltd, p. 5.

and add variety of character, roles, and events. Therefore, with puppet media display teacher will be easier to improve student's ability in writing narrative text.

2.3.3 How to Make Hand Puppet

Here is a simple pattern for a hand puppet, human characters work well as hand puppets; For that reason, this pattern features hands and a head. This way, one color or type of fabric can be used for the puppet's body while another is use for its head and hands. Fabrics that work nicely with hand puppets are velour, felt, polyester knit, and cotton. All you need to do to create a hand puppet is:²⁸

1. Place on fold of fabric and cut two of the "body" pattern. If desired, the puppet's body can be making longer merely by lengthening the bottom edge of the pattern.
2. Place on fold of fabric and cut two of the "head" pattern.
3. Cut four of the "hand" pattern. If the fabric has a distinct wrong side, be certain to reverse the pattern when cutting two of the hand pieces. Remember that the puppet's hands need to have the thumb pointing up, towards the puppet's face.
4. Sew the head to the body along the one short seam. After sewing, press these seams open.
5. Sew the hand to the ends of each arm on the puppet's body, making certain to keep the thumb of each hand pointing up. After sewing all four hands, press each seam open.
6. With the right sides of the fabric together (seams on the outside), sew the front and back of the puppet together.
7. After sewing the two pieces together, carefully clip any curved areas and turn the puppet right side out.
8. Add final changes for each puppet character that you want to create.

²⁸*Ibid*,p. 6.

To manipulate your hand puppet, place your hand into the puppet and use whichever manipulation position is most comfortable for you. For more ideas on how to make hand puppets you can check in internet or you tube.

2.4 The Advantages of Puppet Media

Thus, from those concepts above it can be conclude that puppet media display be suitable to be use in narrative text, especially for the students that have English as their second language.

1. The use of puppet do not require a lot of time, cost and preparation is too complicated.
2. The use of puppets can motivate student interest in the reading selection or topic.
3. The use of a puppet can provide help with public speaking, especially for the shy or apprehensive student.
4. The use of puppets is beneficial to the student who prefers to learn kinesthetically. Puppet activities keep students actively engaged with hands on activities.
5. The puppet can develop the student's puppet, and make students enjoy with the subject.

2.5 The Disadvantages of Puppet Media

1. The teacher more active to demonstrating the puppet media display then the students.
2. The teacher requires to more preparation using puppet media.
3. The teacher needs to expend the money to make the puppet or to buy it.

B. Related of Study

There are some researchers did the research about English writing. One of them is a study by The Resian Andriani, English Department Facility of Language and Art at State University of Jakarta. The researcher concerned on improving students' ability to write description through puppet media in pre-writing activity in SMPN 47. This research was aimed to improve students' abilities in writing descriptive paragraph at SMPN 47. In this study, the

writer used puppet to get idea for the writings and to raise students' motivation in writing descriptive paragraph so that their writing abilities could improve through an enjoyable way. This result of the study revealed that indeed there was significant improvement in students' abilities in writing descriptive paragraph through puppet media as prewriting activity, hence almost all of the students could write descriptive paragraph correctly.

Second are Hutahaeon and Ernidawati concerned on improving students' writing achievement in the report text through puppet media. The objective was to find out the improvement of students' writing achievement in writing the report text through puppet media. This research conducted by using action research method. The subject of the research was XI IPA grade students of SMA SWASTA JOSUA MEDAN. They taught report text test, diary notes, interview sheets, questionnaire sheets and observation sheets. In analyzing data, the mean of students' score for the first competency test was 43.1, for the second competency test was 64.8 and for the third competency test was 76.3 and the total percentage of improvement from the first competency test to the third competency test was 84.1%. The conclusion is that is that through puppet media can improve the students' writing achievement in the report text. It suggested that teachers should apply puppet media as one of media to improve students' writing achievement in the report text.

C. Conceptual of Framework

Writing is the expression of language in the form; it can be paper, stone, wall and another form. The skill of writing as the demand in every aspect of life such as company and as decision in standard based curriculum in school, the students asked to be able to write on genre based. There are thirteen kinds of genre, which are descriptive text, recount text, procedure text, report text, narrative text, explanation text, discussion text, hortatory exposition text, argumentative text, spoof text, review text and anecdote text.

Base on the standard of competences and basic competence of English for junior high school, in writing, the students are able to express meaning in the form of written texts using a

written language accurately, fluently, and acceptably. To fulfill these requirements, especially in expressing a short essay of narrative text, it is very difficult for students. It is because a narrative text needs puppet and feeling to create a story. Therefore, students need some media that can stimulate their puppet to create a good narrative text.

In order to help students in getting the idea puppet to improve their ability in writing narrative texts, the teacher should have an appropriate teaching technique. One technique that can be use is using puppet media display, which has short story and can be enjoy by students. They will be attracted with the media and story and this can lead them in creating a narrative text by retelling the story. By using puppet media display, the students will know the plot of the story, and they can retell the story by writing it down. In other words, puppet media display can be used as media in teaching writing narrative texts. Besides, it can also motivate them in learning English.

These are characteristics of narrative text:

1. Orientation

In which the characters, setting and time of the story are established. Usually answers who, when, where, the example Mr. Wolf went out hunting in the forest on dark gloomy night.

2. Complication

The complication usually involves the main characters often mirroring the complication in real life.

3. Resolution

There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes, there number of complications that have to be resolved. These add sustain interest and suspense for the reader.

- a. Plot: what is going to happen?
- b. Setting: where will the story take place? When will the story take place?
- c. Characterization: who are the main characters? What do they look like?
- d. Structure: how will the story begin? What will be the problem? How is the problem going to be resolved?
- e. Them: what is the theme/message the write is attempting to communicate?

D. Hypothesis

Based on the framework, the hypothesis is the use of puppet media display can improve students' ability in writing narrative text at eighth grade students of SMP S Darul Iman Kutacane in the academic year of 2016/2017.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents and discusses the location of research, the research design, the subject of research, procedure of research, the instrument of collecting data, the scoring of writing test, and technique of data analysis.

3.1 The Location of Research

This research will be conducted at SMP S Darul Iman Kutacane. The school is located on Jl. Lawe Sumur Kutacane district South East Aceh. The reasons the researcher chose the location are because:

- a. The researcher found the problems of this research in that school.
- b. There are no researchers who have conducted research with the same title before.
- c. The location of the school is suitable to my ability, limited time, and finance.

3.2 Research Design

This research is Classroom Action Research. The study is the translation of the word in the English language research. The word research is derived from the word meaning *re*: go back "and *to search*, which means looking for.²⁹ Thus, we can understand the true meaning of the word research means looking back.

Specifically, the study is a scientific problem-solving process. The emergence of the term "Classroom Action Research" actually begins from the term "action research".³⁰ Action research is an inquiry or research in the context of business that focuses on improving the quality of the organization and its performance. This action research is conducted with the aim of developing new approaches and programs in order to solve problems that arise in the actual situation.³¹ According to Kemmis and Mc. Taggart: classroom action research is the study done to improve yourself, work experience itself, which is carried out in a systematic, planned and with an attitude of introspection. Based on the above understanding, follow-class research aims to improve and enhance the quality of learning and help to empower teachers to solve problems in class learning.



²⁹Syofian Siregar, (2014), *Statistik Parametrik Untuk Penelitian Kuantitatif*, Jakarta: Bumi Aksara, p. 7.

³⁰Masnur Muslich, (2010), *Melaksanakan PTK (Penelitian Tindakan Kelas) itu Mudah*, Jakarta: Bumi Aksara, p. 7.

³¹Syofian Siregar, (2014), *Statistik Parametrik Untuk Penelitian Kuantitatif*, Jakarta: Bumi Aksara, p. 14.



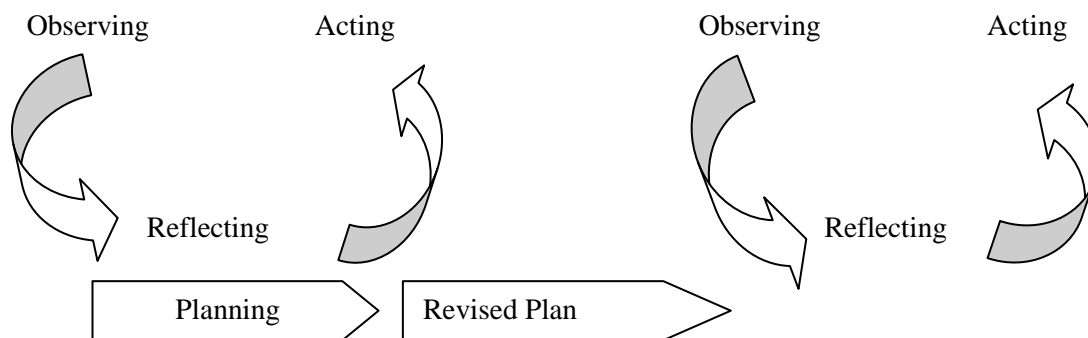


Figure 3.1

Kemmis' Action Research Design

Based on Kemmis' action research design above, the writing adapter from the research design from cycle 1 to cycle 2 designed by Kemmis, as follows:

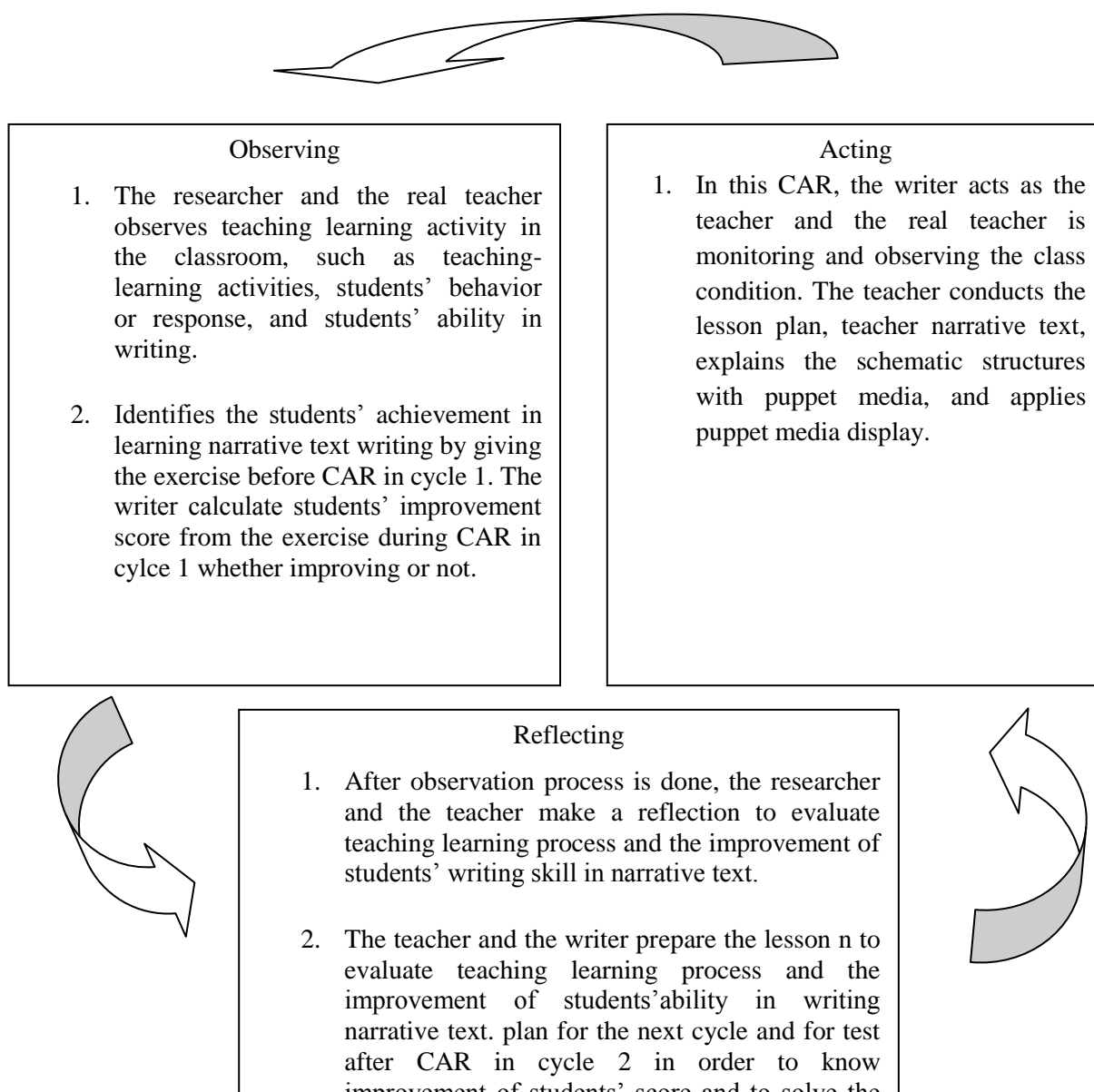


Figure 3.2

Figure 3.2

The Writer's Classroom Action Research Procedure Adapted Cycle 1

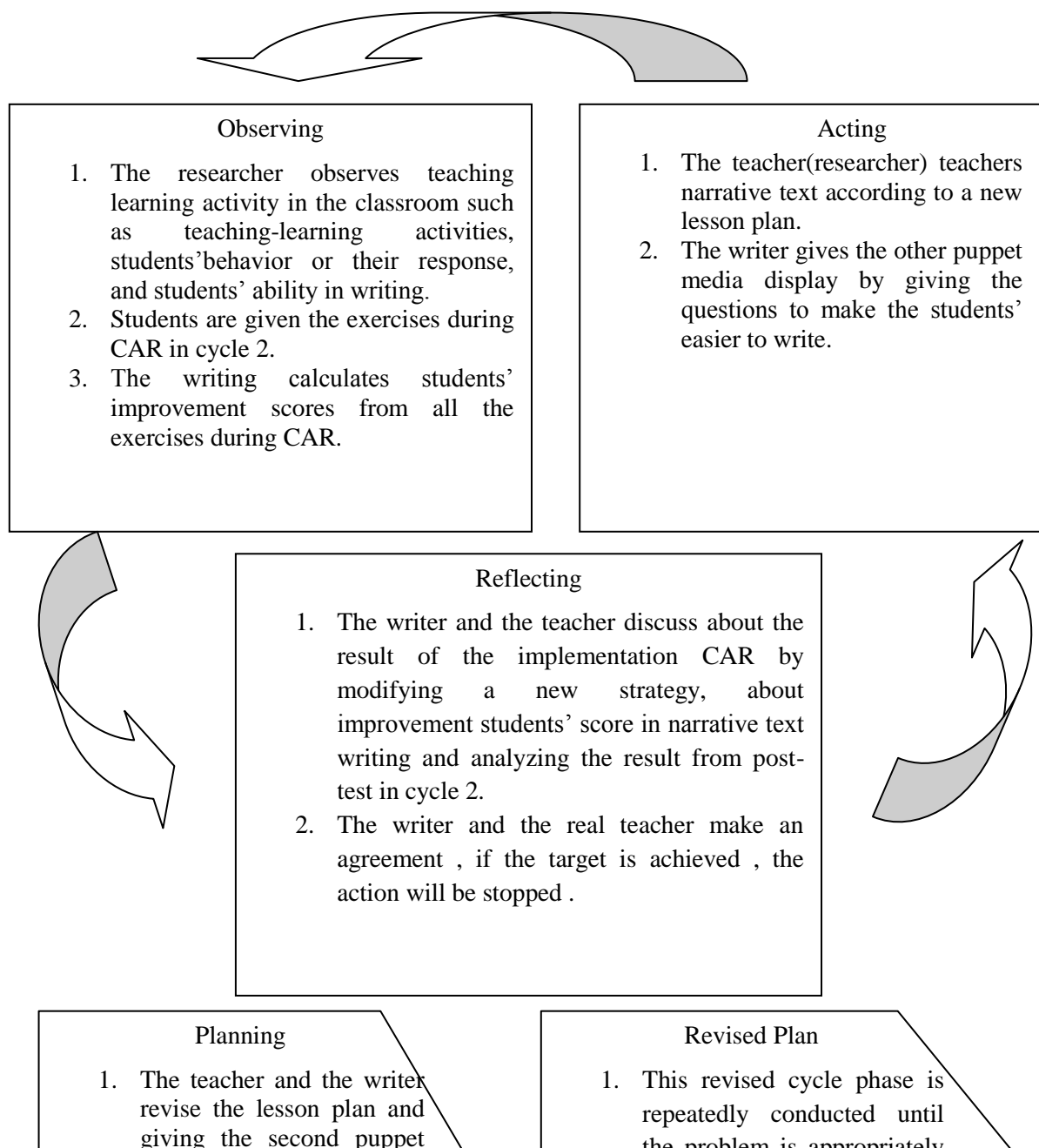


Figure 3.3

The Writer's Classroom Action Research Procedure Adapted Cycle 2

3.3 The Subject of the Research

The subject of the research of this study was eight grade of SMP S Darul Iman Kutacane Jl. Lawe Sumur Kutacane district South East Aceh academic years 2016/2017 consist of 36 students. Researcher chosen this subject because the students in this class mostly had difficulties in writing, so that the students needed to improvement in writing.

Table 3.1

The Table of the Subject

No	Class	M	F	Total
1.	VIII-A	19	17	36

3.4 The Procedure of Research

The process of doing the treatment was been done in two cycles that consist of fourth meetings. The first cycle consisted of four phrases namely planning, action, observation, and reflection.

3.4.1 First Cycle

The writer is conducting based on the problems that found in pre-test. In the pre-test, it found that students are difficult to write narrative text and even they do not know that produce cycle 1 conducted from meeting 1 until meeting 2.

1. Planning

Planning is arrangement for doing something. In planning, it considered everything that is relate to the action that was been done and it is prepared everything that will be needed in teaching and learning process.

- a. Preparing lesson plan.
- b. Preparing the media (picture or other).
- c. Preparing writing test.
- d. Preparing document study.

2. Action

Action means the process of activity done. Action is the implementation of planning. On the other hand, action is guide by planning that been made formerly. There are some activities in action, they are:

- a. The teacher explains the topic.
- b. The teacher gives some media (picture or other) to students.
- c. The teacher asks the students to observe the picture and build up the sentence to describe it.

3. Observation

Observation was been aimed at finding out the information that is used to be evaluated and was the basic reflection. Therefore, doing the observation must be carefully. In observation, the researcher records every action, comment, felling and certain behavior that appear during writing narrative text. The attitudes of the students while doing their writing narrative text.

4. Reflection

Reflection is the evaluation of the action that has done. In reflection, the data about process, problem and difficulties that will be found. It is continuo by reflection toward the effect of action. The arrangements were:

1. Teacher asks the students to collect their work and gives them score (evaluation).
2. Next action (the researcher revise the plan for the next cycle).

3.4.2 Second Cycle

The researcher conduct based on the problem that found in pre-test. In the pre-test, it is find that students difficult to write narrative text and even they don't know what way to write the text, cycle 2 will be conducted with meeting 3 and 4.

1. Planning

Planning is arrangement for doing something. In planning, it is considered everything that is relate to the action that be done and it is prepared everything that will be needed in teaching and learning process.

1. Preparing lesson plan.
2. Preparing the media (picture or other).
3. Preparing writing test.
4. Preparing document study.

2. Action

Action means the process of activity that done. Action is the implementation of planning. On the other hand, action is guide by planning that has made formerly. There are some activities in action, they are:

- a. The teacher explains the topic.
- b. The teacher gives some media (picture or other) to students.
- c. The teacher asks the students to observe the picture and build up the sentence to describe it.

3. Observation

Observation will be aim at finding out the information that used to evaluate and was the basic reflection. Therefore, doing the observation must be carefully. In observation, the researcher records every action, comment, feeling and certain behavior that appear during writing narrative text. The attitudes of the students while doing their writing narrative text.

4. Reflection

Reflection is the evaluation of the action that has done. In reflection, the data about process, problem and difficulties that will be found. It is continue by reflection toward the effect of action. The arrangements were:

- a. Teacher asks the students to collect their work and gives them score (evaluation).
- b. Next action (the researcher revise the plan for the next cycle).

The Classroom Action Research (CAR) procedure used in this research is Kemmis' design. It consists of two cycles in cycles in which each cycle contains four action research components: planning, acting, observing, and reflecting.³²

3.5 The Instrument of Collecting Data

The data will collect by using writing test, observation and interview. The test use to collect the quantitative data and the observation, interview will be implementation to gather the qualitative data.

1. Test in writing form

Test is a spate of questions or training as well as means of others who used to gauge the skills, intelligence of knowledge skill or talent owned by an individual or group.³³ The test will use by writer are pre-test and post-test. This measuring instruments is usually consisted of a

³²David Kember, (2000), *Action Learning and Action Research*, London: Kogan Page Ltd, p. 24-28.

³³*Ibid.*, p. 193.

set of questions that is raised to each subject to know how far someone's knowledge about something or material. In this case, the researcher used easy test to measure the student's ability in writing.

2. Interview sheet

According to Schmuck, that interview is a conversation between the teacher-researchers and the participants in a study of where the teacher asking questions to participants.³⁴ In this case, interview was conduct of someone to get some information about the student's ability to build up narrative text.

3. Document study

A documents study is anything written that contains information serving as proof. Document study includes some media, such as photo, diary notes that related to research focusing.

4. Observation sheet

Observation is fundamental all of sciences.³⁵ Observation is an action to watch carefully. The researcher observed by watching the teaching and learning activities in the classroom during the class took place. How teachers taught and how student's response were became the object of the observation.

5. Diary Notes

Diary notes written down the situation when teaching and learning process were been done. The diary note will be use to know all the student's activities, difficulties interest during the teaching and learning process.

³⁴Mertles, Craig A, (2014), *Penelitian Tindakan Kelas*, Jakarta Barat: PT Indeks, p. 13.

³⁵Rumengan, Jemmy, (2010), *Metode Penelitian dengan SPSS*, Batam: Uniba Press, p. 51.

3.6 The Scoring of Writing Test

In scoring the test of this research, the researcher applied the writing scoring technique recommended by Jacobs *et al.* Scoring technique of writing is the question and the answer are given to the students in writing form. The technique applied five indicators of the writing narrative paragraph. The five indicators are content, organization, vocabulary, language use and mechanics.³⁶

a. Content

Scoring the content is base on the students' ability to write their ideas and information in the form of logical sentences.

b. Organization

Organization refers to the students' ability to write their ideas and information such a good logical order to topic and supporting sentences are clearly stated.

c. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use synonym, antonym, prefix, and suffix exactly.

d. Language Use

Language use refers to the students' ability in writing the sentence, simple, complex and compound correctly and logically. It also refers to the ability to use agreement in the sentence and some other words such as noun, verb, and time signal.

e. Mechanics

³⁶Sara Chusing Weigle, (2002), *Assessing Writing*, United Kingdom: Cambridge University Press, p. 144.

Mechanics refers to the students' ability to use words appropriately and function correctly, such as punctuation and spelling. Paragraph and text can read correctly.

For all components, students got the score 100 points, in which the score for content is 30 points, organization is 20 point, vocabulary is 20 point, language use is 25 point, and mechanism is 5 point.

Table 3.2

The scoring of writing narrative text as the following:³⁷

Components	Point	Criteria
Level		
1. Content		
Very good to excellent	27-30	Clear main idea through the development of main idea, detailed and substantive, all material relevant to main idea.
Average to good	22-26	Limited development of the main idea to assigned the topic, lack of detailed and support.
Poor to fair	17-21	The limited of knowledge the subject and little substance in adequate of the development topic.
Very poor	13-16	Does not show knowledge of subject, non substantive or not enough to evaluate.

³⁷*Ibid*,p. 115.

2. Organization		
Very good to excellent	18-20	Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion for latter, logical sequencing, well paragraph with topic sentence, expressing only one main idea.
Average to good	14-17	Paragraph, but not always logically or choppy, loosely organized but main idea stands out.
Poor to pair	10-13	The students confusing of idea and disconnected, lack logical sequencing or development, paragraph unclear or non-existent.
Very poor	7-9	The students no paragraphing or organization not enough to evaluate.
3. Vocabulary		
Very good to excellent	18-20	Sophisticated range, effective word or idiom choice and usage, appropriate register.
Average to good	14-17	The students who adequate range,

<p>Poor to fair</p> <p>Very poor</p>	<p>10-13</p> <p>7-9</p>	<p>occasional errors of word or idiom form, choice and usage.</p> <p>Limited range, frequent errors of words idiom form, choice and usage.</p> <p>The students have little knowledge of English vocabulary, idiom, or enough to evaluate.</p>
<p>4. Language Use</p> <p>Very good to excellent</p> <p>Average to good</p> <p>Poor to fair</p>	<p>22-25</p> <p>18-21</p> <p>11-17</p>	<p>The student's who effective complex instruction, few error of agreement, tense and number, article, pronoun, and preposition.</p> <p>Effective but simple instruction, minor problem in complex construction, several error of agreement, tense, article, preposition, and pronoun but meaning seldom secured.</p> <p>Major problem in simple construction, frequent errors of negation, agreement, tense, article, number, word order, pronouns, preposition and fragment, meaning something obscured.</p>

Very poor	5-10	The students who virtually no sentence construction rules, dominated by errors, obscured meaning and not enough to evaluate.
5. Mechanism		
<p>Very good to excellent</p> <p>Average to good</p> <p>Poor to pair</p> <p>Very poor</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p>	<p>Demonstrate mastery of convention, few errors of spelling, unction, capitalization, and paragraphing.</p> <p>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</p> <p>The frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.</p> <p>The students who no mastery of conventions, error of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.</p>

3.7 Technique of Data Analysis

The analysis qualitative data used to measure data from observation and interview, while the analysis of quantitative data is used to measure data from test. In analyzing, the data related of the student is writing skill, the researcher used analytical scoring rubric adapted rom Jacob *set al.*³⁸

In analyzing numerical data, the writer finds out the average of student's witting score per action one cycle. It uses the formula:

$$\bar{x} = \frac{\sum x}{N} \times 100 \%$$

\bar{x} : The mean of students score

$\sum x$: The total score

N : Number of students

Next to, categorize the number of students who were competent in narrative text writing, the following formula is applied.

$$P = \frac{R}{T} \times 100 \%$$

Where:

P : The class percentage

R : The total students who passed the KKM

T : The total number of the students

CHAPTER IV

DATA AND DATA ANALYSIS

This chapter presents and discusses about the description and data analysis.

4.1 The Data

³⁸Sara Cushing Weigle, (2002), *Assesing Writing*, Cambridge: Cambridge University Press, p. 116.

The data that used in this research are qualitative and quantitative data. The qualitative data was taken from the observation, documentation, and questionnaire. Meanwhile, the quantitative data was taken from the tests that conducted in each cycle. This research conducted only in one class that consists of 36 students. This research accomplished in two cycles. Each cycle was consisted of four steps, namely planning, action, observation, and reflection. The first cycle including pre-test conducted in two meeting and the second cycle conducted in two meeting. In the last meeting of each cycle, the research gave the post-test to the students to see the students' ability in writing narrative text.

4.1.1 The Quantitative Data

The quantitative data was taken from the tests. The test-were consisted of pre test and post-test. The pre test was given before giving the treatment to the students and the post-test was given in the last meeting of each cycle. The result of the students' score can be seen in the following table.

Table 4.1

The Score of Students in Pre-Test and Post Test I and Post Test II

No	Name of students	Pre- Test	Post Test I	Post Test II
1	Ahmad Hidayah	70	81	92
2	Aida Sholeha	48	72	81
3	Asrap Maulana	52	62	68

4	Budi Muhsaini	63	72	74
5	Bulian Selian	56	65	70
6	Elvi Khairiyah Zahrani	40	60	80
7	Erni Mega Selvia	72	75	80
8	Farah Diba	49	60	87
9	Farhan Ibrahim	70	72	81
10	Fikri Zulwana Bancin	52	60	68
11	Husni Ahmad	68	82	85
12	Izhar Sapawi Lingga	46	65	68
13	Jamiatun Rahmah	65	68	85
14	Jumaro Abror	42	65	79
15	M. Reza Muji Hapiz	72	84	90
16	Muhibbuttibri	65	69	87
17	Laksamana Al Pandira	60	65	75
18	Natijah Usmaini	64	68	92
19	Nurpaiza	72	75	85
20	Pandi Akbar	64	72	84
21	Putri Rizky	70	75	80
22	Rapi Jaya Risno	65	80	90
23	Rayhan Naysila Jannah	72	85	96
24	Rezi Pikardi	48	62	88

25	Ruli Ariangga	53	64	79
26	Roki Rahmad	48	69	81
27	Rini Maya Putri	65	72	80
28	Sahri Wulan Dari	73	85	96
29	Samsiah Sani	70	80	83
30	Sauma Fitrah	75	78	85
31	Sartina Maya Sari	70	78	82
32	Suherni	65	69	84
33	Vajri Man Syah	52	68	70
34	Wawan Juliandi Setiawan	72	88	90
35	Wilda Khaira	60	72	88
36	Yudha Hanapiah	64	69	78
Total		$\sum x$ = 2212 $\tilde{x} = 61$	$\sum x$ = 2586 $\tilde{x} = 72$	$\sum x$ = 2961 $\tilde{x} = 82$

4.1.2 The Qualitative Data

The qualitative data was taken from observation sheet, interview, and document and diary notes.

1. Observation Sheet

Observation sheet was used to measure the level of the students' activities was during teaching learning process. The observation was focused on the situation of

teaching learning process in which puppet media display was applied students' activities and students' behavior in writing narrative text.

From the observation sheet, the researcher noted that the students were active and enthusiastic in learning narrative text by using puppet media display.

2. Interview

The interview was been done before conducting the first cycle. It was found out that the teacher's problem in teaching narrative text were lack of strategy, method and media in teaching. The interview also found the students' difficulties in writing narrative text such as lack of vocabulary, error grammar, make a good content, language use, confused in generic structure, etc. Interview also done conducted to the English teacher and some students who got low and high value.

3. Diary Notes

The diary notes in order to know all things that contained the writers' personal evaluation about the activities in the class. In the cycle I, the students were enthusiastic to follow teaching learning process, but some of them make noise in the class, not focus. The students were interested in puppet media, but in English time, most of students did not bring dictionary, additional material from any source to support their learning. They have difficult in understanding and write the good narrative text. In cycle II, the students paid more attention to do their work and almost all the students brought dictionary. They could be the best much better than in cycle I.

4.2 Data Analysis

The data analysis was analyzed from the quantitative data and quantitative data.

4.2.1 Quantitative Data

The score of students' improve was better from one cycle to another cycle through puppet media display. They were tested third time namely pre-test, post test in cycle I, post-test in cycle II. The researcher gave essay test to the students in the end of each cycle. From entire test and the teaching learning process conducted, it were found that students' score kept improving from pre-test until post-test II. The students' score in pre-test was lower than the post-test I, the post-test I was lower than post test II. The data analysis as follow:

Table 4.2

The Score of Students in Pre-test

No	Initial Names of Students	Students Score
1	AH	70
2	AS	48
3	AM	52
4	BM	63
5	BS	56
6	EKZ	40
7	EMS	72
8	FD	49
9	FI	70
10	FZB	52
11	HA	68
12	ISL	46
13	JR	65

14	JA	42
15	MMH	72
16	MH	65
17	LAP	60
18	NU	64
19	NP	72
20	PA	64
21	PR	70
22	RJS	65
23	RNJ	72
24	RP	48
25	RA	53
26	RR	48
27	RMP	65
28	SWD	73
29	SS	70
30	SF	75
31	SMS	70
32	SH	65
33	Vajri Man Syah	52
34	WJS	72
35	WK	60
36	YH	64
Total		2212

Mean	61
Minimum Score	42
Maximum score	73

From the table test, the total score of the students was 2212 and the number of students who took the test was 36, so the mean of students was:

$$\tilde{x} = \frac{\sum X}{N}$$

$$\tilde{x} = \frac{2212}{36} = 61$$

From the analysis above, the student's ability in writing narrative text was still low. The mean of students was 61. The number of the students who were competent in writing test was by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P = \frac{29}{36} \times 100\% = 80.55\%$$

$$P = \frac{7}{36} \times 100\% = 19.44\%$$

Table 4.3

The result of students writing score in Pre-Test

No	Criteria	Frequency	Percentage
1	Below KKM (Score < 70)	29	80.55%
2	Passed KKM (Score 70-80)	7	19.44%

3	Passed KKM (Score>80)	--	
	Total	36	100%

Based on the result of pre-test, the data showed that the mean of pre test was 61. There was only 7 students or 19.75%, who derived the score above the criterion of minimum completeness (KKM). Meanwhile, the 29 or 80.55%, others were under from the criterion. The lowest achievement gained score was 42.

After analyzing the result of preliminary study in the pretest, it can be said that most of students at the eighth grade of SMP S Darul Iman Kutacane had difficulty in writing narrative text. It showed that the result of the pretest that there were 29 students did not pass the KKM. Thus, it needed to find out the solutions to solve this problem. The researcher used puppet media display. The action needed to improve students' ability in writing narrative text. The action research conducted in two cycles. Every cycle was followed the procedures of action research such as planning, acting, observing and reflecting.

4.2.2.1 Finding of The First Cycle

1. Planning

Planning is the first stage in the class action research. Planning was made based on the diagnosed problem faced by students toward writing narrative text taken from

interview with English teacher. When the researcher and the collaborator planned the procedure in the class action research, the researcher prepared the teaching material in the classroom, and developed teaching procedure through the activity of students in the classroom. The writer prepared the instruments of the research. The instruments of the research are observation sheet, interview and diary notes.

2. Acting

The action of the cycle 1 was done on Friday, March 24th 2017 at 07.00 am – 08.10 am and on Friday, March 31th 2017 at 07.00 am – 08.30 am. This was the first acting in the implementation of Classroom Action Research. In this cycle, there were two meetings. The research implemented the teaching learning process based on the lesson plan, which was made by the research. In this phase, the researcher was teaching in the classroom as an English teacher. In addition, the real English teacher was monitoring and observing the researchers' teaching.

In the first meeting, the researcher taught the narrative text using puppet media display. The researcher explained the definition and social function first, and then explained the generic structure and language structure of narrative text. Then, the researcher gave the puppet media display “The rabbit and the bear” because just had a limited time and wanted to explain the material for the students to make narrative text by using puppet media display. In this cycle, the researcher taught narrative text using puppet media display because the theme was fable. She connected the material by using puppet media display. After that, researcher gave the first story of narrative text “The rabbit and the bear”. After the researcher display the puppet media, she gave the exercise by spreading the worksheet to the students. Finally, the students made the story

of narrative text about “Cinderella” in 40 minutes consist of at least three (3) paragraphs.

In the second meeting, the teacher reviewed the material. Next activity was the same as in the first meeting. She gave the second of story in narrative text “The lion and the mouse”. The students had to rewrite or retell of the narrative story on the worksheet. During watching the puppet media display, the students had to make the review that the researcher gave before, so that the students were to remember the story when they started to write the narrative text.

3. Observing

This is the third stage in the class action research. In this stage, the researcher observed students’ performance in the teaching and learning, especially when the students were writing the assignment. In this cycle, the students asked the researcher about the translation from Bahasa to English. How to write the sentence of the puppet media review, what verb that have been used in writing narrative text.

In addition, the collaborator helped the writer to observe the teaching and learning activity. In this cycle, the enthusiasm of the students in learning process was good because the researcher provided the good class and students’ condition by using game before the students started the material (See Appendix 7). The students also were active role in the class. They gave their idea about the story of narrative text or puppet media and discussed it with their friend. However, they were still shy to ask the researcher about the material.

In this phase, the observer also observed the teaching learning process through post-test I. The result of post-test I showed that the mean score of the class derived 72

in which there were 21 students who passed the Minimum Mastery Criterion (KKM) 70 (seventy). The following were the detail results of test used in the first cycle:

Table 4.4

The Score of Students in Post Test I

No	Initial Names of Students	Students Score
1	AH	81
2	AS	72
3	AM	62
4	BM	72
5	BS	65
6	EKZ	60
7	EMS	75
8	FD	60
9	FI	72
10	FZB	60
11	HA	82
12	ISL	65
13	JR	68
14	JA	65
15	MRMH	84
16	MH	69
17	LAP	65
18	NU	68

19	NP	75
20	PA	72
21	PR	75
22	RJS	80
23	RNJ	85
24	RP	62
25	RA	64
26	RR	69
27	RMP	72
28	SWD	85
29	SS	80
30	SF	78
31	SMS	78
32	SH	69
33	VMS	68
34	WJS	88
35	WK	72
36	YH	69
Total		2590
Mean		72
Minimum Score		60
Maximum score		88

In the post-test I, the total score of the students was 2590 and the number of students who took the test was 36, so the mean of students was:

$$\tilde{x} \frac{\sum X}{N}$$

$$\tilde{x} \frac{2590}{36} = 72$$

From the analysis above, the student's ability in writing narrative text was still low. The mean of students was 72. The number of the students who were competent in writing test was by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P = \frac{15}{36} \times 100\% = 41.66\%$$

$$P = \frac{21}{36} \times 100\% = 58.33\%$$

Table 4.5

The result of students writing score in Pos-Test I

No	Criteria	Frequency	Percentage
1	Below KKM (Score < 70)	15	41.66%

2	Passed KKM (Score 70- 80)	13	58.33%
3	Passed KKM (Score>80)	8	58.33%
	Total	36	100%

From the data above, the improvement was low enough. There were many students who still not finished yet their test on time and there were some students who still confused and have difficulties in writing narrative text with by using puppet media display. There were several students who did not know about the way to write narrative paragraph and still made a mistake when students produces the sentence using puppet media. Besides that, the classroom condition was noisy. It showed that were some students who were not ready to learn of narrative text using puppet media because they were still walking around the class whiles the teacher conveyed the material in print of the class. Went the students did the writing assignment, they were also noisy in the class. Thus, the write continued the action to the next cycles.

4. Reflecting

Based on the result in teaching and learning narrative text using puppet media in the cycle I, the researcher and collaborator discussed the conclusion that were taken from the cycle I. The conclusion is:

- a. There were some students who had finished yet their assignment, it was caused the time was not enough.
- b. Some students still got difficulty to make a narrative text using puppet media.

4.2.2.2 Finding of the Second Cycle

1. Planning

In this phase, the writer made a plan for the action based on the problems faced by the students in the previous cycle. The researcher solved the problem above by adding the time to write. Fortunately, the next subject teacher gave the students an additional teaching time. To solve the problem of the students' difficulty to make a narrative text, the researcher monitoring the students and helps them to make them easy to do the task. The researcher also prepared the post-test two for the students, observation and documentation. Besides that, the teacher prepared the narrative text material by using puppet media display in two meeting. The researcher and the collaborator planned this action research the result of the students' writing in the first cycle was still low. It can be seen in the result of students' writing only 21 students or 58.33% who passed the KKM from 36 students in the class.

2. Acting

The action of the second cycle was done on Friday, March 7th 2017 at 07.00 am – 08.10 am and on Saturday, April 15th 2017 at 07.00 am – 08.30 am. In first meeting, the researcher was teaching narrative text by using puppet media. The teacher also prepared a narrative story about "Lion and the mouse".

As usual, the teacher made the students' condition in order to do not make a noise in the class, ready to learn the material also focused on the material and teacher' explanation. The teacher explained about how to make narrative text using puppet media to the students that still confused and felt difficult when they got bad score in writing test. The teacher also trained students to make narrative paragraph by using puppet media.

3. Observing

In this phase, when the teacher taught in the class, she observed the students' activities. In the cycle two, it was almost still the same as cycle one. The students were noisy when they wrote the test. They still asked the researcher about English translation because they were too lazy to bring the dictionary. Besides that, they were still active to give their idea about the puppet media display and enthusiast to follow the learning process. They also were felt bored by doing the assignment in every meeting, so they did have question to the teacher. In this phase, the observer also observed the teaching learning process through post-test I and post test II.

Table 4.6

The Score of Students in Post Test II

No	Initial Names of Students	Students Score
		Score
1	AH	92
2	AS	81
3	AM	68
4	BM	74
5	BS	69
6	EKZ	80
7	EMS	80
8	FD	87
9	FI	81
10	FZB	68
11	HA	85

12	ISL	68
13	JR	85
14	JA	79
15	MRMH	90
16	MH	87
17	LAP	75
18	NU	92
19	NP	85
20	PA	84
21	PR	80
22	RJS	90
23	RNJ	96
24	RP	88
25	RA	79
26	RR	81
27	RMP	80
28	SWD	96
29	SS	83
30	SF	85
31	SMS	82
32	SH	84
33	VMS	69
34	WJS	90
35	WK	88
36	YH	78

Total	2959
Mean	82
Minimum Score	68
Maximum score	96

In the post-test II, the total of the students was 2961 and the number of students who took the test was 36, so the mean of the students was:

$$\tilde{x} \frac{\sum X}{N}$$

$$\tilde{x} \frac{2961}{36} = 82$$

From the analysis above, the student ability in writing narrative text was improves. It can be seen the mean of students was 82. The number of the students who were competent in writing narrative test calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P = \frac{5}{36} \times 100\% = 13.88\%$$

$$P = \frac{31}{36} \times 100\% = 86.11\%$$

Table 4.7

The result of students writing score in Pos-Test II

No	Criteria	Frequency	Percentage
1	Below KKM (Score < 70)	5	13.88%
2	Passed KKM (Score 70- 80)	8	86.11%

3	Passed KKM (Score>80)	23	86.11%
	Total	36	100%

Based on the data above, the average students' writing achievement on this cycle is 82 and there were 32 students passed the KKM or 86,11% students. On the other hand, there were 13.88% students who did not pass the KKM or 5 students. From the result of this cycle, the writer stopped this research and would not continue to the next cycle.

4. Reflecting

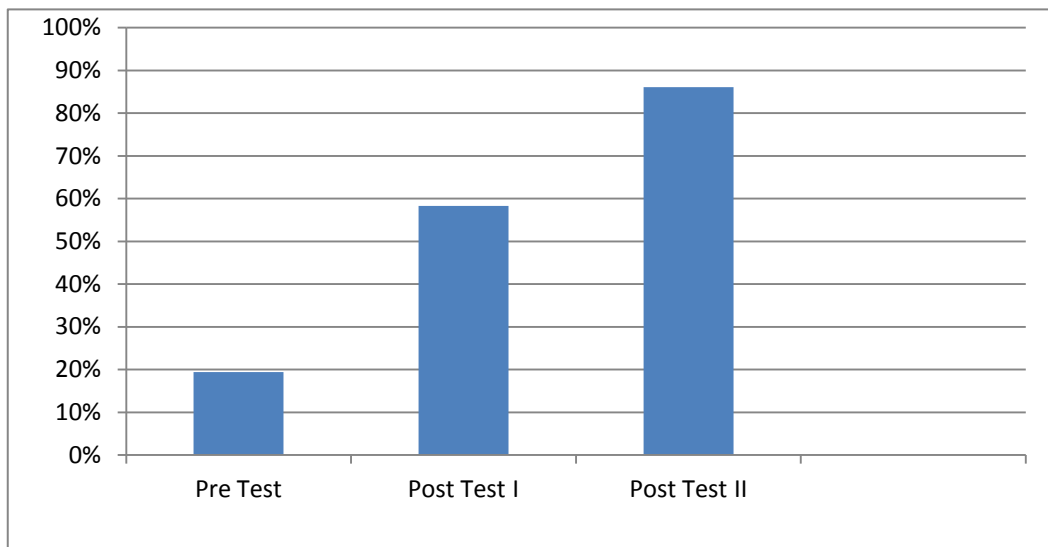
The reflection was carried out after gaining the score result of writing test. The researcher and English teacher felt satisfied in as much their made efforts to improve the students' writing skill in narrative text and could explore their idea easily through puppet media. Their improving scores proved it from the pre-test to post-testII.

According to the result of evaluating between the researcher and the collaborator, it could be assumed that the implementation of CAR by using puppet media display to improve the students' ability in writing narrative text was appropriate with the planning that had been discussed by the researcher and the real teacher or collaborator previously. In the case, each section was a planned as good as possible in order to the writing activities could be accomplished well.

From the all the calculations above, the diagram of students percentage could be seen from the diagram below:

Figure 4.1

The improvement of Students' Score from Pre Test, Post Test I, Post Test II



CHAPTER V

CONCLUSION AND SUGGESSTION

After accomplishing the entire steps of the classroom action research, the researcher made the conclusion and suggestion based on the result of this research.

5.1 Conclusion

Based on the result of the research, it could be that the teaching writing narrative text by using puppet mediadisplay could develop the students' ability in writing narrative text, especially for the students at the eighth grade SMP S Darul Iman Kutacane in Academic Years 2016/2017. So the conclusion is:

1. Students' ability in writing narrative text by using puppet media display got improvement. It was supported by the significant by the different result of the pre-test, before the researcher applied the media the students percentagewas lower (19.44%), than the post test I in the first cycle was (58.33%) and the post test II in the second cycle was (86.11%).
2. The application of puppet media display could be increased the students' ability in writing narrative text. It could be seen from the process of improving students' writing in every cycle and could be seen from the increase students' mean score among preliminary study, firs cycle, and second cycle in chapter four. The students' writing score achieve the target of the Minimum Mastery Criterion- Kariteria Ketuntasan Minimum (KKM), which was categorized as high level in cycle two.

By applying puppet media display in teaching and learning, it makes students get lot of new thing in overcoming difficulties making a narrative text. The new thing is such that students can learn more independent practice because of the application of this media only teacher acts as a facilitator, while the students is required to learn to be searched based on the use of instruction media. So they really enjoy when given a task to write a narrative text.

5.2 Suggestion

The finding of this research showed the improvement of the students' writing narrative text. There are some suggestions offered to improve a better skill in education.

The suggestions are:

1. To English teacher, they are suggested to use puppet media in teaching writing narrative text because this media can help stimulated students' imagination of the students writing narrative text, especially of puppet media display can using a variety of media that can improve the students' ability to get information, idea, making an outline, and finally write the information in the form of writing or good essay. And this media also can make students more active, feel enjoy and not get bored during the process of teaching and learning in the classroom.
2. To the students, they are suggested to follow this media because they are trained to be more active and the students keep writing text which use increasing vocabulary and students should give attention to the teacher explanation and always practice this media with other material especially in writing other kinds of text in order to develop and increase the students ability and their interest in learning English.
3. To the reader, who are interested for furthermore study (students university) related to this research should explore the knowledge to enlarge their understanding about how to improve writing narrative text and search another references.

REFERENCES

- Anderson, Mark, and Kathy. *Text Types in English 2*. Melbourne: Macmillan. 1997.
- Anderson, Mark, and Anderson Kathy. *Text Types in English 3*. Melbourne: Macmillan. 1998.
- Barli Bram. *Write Well Improving Writing Skills*. Yogyakarta: Kansius, 1995.
- Clouse Barbara Fine. *Patterns For a purpose: A Rhetorical Reader 3rd edition*. New York: The McGraw-Hill. 2003.,
- Craig A Mertles. *Penelitian Tindakan Kelas*. Jakarta Barat: PT Indeks. 2014.
- Cristiana Elisabeth. *Penggunaan Media Boneka dalam Pelaksanaan Bimbingan Karier di Sekolah Dasar*. 2012.
- C. Richards Jack and Willy A. Renaldya. *Methodology in Language Teaching*, New York: Cambridge University Press, 2004.
- Flynn Naomi and Rhona Stainthrop. *The learning and teaching of reading and writing*. Chichester: Whurr Publisher Limited. 2006.
- Heaton J. B. *Writing English Language*. London: Longman. 1975.
- Harmer, Jeremy. *How to Teach Writing*. Harlow: Pearson Education Limited. 2004.
- Langan, John. *College Writing Skills with Readings*-6th Ed. New York: McGraw-Hill. 2005.
- Jemmy Rumengan. *Metode Penelitian dengan SPSS*. Batam: Uniba Press. 2010.
- Kember David. *Action Learning and Action Research*. London: Kogan Page Ltd. 2000.
- Lewis J. *Types of Puppet*. London: Longman Group Ltd. 1990.
- Robert L. McDonald and Christina Russell. *Teaching Writing: Landmarks and Horizons*. Carbondale: Southern Illinois University Press. 2002.
- M. Quraish Shihab. *Tafsir al Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*.
- Muslich Masnur. *Melaksanakan PTK (Penelitian Tindakan Kelas) itu Mudah*. Jakarta: Bumi Aksara. 2010.
- Rumengan Jemmy. *Metode Penelitian dengan SPSS*. Batam: Uniba Press. 2010.

SiregarSyofian. *Statistik Parametrik Untuk Penelitian Kuantitatif*. Jakarta: Bumi Aksara. 2014.

Team Pelaksana Pentashihan Mushap Al-Qur'an, *Al-Qur'an Terjemahan Paralel Indonesia Inggris*. Solo-Indonesia: Qomari. 2010.

Wright Anton Denise. *One Person Puppets Plays*. America: Teacher Idea Press. 1973.
Web Site:

<https://en.wikipedia.org/wiki/Puppet>, February, 21st 2017.

