# ENGLISH COMMUNICATION COMPETENCY IMPROVEMENT ON SPOKEN AND WRITTEN NARRATIVE TEXT THROUGH "VCD CUTTING" MEDIA ATMTS PPMI ASSALAAM

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## Abstract

This is a classroom action research. Its title was English Communication Competency Improvement on Spoken and Written Narrative Text Through "VCD Cutting" Media inMTs PPMI Assalaam Sukoharjo. The aim of this action research was to improve students' English learning result. The learning process was implemented with two cycles (modes), spoken and written English. Each cycle covered four steps, namely "Building Knowledge of the field, "Modeling Text", "Joint Construction of the Text"and "Independent/ Individual Construction of the Text. The implementation of these steps wasdivided into 3 cycles in action research, cycle I, II and III. Each cycle covered: Planning, Implementation, Observation and Reflection. The research area covered: 1) Genre: Narrative Text for students of Grade VII Language Program, semester 1. 2) The problems proposed: How to improve students' creativity, activities, and scores to express and response meaning in monolog text in spoken and written accurately and acceptably on narrative text. This research is for students ofMTs PPMI Assalaamgrade VIII. Motivation and scientific attitude was measured with questionnaires. Activities and skill process to communicate in spoken and written were measured with rubric assessment when they presented their group work of narrative reaching the Joint Construction of the Text. It was typed in Power Point completed with animation, sound, color, the depth of the material and "VCD Cutting". Cognitive domain was measured with pre-test and post-test. The results of the research were as follows: The result of the test in cycle I was 63 $\subseteq$ SKBM (School Passing Grade 64), it didn'tfulfill the action achievement indicator. In cycle II, III fulfilled the action achievement indicator $\supseteq$ SKBM(School Passing Grade 65). The students' average score were 71 in Cycle II and 79 in cycle III. Students' motivation and sciencetific result fulfill the achievement indicator. There were 26 out of 30 students gave positive response by stating agree towards the questionnaires so there were only 4 students who didn't agree with the questionnaires. The average score in cycle II on the spoken group workpresentation was 84 $\supseteq$ 65 and on the written group work presentation was 84 $\supseteq$ 65 and this result really fulfilled the result of an action research. In cycle III the students' average score on the independent/ Individual Construction of Text was 70 which meant $\supseteq$ the school passing grade 65. It meant that it fulfilled the achievement Indicator.

**Keywords***: Junior High School, English Learning on Narrative Text, VCD Cutting.*

## 1. Introduction

The implementation of the 2013 curriculum was started step by step in the academic year 2014/2015. There were significant changes from 2006 curriculum. These changes may cause some problems for most English teachers to implement the curriculum in the classroom. The teacher, in SMA PPMI AssalaamSukoharjo Central Java which is on the academic year 2014/2015, has started to implement 2013 curriculum for tenth grade. The new thing for the

writer is that the 2013 curriculum suggested English teachers to use sciencetific approach in teaching methodology.

According to the book of Standard Competence for English lesson for Senior High School students 2006 curriculum, standard competence which should be mastered by the students is that they should be able to communicate in spoken and written Englishacceptably 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 that the 2006 curriculum was a kind of thematic based on instruction.

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 language 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 MTs PPMI Assalaam English teachers in MGMP (English Teachers Forum), most problems faced by the students is when they reach the stage of "Joint Construction of Text" and "Individual Construction of Text" both in spoken or written cycle. The writer found the problem whenstudents try to express and response meaning in monolog text using spoken and written English accurately and acceptably. This difficulty affected the students' English score.

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 exciting media, film. Average, students, at the age of juniorhigh like film stories that they watch on TV, VCD, or movie. By watching the visualization of a story there would be ideas appeared from them to tell stories about the film they watched in spoken or written form. The 2013 Curriculum also includes computer skill or Information Technology (IT) as a media in teaching learning process. This 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 color, animation, and VCD 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 VCD 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 article entitled: "English Communication Competency Improvement on Spoken and Written Narrative Text Through "VCD Cutting" Media atMTs PPMI Assalaam Sukoharjo Central Java".


## 2. Theoretical review

### 2.1 Action Research

With this purpose in mind, the following features of the action research approach are worthy of consideration (Koshy, 2010: 1): Action research is a method used for improving practice. It involves action, evaluation, and critical reflection and – based on the evidence gathered – changes in practice are then implemented. He states that action research is a disciplined process of inquiry conducted *by* and *for* those taking the action. The primary

reason for engaging in action research is to assist the "actor" in improving and/or refining his or her actions.

Practitioners who engage in action research inevitably find it to be an empowering experience. Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings.

Perhaps even more important is the fact that action research helps educators be more effective at what they care most about—their teaching and the development of their students. Seeing students grow is probably the greatest joy educators can experience. When teachers have convincing evidence that their work has made a real difference in their students' lives, the countless hours and endless efforts of teaching seem worthwhile.
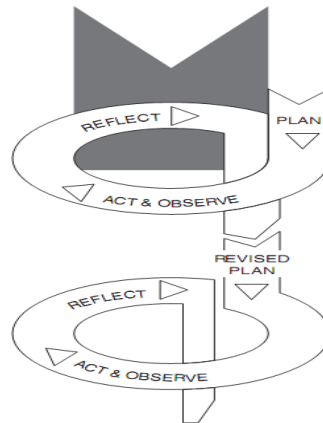


**Figure 01 :** Kemmis and McTaggart's action research spiral

Kemmis and McTaggart (2000: 595) to describe it as participatory research. The authors state that action research involves a spiral of self reflective cycles of:
  • Planning a change.
  • Acting and observing the process and consequences of the change.
  • Reflecting on these processes and consequences and then replanning.
  • Acting and observing.
  • Reflecting.
  • And so on …

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:
1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action

**2.2   Scientific approach**

Regarding to classroom procedure, Fauziati (2015) states five steps to classroom procedures. The first is observing. This includes activities such as reading, listening,

scrutinizing, and watching. The second step is questioning. This covers raising questions about the information the students do not understand from what is observed. The next step is gathering information or experimenting. This includes doing experiments, reading references other than textbook, observing objects or events, or conducting interviews with resources person. The forth is associating or information processing. This covers processing information already gathered from the previous step or activities such gathering information and observation. The last step is communicating. In this step covers some activities such as delivering the observations, presenting the conclusion verbally or in written form.

## 2.3   Improvement

Improvement is from the word improved 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 Usman (1993), to know the level of teaching learning achievement based on the curriculum implemented were as the followings:

1) Maximum:  If all the learning material is able to be mastered by the students.
2) Very good / optimum:  If most of the learning material (85 % to 94 % is able to be mastered by the students.
3) Good/ minimum:  If most of the learning material (75 % to 84 %. is able to be mastered by the students.
4) 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 "VCD Cutting" to reach the minimal level of achievement (school passing grade).

## 2.4   "VCD Cutting"

"VCD Cutting" is the result of cutting film from VCD using VCD Cutter software. VCD Cutter is a video editor which is used to make cuts in your VCD videos and MPG files. VCD Cutter allows cutting clips and makes it possible to do it in a simple way as you will only need to follow a few basic steps. The first thing need to do is to open the video file you want to process. Secondly, mark off the start and end to initiate the process. Once have done that, just need to save your work.

VCD Cutter stands out for its simplicity. That is why it comes with an intuitive and clear interface integrated which facilitates the users' work and enables them to process videos and have control over the reproduction with the minimum effort. This software is able to work with the different parts of project in an independent way since VCD Cutter is able to separate and save audio and video. In order to visualize the progress of multimedia files, you can preview the result of work thanks to its built-in screen. The good thing about this software is that it is able to maintain the original VCD quality. This way, it will have the opportunity of watching your final results without losing quality.

VCD Cutter is video editing software which is especially indicated for those users who want to make cuts in their multimedia files with the minimum effort but without losing efficiency and quality.

## 2.5   Teaching and  Learning Narrative Text

Sardiman in Sudibyo (2006) said that teaching and learning means teaching and learning activity in interactive way between a teacher and students to reach a learning objective.

There are some definitions of narrative text. Narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.  (Mark & Kathy Anderson -

Book2: 8) According to Tri Wiratno, Narrative text is a text functions a media to reconstruct past experience. In general, narrative text is used to entertain readers or listeners by making past events alive again. (Wiratno, 2003:13).

According to CBC 2006 narrative text is a text which has the following characteristics:

**Social Function:**

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

**Generic Structure:**

- ORIENTATION
  It sets the scene (when & where) and introduces participants/character (who)
- COMPLICATION
  It is a crisis arises, something happened unexpectedly
- RESOLUTION
  The crisis is resolved, for better or for worse
- RE-ORIENTATION
  It is closing to the narrative (optional)

**Language Features of Narrative:**

- Specific participants, for example, John and Harry rather than senior high school students.
- Past tense form, because we are describing things that happened in the past.
- Words giving details of people, animals, places, things and actions such as adjectives and adverbs.
- Connectors of time, such as last week, then, etc.
- Direct (the actual words spoken by a person), and reported or indirect speech (the meaning of what the person said without using their actual words.) (Kurikulum 2006,2003:80)

Teaching and learning narrative text in this research means teaching and learning activity in interactive way between a teacher and students to reach learning objective. It is to express and to response meaning in monolog text on spoken and written narrative text accurately and acceptably.

## 2.6   The Meaning  of Media

Media or medium means by which something is done. (Hornby, 1973: 610). So in this research media means any possible thing which is able to deliver learningmessages in a communication so that it can stimulate students to learn.  (Kukuh, 2003). The media which is used in an instruction should be interactive whichmeans media as instructional message deliverer involved students actively in the process of communication. As a result, interactive instructional media can be used to improve learning models. For example, by giving a model of a narrative text students can create other narratives.

The term audio visual means all materials which present pictures and sound that can be combined as follows:

a. Paintings and recorded human sound.
b. Paintings and music,
c. Photos, sound, music and human sound.
d. Film with narration, sound effect and music.

### 2.7    The need of media in  teaching and learning process

In teaching learning process, there will be a communication between a teacher message source and students message receivers. To plan teaching and learning activity a teacher should choose media which is really effective and efficient.

When the media is an interactive one, the students are not only as listeners or viewers, but also involved actively in the learning process. Moreover, media can overcome the teacher's lack for example it can present sound effect, pictures and motion so that the message delivered will be more interesting and real. The weakness of media is that it cannotreplace teachers' function.

Media will help teachers in teaching and learning process such as:

a. Media audio with the native sound can help teachers and students pronounce difficult letters and words correctly.
b. Media help teachers and students pronounce sentences and certain expressions using correct intonation.
c. Modeling text helps students use grammar and cultural setting correctly.
d. Media presents information or message consistently and can be repeated whenever it is needed.
e. Information and Technology Media (radio, TV, Internet/Computer) presents information or messages which overcome the limitation of time and place at once.

There are some choices of media which can be used in the English teaching and learning activities:

1. Tape recorder and cassette with native speakers is very good for modeling pronunciations and intonation.
2. Film, very well for modeling situation.
3. LCD (Liquid Crystal Display), is a practical hard ware and more interesting than Video, OHP. LCD is connected to computer using VCD player and camera so that it can be watched by the audience in the classroom.
4. IT (Information Technology) or ICT (Information Communication Technology) is a multi media which can be improved through computer and internet where every person can possibly access learning information without the limitation of time and place.

The usage of media in teaching and learning process at school to increase the quality of education has often been done but not all schools can do that. This is because of the condition of the school and the teachers' lack of competence in instructional media.

From the explanation about media, the writer chose media IT, computer and LCD with Microsoft Office Power Point and VCD Cutter software. Therefore, the writer used available instructional source (By Utilization)and design instructional sourcewith Power Point and VCD Cutting (By Design).

### 3.    Method

### 3.1 Participants

The subjects of the research were the students ofgrade VII class G. The reason why this class was used as the sample of the research because the students in this class had got  the lesson about Information Technology (IT) so that it was easy for them  to insert VCD cutting in their presentation with  Microsoft Office Power Point.

### 3.2 Data collection

`    To collect the data the writer designed the following instruments:

1. Paper-pencil test.
2. Performance assessment

    3. Questionnaire
    4. Systematic observation

**3**.**3 Data Analysis**

    The model to analyze the data is as the following:

```
  ┌──────────────────┐                    ┌──────────────────┐
  │  Collecting Data  │ ───────────────▶  │   Data Display    │
  └──────────────────┘                    └──────────────────┘
           ⇩                                      ⇕
  ┌──────────────────┐                    ┌──────────────────┐
  │  DataReduction    │ ◀──────────────▶  │   Verification/   │
  └──────────────────┘                    │    conclusion     │
                                          └──────────────────┘
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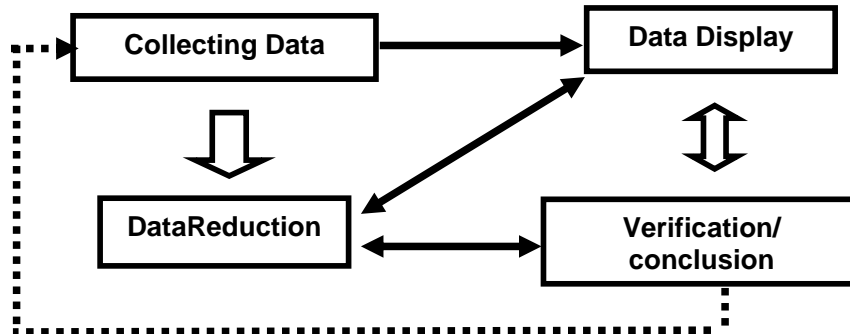
Figure 02: Model of Miles & Hubberman

    Model of Miles & Hubberman (1992: 20) above describes data reduction (sorting of data is important, relevant, and meaningful from useless data), a dish descriptive (narrative, visual images, tables) with a groove serving a systematic and logical inference from the results of which are presented (Action Research impact and effectiveness).

**4.    Result**

    The writer would like to report the result of the observation of the teaching and learning narrative text. The main point of the action research is in the cycle 3. It is the end of the research. The followings are the explanation of the cycle 3.

**a. Planning and  the preparation of the action.**
    1. The stage of the teaching and learning cycle 3had been constructed that was the stage of Independent of the Text.
    2. The lesson plan for cycle 3 had been constructed.
    3. The observation paper for the activity in cycle 3 had been constructed.

**b. The implementation of the action**
    The implementation of the action in cycle 3:
    1. Had implemented the lesson plan cycle 3.
    2. Had implemented. "Independent Construction of the Text".
    3. had observed classroom students' activities
    4. had implemented Post-Test

**c. Observation**
    The writer had done the stage of "Independent Construction of the Text."  The students wrote a narrative text individually. First 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 draft that had been consulted with the teacher. The best writing would be put on the flannel board in the class room, wall magazine or school magazine, "Image".

    On the last cycle the students did the post-test. The result of the observation of cycle 3 was as follows:

## RUBRIC FOR INDIVIDUAL WRITING ASSESMENT

| NO. | INDICATOR/VARIABLE | QUESTIONS / STATEMETNS | SCORE | | |
|-----|--------------------|------------------------|-------|---|---|
| A | Learning Process ketrampilan Proses | 1. Conveys meaning clearly and effectively. (menyampaikan makna dengan jelas dan efektif) | 1 4 | 2 | 3 |
| | Indikator pencapaian mencapai 64 % bila ketrampilan/ kemampuan dilakukan skoring. | 2. Presents multi-paragraph organization, with clear introductions, development of ideas and conclusion. (menyajikan organisasi paragraph dengan penjelasan yang jelas, pengembangan gagasan dan kesimpulan) | 1 4 | 2 | 3 |
| | | 3. Shows evidence of smooth transitions. (menampilkan keterangan dari peralihan yang halus). | 1 4 | 2 | 3 |
| | | 4. Uses varied vivid, precise vocabulary consistently. (menggunakan kosakata yang beragam, jelas dan tepat terus menerus) | 1 4 | 2 | 3 |
| | | 5. Writes with few grammatical / mechanical errors. (menulis dengan sedikit kesalahan tata bahasa) | 1 4 | 2 | 3 |

**Note:**
1 = never (tidak pernah)
2 = sometimes (kadang-kadang)
3 = often (sering)
4 = always (selalu)

## OBSERVATION PAPER – WRITING
## FOR VARIABLE  INDIVIDUAL LEARNING PROCESS
## SUBJECT: ENGLISH
## GENRE: NARRATIVE
## CLASS : XII

| No Label | Name | Learning Process | | | | | |
|----------|------|----|----|----|----|----|-----|
| | | A1 | A2 | A3 | A4 | A5 | SUM |
| S1 | AAN MAULANA NURIHSAN | 2 | 3 | 2 | 3 | 3 | 13 |
| S2 | ADELLA MAULANA ANNUR R | 3 | 4 | 4 | 4 | 3 | 18 |
| S3 | AHMAD RADIANSYAH | 3 | 3 | 4 | 3 | 2 | 15 |
| S4 | AKBAR MAULANA | 3 | 3 | 4 | 3 | 2 | 15 |

| | | | | | | | |
|-----|-------------------------------|-----|-----|-----|-----|-----|------|
| S5 | ALIF NURHAFIDZ | 3 | 3 | 2 | 3 | 3 | 14 |
| S6 | ARGYA BASANTA | 3 | 3 | 3 | 3 | 2 | 14 |
| S7 | ATHAR HAITAMI DEWANTO | 3 | 3 | 4 | 3 | 3 | 16 |
| S8 | BASKORO DANANG WISNU MURTI | 3 | 3 | 2 | 3 | 3 | 14 |
| S9 | BREGAS MUHAMMAD DEWANTO | 3 | 3 | 2 | 3 | 3 | 14 |
| S10 | DIMAS BAGUS PRASETYA | 3 | 3 | 2 | 3 | 3 | 14 |
| S11 | ELFASYAHR CHAIRUM MUFTIN | 3 | 3 | 2 | 3 | 3 | 14 |
| S12 | FARHAN ABDURROZAQ ARROFI | 3 | 3 | 3 | 3 | 3 | 15 |
| S13 | FARIS MU'TAZ HAMID | 3 | 3 | 2 | 3 | 3 | 14 |
| S14 | GUSTI ARTHA ALAMSYAH PUTRA | 3 | 3 | 3 | 3 | 3 | 15 |
| S15 | HUSNI FAIQ SOLICHIN | 3 | 3 | 3 | 3 | 3 | 15 |
| S16 | INKA JANUAR AN NADWA | 3 | 3 | 4 | 3 | 3 | 16 |
| S17 | IRVAN EKA SAPUTRA | 3 | 4 | 4 | 3 | 3 | 17 |
| S18 | M. ILHAM YOUGA A ALFATEKH | 3 | 3 | 2 | 3 | 3 | 14 |
| S19 | MOCH HILMI ZAIN | 3 | 3 | 3 | 2 | 3 | 14 |
| S20 | MOHAMAD AKMAL HERDIYANTO | 2 | 2 | 3 | 2 | 3 | 12 |
| S21 | MUHAMMAD ADAM SIMABURA | 3 | 3 | 2 | 3 | 3 | 14 |
| S22 | MUHAMMAD DHIYAUDDIN | 3 | 3 | 4 | 3 | 3 | 16 |
| S23 | MUHAMMAD FAJAR RAMADHAN | 3 | 3 | 2 | 3 | 3 | 14 |
| S24 | MUHAMMAD FUAD ROSYADI | 2 | 2 | 3 | 3 | 3 | 13 |
| S25 | MUHAMMAD LUTHFI FUADY | 3 | 4 | 4 | 3 | 4 | 18 |
| S26 | MUHAMMAD RIFQI ALI | 3 | 3 | 2 | 3 | 3 | 14 |
| S27 | MUHAMMAD SATRIA ABDI BANGSA | 4 | 4 | 4 | 3 | 3 | 18 |
| S28 | MUHAMMAD YUDHA HUGA P | 3 | 3 | 2 | 3 | 3 | 14 |
| S29 | NAF'AN ARSELA RAMADHAN | 3 | 3 | 4 | 3 | 3 | 16 |
| S30 | NAYIF ZAYYAAN MUSYAFFA KS | 3 | 3 | 4 | 3 | 3 | 16 |
| | **Average score** | 2,9 | 3,1 | 3,0 | 3,0 | 2,9 | 14,9 |

The researcher

Zainal Ariffin

**GRAPH : 4**
**OBSERVATION FOR INDIVIDUAL WRITING**
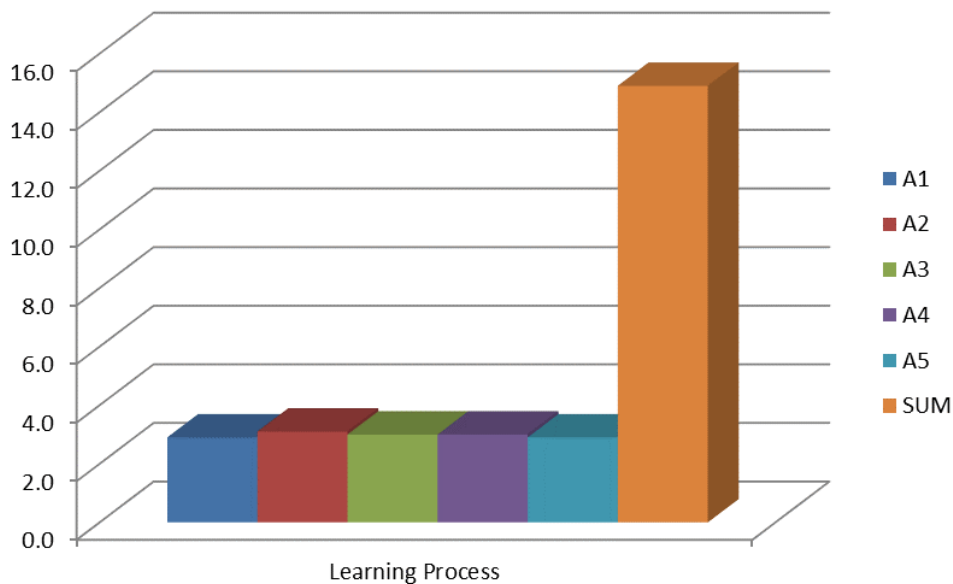


From the chart above, it can be depicted the observation for individual writing. From the first learning process until the fifth learning process, there are some differences of average score. A1 is the first learning process which consist of 2,9 average score. A2 or the second learning process is 3,1 average score. A3 or the third learning process is 3,0 average score. A4 or the forth learning process is 3,0 average score. A5 or the fifth learning process is 2.9 average score. The last is the sum of learning process. It is 14.9 average score.

**LIST OF STUDENTS SCORES  CYCLE I,II,III**

**MTS PPMI ASSALAAMSUKOHARJO ACADEMIC YEAR 2015/2016**

**Class : XII**

| NO | NIS | STUDENTS' NAME | DAILY ASSESMENTS | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| | | | PRE-TEST | CYCLE 1 SCORE | CYCLE 2 SCORE | CYCLE 3 SCORE |
| 1 | 048845 | AAN MAULANA NURIHSAN | 40 | 73 | 80 | 70 |
| 2 | 048885 | ADELLA MAULANA ANNUR R | 55 | 73 | 77 | 90 |
| 3 | 048966 | AHMAD RADIANSYAH | 60 | 67 | 83 | 85 |
| 4 | 048967 | AKBAR MAULANA | 45 | 67 | 70 | 80 |
| 5 | 048851 | ALIF NURHAFIDZ | 40 | 70 | 57 | 70 |
| 6 | 048934 | ARGYA BASANTA | 40 | 40 | 40 | 95 |
| 7 | 048935 | ATHAR HAITAMI DEWANTO | 40 | 67 | 73 | 65 |
| 8 | 048853 | BASKORO DANANG WISNU MURTI | 40 | 67 | 77 | 80 |

| No | ID | Name | | | | |
|---|---|---|---|---|---|---|
| 9 | 048854 | BREGAS MUHAMMAD DEWANTO | 40 | 70 | 70 | 75 |
| 10 | 049134 | DIMAS BAGUS PRASETYA | 40 | 60 | 67 | 95 |
| 11 | 048855 | ELFASYAHR CHAIRUM MUFTIN | 53 | 73 | 77 | 90 |
| 12 | 049101 | FARHAN ABDURROZAQ ARROFI | 40 | 70 | 73 | 95 |
| 13 | 049102 | FARIS MU'TAZ HAMID | 40 | 63 | 47 | 75 |
| 14 | 049141 | GUSTI ARTHA ALAMSYAH PUTRA | 40 | 50 | 73 | 80 |
| 15 | 049143 | HUSNI FAIQ SOLICHIN | 40 | 67 | 73 | 85 |
| 16 | 048980 | INKA JANUAR AN NADWA | 45 | 57 | 77 | 80 |
| 17 | 048904 | IRVAN EKA SAPUTRA | 80 | 67 | 57 | 80 |
| 18 | 048945 | M. ILHAM YOUGA A ALFATEKH | 40 | 63 | 70 | 95 |
| 19 | 038649 | MOCH HILMI ZAIN | 40 | 73 | 50 | 75 |
| 20 | 048951 | MOHAMAD AKMAL HERDIYANTO | 40 | 40 | 80 | 40 |
| 21 | 049227 | MUHAMMAD ADAM SIMABURA | 40 | 70 | 77 | 85 |
| 22 | 048988 | MUHAMMAD DHIYAUDDIN | 40 | 77 | 60 | 90 |
| 23 | 049230 | MUHAMMAD FAJAR RAMADHAN | 40 | 67 | 80 | 75 |
| 24 | 049235 | MUHAMMAD FUAD ROSYADI | 50 | 57 | 63 | 40 |
| 25 | 048991 | MUHAMMAD LUTHFI FUADY | 60 | 67 | 83 | 95 |
| 26 | 048992 | MUHAMMAD RIFQI ALI | 40 | 67 | 80 | 75 |
| 27 | 048992 | MUHAMMAD SATRIA ABDI BANGSA | 40 | 40 | 83 | 90 |
| 28 | 048993 | MUHAMMAD YUDHA HUGA P | 40 | 67 | 73 | 75 |
| 29 | 049001 | NAF'AN ARSELA RAMADHAN | 40 | 40 | 73 | 75 |
| 30 | 049124 | NAYIF ZAYYAAN MUSYAFFA KS | 70 | 73 | 87 | 90 |
| | | AVEARAGE SCORE | 45,3 | 63,4 | 71,0 | 79,7 |
| | | PASSED | 2 | 20 | 23 | 28 |
| | | FAILED | 28 | 10 | 7 | 2 |

**CHART**
**PRE-TES, CYCLE 1, CYCLE 2, CYCLE 3 (POST TES) SCORES**
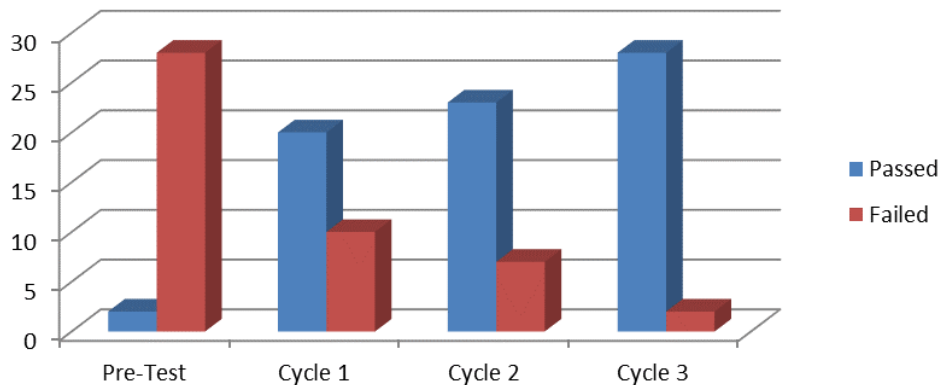


That is the chart of pre-test, cycle 1, cycle 2, cycle 3 or post test. From the chart, itcan be seen the difference among them. In the pre-test, there are 2 passed students and 28 failed students. In the cycle 1, there are 20 passed students and 10 failed students. Then, in the cycle 2, there are 23 passed students and 7 failed students. In the cycle 3 or post-test, there are 28 passed students and 2 failed students.

**d. Reflection.**

From the observation paper cycle 3 and graph 5 could be reflected that the individual average scores of writing $\supseteq$ school passing grade 64 % 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.

**5. Discussion**

There are some advantages of English in the world. English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion. Second, English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce, research from all over the world shows that cross-border business communication is most often conducted in English. Its importance in the global market place therefore cannot be understated, learning English really can change your life.

Many of the world's top films, books and music are published and produced in English. Therefore by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding. The last, most of the content produced on the internet (50%) is in English. So knowing English will allow you access to an incredible amount of information which may not be otherwise available.

In a daily life, there are some problems in writing or speaking English teaching.
a. Student's won't talk or say anything
b. When students work in pairs or groups they just end up chatting in their own language
c. When all the students speak together it gets too noisy and out of hand and I lose control of the classroom

**In Writing, there are some problems appears. Those are error, the problem with prepositions, a capital Idea and most of students are difficult to start writing because they do not have idea. By watching film using VCD Cutter, we can show the movie and students can write easily about what they watched.**

6.    Conclusion

The conclusions that could be drawn from this action research were as follows:

a.  The usage of media VCD 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 written modes accurately and acceptably  in narrative text.

b.  In cycle 3 the individual average score of writing was 14,9 or 70 % $\supseteq$  school passing grade 64 %. This showed that it fulfilled the indicator of the achievement.

c.  The cognitive scores showed the improvement from the result of the pre – test there were only 2 students failed or 7,3 %,  in cycle 1, there were  20  students passed  67 % , in cycle 2 there were 23 students passed or 7 %  and in cycle 3 therewere 28 students passed or 93 %   This showed that it fulfilled the indicator of a research result and showed the quality assurance of the action research.

On the basis of the conclusions above, the writer offered the following suggestions:

a.  To teachers, especially English teachers should try to look for innovation  in implementing the teaching and learning English by using suitable learning media and Information Technology (IT) and media ”VCD Cutting”  so that it could be used to overcome the problems faced by the students.

b.  To students, they should use Information Technology (IT) and media "VCD Cutting" to overcome the problem of studying English especially on narrative text.

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