

IMPROVING STUDENTS' WRITING SKILL OF NARRATIVE TEXT THROUGH VIDEO AT GRADE XII IPA 2 OF SMAN 2 BUKITTINGGI

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Abstrak: Tujuan dari penelitian ini adalah; pertama untuk menerangkan bagaimana video dapat meningkatkan kemampuan menulis siswa. Kedua, untuk menemukan faktor apa saja yang mempengaruhi perubahan kemampuan menulis teks Narrative pada siswa kelas XII IPA.2 SMAN 2 Bukittinggi melalui video. Penelitian ini adalah Penelitian Tindakan Kelas. Prosedur penelitian ini terdiri dari perencanaan, tindakan, observasi dan refleksi. Penelitian dilakukan di SMAN 2 Bukittinggi pada tahun pelajaran 2012/2013. Partisipannya adalah siswa kelas XII IPA2 disekolah tersebut. Instrumen penelitian adalah data kuantitatif dan kualitatif. Data-data tersebut di analisa untuk menerangkan bagaimana kemampuan menulis teks Narrative mereka meningkat melalui video dan faktor apa saja yang mempengaruhinya

Hasil penelitian menunjukkan bahwa video dalam dapat meningkatkan kemampuan siswa dalam menulis naratif dari siklus 1 sampai siklus 3. Peningkatan hasil belajar dibuktikan dari nilai menulis siswa dimana mereka dapat secara bertahap meningkatkan nilai mereka. Peningkatan juga dapat dilihat dari penampilan siswa dalam belajar selama proses pembelajaran. Siswa menjadi lebih aktif dan semua siswa terlibat dalam proses pembelajaran. Siswa lebih antusias mengikuti pelajaran sehingga kelas menjadi lebih kondusif. Dari penelitian ini juga dapat disimpulkan bahwa peningkatan kemampuan menulis siswa dipengaruhi oleh empat faktor; kegiatan di kelas, materi, manajemen kelas, dan pendekatan guru. Dengan menganalisa hasil dari observasi dan tes, dapat disimpulkan bahwa penggunaan video dalam pembelajaran dapat meningkatkan kemampuan menulis naratif siswa dan menjadi salah satu cara tepat dalam pengajaran menulis.

Key words : *Writing Skill, Video, Senior High School*

INTRODUCTION

In learning English, there are four major skills that should be mastered by English language learners. The skills are listening, speaking, reading, and writing skills. To be perfect in English, the students cannot learn those skills separately only based on their area of interests. The four skills should be learnt integrated because it would not be balanced if the students were good in

speaking but not in writing. Or conversely, the students were good in writing but not in speaking. Thus the four skills of English should be learnt thoroughly and integrated. Writing is very useful for students as an alternative way of expressing their ideas, it involves several interconnected aspects of language like vocabulary, grammar, paragraphs organizations, punctuations, spellings, capitalizations, etc. Through writing,

the students can express their ideas to others in the written forms.

Teaching writing is very important, because through writing, students are hoped to be able to put their ideas into a piece of writing. According to Elite Olshtain in Celce (2001), writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. This opinion is strengthened by Raimes who gave the reasons for teaching writing: "We frequently have to communicate with each other in writing" and "Writing reinforces grammatical structures, idioms, and vocabulary". So, it is obvious that writing is an essential language reinforcing skill and a crucial ability because it becomes a means of learning, discovering, developing, and refining language ability. Through writing, the students use the language, trying to express their ideas

There were a lot of causes of why writing, especially narrative text, of the students in SMAN 2 Bukittinggi is low. First, the students had a very limited vocabulary mastery of English. Before entering grade XII, there is a set of tests that should be passed by the students. The writer in her preliminary study on many students of class XII.IPA 2 in SMAN 2 Bukittinggi found that writing of narrative also difficult. It is shown by their writing test result. many of them did not pass the Minimal Achievement Criteria (MAC), from 31 students, only about 9 students (20%) could be said to have sufficient vocabularies to write a paragraph. The rest had poor vocabulary entries of English. As the consequence, even for making a very simple paragraph, the students spent much time looking up at the

dictionary to find the suitable words they need. As a result, most of the time of learning writing in the classroom would be spent to find the vocabulary items needed.

Then, the students were poor in grammatical use in sentences. Writing is not only dealing with vocabularies, selecting appropriate words, finding ideas to write and developing those ideas, but also dealing with grammatical patterns of sentences into paragraphs and paragraphs into text. The students should know how to write in appropriate grammatical sentences such as using simple present forms, past forms, passive voice, etc.

However, writing sentences grammatically is still hard for most of the students. In the researcher's class, from 31 students of class XII IPA.2, the result of their writing is very poor, especially in the use of appropriate grammar. Mostly or 76 % of them or about 28 students did the writing by directly translating Indonesian into English and ignored the grammatical correctness. The students could not reach MAC for writing that is 75.

The students did learn grammar, but they had not been accustomed to using the grammar in writing, for example, if they were asked to make one simple sentence, they might be able to do that. However, the problem appeared if they were asked to arrange the words in a composition, which were not only writing simple sentences but also writing the interconnected sentences in a composition. That's why the MAC for the writing skill could not be satisfactorily reached.

There are some approaches in teaching writing; one of them is genre based approach. The use of genre approach in solving the problem in

students' writing, particularly in generating ideas and organization is very effective way. According to Hartono (2005) the term "genre" is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purposes.

To overcome the problem in writing skill narrative teks, there are some medias can be used in the classroom. One of the is video.

Cooper (1991) defines video as a supercharged medium of communication and powerful vehicle of information that is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in the language learning classroom. In other words, video is the combination of electronic pictures and audio. Those electronic combinations cannot be seen as it is in a CD cassette, but must be played with equipment called video cassette recorder or video player.

There are some factors that influence the changes of students' writing, some of them are: are Teaching Material, Classroom Activity, Classroom Management and Teacher's Approach. It means to make teaching and learning process effective , the teacher should pay attention on them.

To answer the research question above are :

1. To explain how video can improve students' writing skill of Narrative text at XII.IPA2 academic year 2012/2013 of SMAN 2 Bukittinggi.
2. To find out the factors that influence the changes of students' writing skill of Narrative text at Grade XII.IPA2 academic year

2012/2013 of SMAN 2 Bukittinggi through the use of video.

METHOD

This research is a collaborative action research where the researcher collaborates with other English teacher and work together in a team conducts to this classroom action research. Collaborator does not monitor the students only but she will observe the researcher's activities and performance during the research time.

There are four characteristics of CAR (Kemmis and Mc. Taggart, 2004), first it is a collaborative work, second, it is not only problem solving, but also find out the changing of the problems, third, cooperation between the researcher and the collaborator, and fourth it is to examine the theory but to change the situation become well.

This research was taken place in SMAN 2 Bukittinggi where the writer is teaching. It was placed in Bukittinggi on Jl.Sudirman no 5. The position of this school was strategic because it was near from the main street, therefore it will not difficult to reach this school. The situation and condition of this school were also comfort and quite enough for learning process. It had two programs of study; they are science class or IPA, social class or IPS.

To collect the data, there were some sources that the researcher used beside she herself as the key instrument as she involved in every cycle of the research. There were two data were used in this research, quantitative data and qualitative data. The quantitative data was numeric data taken from (1) the score of the task in each cycle, (2) the score of the tests which was gained at the end of each cycle.

Next is the qualitative data which was taken from the description of some factors which caused the changing of the score in the task and the test in each cycle for example the situation of the class, the way the teacher deliver the lesson, how the teacher manage the class, and so on. The changing was shown on the graph which was made from cycle 1 to cycle 3. The sources of this qualitative data were observation sheet, field notes, and interview. These instruments were used to see the development of teaching and learning process of the students' improvements in writing.

There are some instruments that are used by the writer of this study . According to Stringer (2004) to get the data in the learning process, it will use test and task, observation sheet and interview.

1. Task and Test

The use of this task is to measure the students' capability in writing Narrative text. The writing task is given to students after applying video showing media.

Next was the test. The test was the result of the students' writing after the teaching and learning process was completed. It was given at the end of each cycle. The researcher conducted three tests during the research from cycle 1 to cycle 3. The writing task and test were scored based on the indicators of writing such as content, organization, vocabulary, grammar and mechanism.

2. Observations

The observation was used in order to get the qualitative data of the research. The information is both from the teacher and the students. There are some focuses of observations that can be the

considered by the collaborator in observation the classroom action research. 1) The focus of observation can be aimed to the teacher by seeing the performance of that teacher such as the physical performance of the teacher, the projection and the voice of the teacher or it can also be the body language used by the teacher in the classroom. 2) The focus of observation to the students such as students' interaction in the classroom, the students' response to the lesson, and so on. And 3) focus on the context of the lesson, for example the media and the teaching aids used. It is based on Yasin (2010) ideas. Thus, the collaborator was given the checklists of observation and required to put a tick in accordance to the activities that were done.

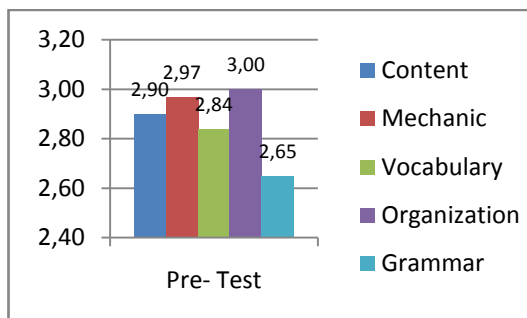
FINDING AND DISCUSSION

1. To what extend video media improve students' low writing skill of Narrative text .

Pre-Cycle

In the pre-cycle, the teacher explained the concept of narrative text to students then asked them to sit in group of four. Next, they were asked to discussed the title written on the whiteboard, then,they had to choose which title would be elaborated. After that they were asked to write the draft. After twenty minutes they sit and ready for the test.

The Condition of Students' Writing Pre-test



Derived on the data above, it can be summed up that the achievement of the students in writing were low, especially in the content, vocabulary and grammar of the writing. It can be seen from the descriptions of each indicator.

The problems faced by the students in writing narrative essay included the difficulties in exploring and expressing their idea, using vocabulary and tenses in making good sentences, and difficulties in how to start writing. The students also found it difficult when they were asked to write their idea. Their submitted papers were little writing without any elaborations.

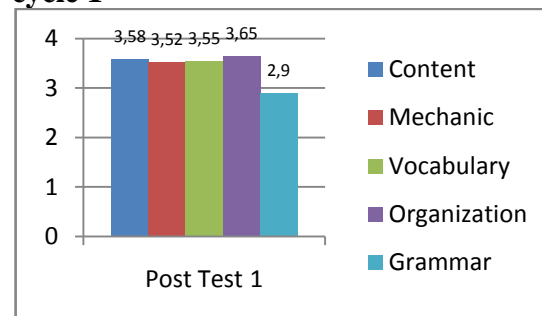
After analyzing the data from the pre-test, the researcher concluded that the skill of the students for writing especially narrative text were poor. No indicator was in the level of very good. Thus, in order to improve the students writing skill of narrative text, the researcher applied video as a media. The improvement of students' writing skill involved some aspects of writing, namely content, organization, vocabulary, grammar, and mechanism.

In applying video as media, the classroom activities were varied and dynamic. There was explanation from the teacher, group discussion which was lead by the teacher, individual writing, and pair discussion to revise or to edit friend's paper. In general the students felt that these kinds of activities made them comfort and

enjoy in teaching and learning process.

Cycle I

The condition of each indicator of students' writing in post-test 1 in cycle 1



From the post test result it was found that the mean score of the students' writing was 16.02. It increased 2.88 point if compared with the students' score in the preliminary study result (14.35). There were 6 students from 31 students in the level poor (P), 17 students from 31 students in the level fair (F), 6 students from 31 students in the level good (G) and 2 students from 31 students in the level very good (VP).

The result of the post-test in cycle 1 was also described in the diagram. It was shown there were some increasing to the mean scores of some of the writing indicators; Content, Organization, spelling/vocabulary and mechanic but for the grammar, the mean score of grammar decrease. The rates of the achievement in the diagram were different. The highest mean score was on content and for the lowest mean score was on Grammar.

After analyzing the observation result in the cycle one, the researcher did reflection in order to evaluate the teaching and learning process she did so far. She found the students'

progress in writing ability. Observation result showed that there were some improvements achieved by the students after doing the action. In the first meeting they wrote the outline based on their note took while they were watching the video.

Moreover, in this first cycle, observer filled the writing checklist, writing narrative checklist and teaching steps in checklist. This checklist were useful to evaluate and reflect the teacher's and students' activities during the first cycle.

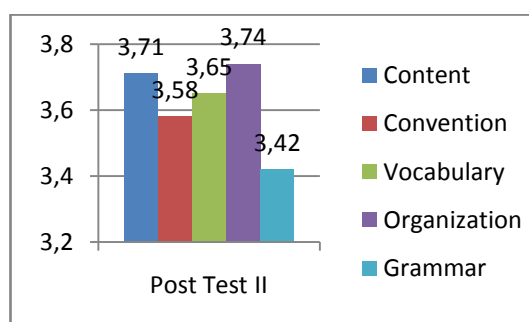
Based on the students writing scores, interview results to the students and field note from the observer, the students' skill in writing were increased but researcher needed to give more attention especially in Grammar indicator because the mean scores were lower than other indicators.

Dealing with problems found in the reflection above, the researcher and the collaborator agreed to re-plan for an improvement of teaching and learning process of writing by using video

Cycle II

The activities in the cycle 2 were similar to those in cycle 1 and there was some different emphasis due to the revised plans. This cycle was done in four meetings.

The condition of each indicators of students' individual writing work in third meeting of cycle 2



From the table above, it can be seen that there were many progressions to the students' writing skill if the researcher compared with the students' writing score in cycle 1.

The improvement in Content and Organization indicator were higher than other indicators. It could be seen from the students' composition where their texts organization had been written clearly and coherently. They had been classified which one as the Orientation of composition, what was as the Complication but the re-orientation were not stated clearly. This improvement was influenced by the interesting video, which presented by the researcher for the students, and it was still related to students' daily life like what should or shouldn't do in living in society.

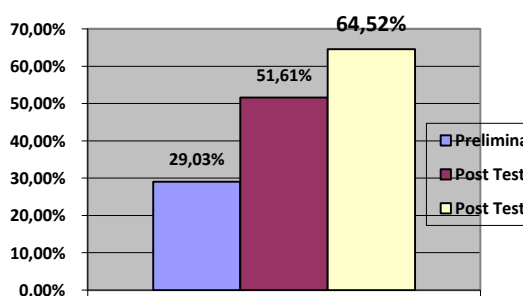
Then, researcher always controlled the students' activities. Before coming to watch the video of Narrative text, researcher also provided the students with several cartoon pictures about the topic like the picture of some people were in a train, and there was a girl who was crying on her seat. Researcher also gave several questions about the picture. This was useful to stimulate the students and leading the students to the topic. From the observer field notes, she noted that the class situation became more vigorous and spirited because the video were attractive to the students.

In analyzing the students' activities in formulating the ideas, about thirteen students were able to write the composition based on the text organization. In Narrative text, there were three components of the text organization; Orientation (introducing the participants and the background of the story),

Complication (the conflict the participants have), Resolution (how the participants solve the conflict) and re-orientation (the part where the reader can get the moral value of the story). For these good students, they could present the introduction and background of the story clearly and gave some evaluation of why the conflict occurs to support the ideas in Complication. For the ending, they wrote the sentences those could lead the reader to the moral value. In choosing the words, they had used the appropriate words and there were variation in building up the compositions. The composition had been presented in clearly and using a good structure.

To compare the progress of students' Mean Score of writing test on these cycles can be seen on the diagram below.

The Progress of Students' Writing Test on Cycle II



The result of students score still did not achieve the target yet. So, researcher continued this research to cycle 3 in order to gain the target of 70% of the students had to pass MAC.

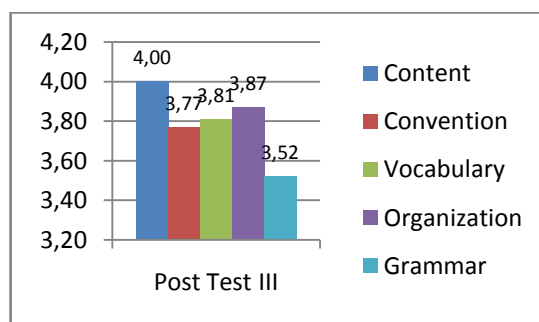
The students' writing skill should be improved by revising the lesson plan and improving the action of teaching and learning process in the next cycle. Based on the observation done by the collaborator

and the analysis of the data in the second cycle, some plans could be made as reflection of the activities. With reference to the observation done by the collaborator and the analysis of the data in the second cycle, some plans were made as the reflection of the activities in order to make some changes or improvements of the students' writing skill of narrative in the third cycle.

Cycle 3

The result of the pair task in cycle 3 was also described in the diagram. It was shown how far the achievement of the students in every indicators of writing. The rates of the achievement in diagram were different. The highest mean score was on Content and for the lowest mean score was on grammar.

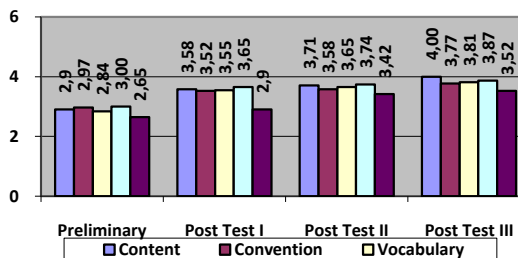
The condition of each indicators of students' writing in post-test 3 in cycle 3



From the diagram above, form as one of writing indicators get the highest level where the mean score 4.00. It means that the students did not get difficulties in developing the ideas and it was presented clearly. Then, the materials also well organized and were clearer.

The improvement of each indicator of writing from pre-test, Post Test

cycle 1, Post Test cycle 2, and Post Test cycle 3.

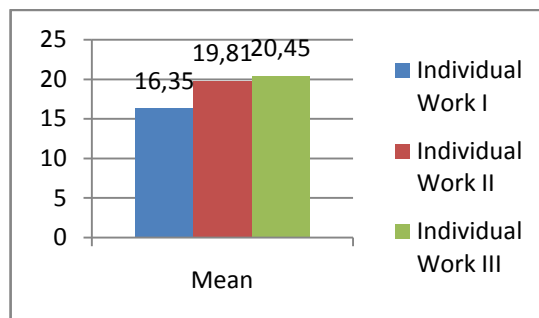


From the table and figure above, it could be said that there were some progressions to the students' writing if it was compared from the preliminary study result, post-test result in cycle 1, cycle 2 and cycle 3.

The improvement of each indicator of students' writing on pair task 1, pair task 2, and pair task 3 in cycle I, cycle II and cycle III was also described in the diagram. It was shown how good the achievement of the students in every indicator of writing. The rates of the achievement in diagram were different. It can be summed up that the students' writing mean scores in pair task increased in every cycle.

The improvement of mean scores of Individual Work in cycle I, cycle II and cycle III was also described in the diagram. It was shown how far the achievement of the students and the rate of the mean scores in diagram were different. It can be summed up that the students' writing scores in Individual Works increased in every cycle.

Comparison of Students' Mean Score Of Individual Works



Based on the table and the figure above, it was found that in the first cycle, the score of students' writing test was 16.02 it increased 1.67 point if it was compared with Preliminary Study score (14.35). In second cycle, the mean score of students' writing test was 18.10 it increased 1.90 point if it was compared with writing test (16.02) in cycle 1. In the third cycle, the mean score was 19.84. It increased 1.74 point, if it was compared with the second cycle (18.10).

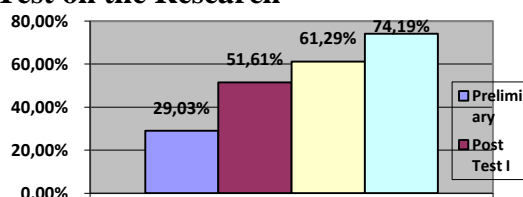
For Individual Work, the mean score of the students in cycle in cycle 1 was 19.81. It increased 3.46 point it compared with the mean score in the cycle 1 (16.35), and the mean score for of the students in cycle 3 was 20.45. It increased 0.64 point if it was compared with the mean score in cycle 2 (19.81).

In conclusion, based on the observation done by the researcher and collaborator in three cycles, it can be concluded that Video Showing can improve students' writing skill. It can be seen from many improvements that the students got during the research. Most of the students has got good mark and pass the MAC of Writing Narrative text.

The data showed that there was also an improvement to the mean score of students' achievement from writing test in each cycle. It can be seen from the table and figure below:

The improvement of mean scores in cycle I, cycle II and cycle III was also described in the diagram below. It was shown how far the achievement of the students in every indicators writing. The rates of the mean scores in diagram were different. It can be summed up that the students' writing scores in pair task increased in every cycle.

The Progress of Students' Writing Test on the Research



There were also the comparison of the mean scores in pair task, which conducted in cycle 1, cycle 2 and cycle 3. This illustrated the improvement of the mean scores in every cycle.

In conclusion, the students' writing skill after conducting the research by using picture sequence achieved better improvement. The improvement was caused by several factors: teaching material materials, the classroom activities, classroom management and teacher's approach. These factors was supported each other to help the students to be able to write the narrative text. These factors encouraged the students to write well.

2. What factors influence the changes of students' writing skill of Narrative

The improvements of the students' skill of narrative text could be seen on the test at the end of each cycle. The results were also supported by the pair works of the students in every cycle. The improvement was caused by many factors, and those factors were identified through the observation sheet, the field notes, and

supported with the interview result which was done to few randomly selected students after the teaching and learning process. Besides having the result of the students' improvement on writing of narrative text by using video which was held in three cycles, the researcher also found that the improvement was also due to several factors.

One, classroom activities. The activities created by the researcher to increase the students' writing skill had successfully helped the students to write better. There were many activities had been done, and varying the classroom activities, made the teaching and learning process become more active and did not monotonous. The students were motivated to be participated in the learning session and to produce good writing result. Those activities were watching the video, pair discussion about the stories the video, and peer editing of friends' writing.

Discussing about the video given made the students forced themselves to also be participated in the discussion. Seeing their friends spoke their mind made the other students also try to analyze the video and expressed their opinions into note and outline. This session helped the students to understand the video well and to see the development of ideas based on the events in the pictures.

Next, the activity was pair discussion of text writing. In this activity, the students work in pairs to make the outline based on video given. The benefit of this activity was that the students could share the ideas of the story among them. Students who were weak in writing indirectly helped by this activity since the mate asked them to discuss the ideas and the way to write. In the interview, it

was also found that the students enjoyed writing in pair because they shared their strength and covered the weakness in writing.

Then peer editing. After the students finish their writing in pairs, they shared it to other pairs to be edited or revised. At first, most of the students were reluctant to do this activity since they did not know how to revise the writing. Then the researcher guided them to revise by giving the explanation of what were should be corrected. The researcher said that the students could revise the writing from the plot of the story, the features of narrative text, from the language use, the grammar, or the word spelling. After they were accustomed to this activity, gradually they enjoyed it. It also increased their knowledge of vocabularies, grammar, and mechanism of writing and the developing of the story from the introduction, complication, and resolution.

And last was producing final writing result. After they received their papers which had been corrected by other friends, they students learnt the correction. They learnt their mistakes such as about the grammar, the story, and so on. This activity gave feedback to the students that the essence of writing was write, and revise, until the good writing was produced. Even for famous authors, their writing should be corrected before published.

Two, the material used. According to the students, the materials of the pictures used were interested. In the interview they said that mostly they liked the pictures because most of the pictures were funny and easy to understand, and moral value from each picture sequence made them aware of the

lesson in life such as there is a will, there is a way, or cooperation or work together made the job easier, and so on.

Three, the factor that influenced the improvement of the students' writing by using picture sequence was the **classroom management**. The teacher's approach was the factor which could improve the students' writing of narrative text. The teacher could manage the noise and the situation well. Moreover, the way the researcher controlled the classroom affected to the result of the students' writing especially in term of vocabulary, language use, and mechanism. The teacher noted down any words about the pictures produced by the students, the researcher guided the students to exchanging from Indonesian to English, and the researcher guide the students in pairs and individually so that the problems that faced by the students during the lesson session could be reduced gradually.

And **fourth, teacher personal approach** also influenced the result of the students' learning. The teacher did not only help the students in the teaching learning process, but also she encouraged and motivated the students who showed less interest in writing or find difficulties in writing. The teacher and the collaborator never blamed the students if they made mistakes. Hence, she encouraged them that it is okay to make mistake because we can learn a lot of things from that mistakes.

Discussion

With reference to the findings of this research, it could be concluded that video could improve the students' writing skill of narrative text of class XII IPA.2 SMAN 2

Bukittinggi. The implementation of this media could reduce their anxiety in learning English. They felt fun and happy when producing or writing. So, if they got difficulties they could ask the teacher directly without getting afraid or shy to the teacher. The students also said that the teacher always controlled the activities and helped them when they had difficulties in finding the unfamiliar or difficult words, word spelling, punctuation, transitional words, and grammar.

Analyzing from the research findings which were obtained from the application of video to improve the students' writing skill of narrative text from cycle 1 to cycle 3, the researcher found that this media could improve or make a better result of the students' writing skill of narrative text. This improvement was proved from the results of the students writing from cycle 1 to cycle 3. The progress of the research in overcoming the problem of writing skill could be identified from the increasing of average score of the students that continuously increased from cycle to cycle, and the numbers of the students who could pass the minimum standard score were also increased from cycle to cycle.

First, the use of video on narrative essay as material to improve the students' writing skill had been successful since it answers the questions in the research questions. The answer of the first question could be identified from the increasing number of the students' writing skill in each indicator. It was supported by increasing of the students' writing scores from cycle 1, cycle 2 and cycle 3. The result of the research proved the idea of Alberta (2003) said that in Narrative: Since most videos/films

are structured as three-act "plays," divided into exposition, development of conflict, and resolution of conflict.... It means video is appropriate media for teaching Narrative text since generic structure of narrative is orientation, conflict and resolution.

It could be concluded video helped the students in getting and generating the ideas from the Watching a video of Narrative text and built it up into a good composition.

From the interview results conducted to the students, it was found that the students were eager to write the composition and easier to develop their writing because they were accustomed to the title and the interesting video also can motivate them to write. As what Stemplesky (1990) testifies that the use of video in teaching learning process has some advantages such as : increasing the students' motivation in learning, reviewing the past lesson, providing learning stimulus, activating students' respond, giving feedback and accomplishing good practice.

Secondly was classroom management. As it was done in this research, the researcher tried hard to make the classroom atmosphere enjoyable, every students involved and participated in sharing and discussion. The teacher managed the pair work, the use of time allocated for task, and monitoring.

They were also important factors influence the students' changes in speaking skill. The teacher's control on students' activities could improve students' willingness to write. Besides that, the teacher guidance and reinforcement during the process of teaching could help the students in understanding the

materials given. Monitoring also helped the teacher to use the time as effective as possible whether it will need to be shortened or extended.

Thirdly was the classroom activities. The variation activities done by the researcher could lead the students to become more active in the classroom. They do not feel bored during the teaching and learning process. The variations of activities also make the classroom atmosphere more effective in improving the students' ability in speaking skill.

Using pair work as one of classroom activity for teaching speaking influence the improvement of the students' speaking skill on transactional and interpersonal text. It was better to overcome the students' difficulty in creating their own pronunciation. Through pair work, the students can share their knowledge and idea in creating their own conversation. This is a challenging process, one that requires students to read and listen to fellow students' writing with insight, and to make useful suggestions for improvement.

Finally, teacher's approach and strategy also influenced the changes of students' writing skill of Narrative text. Teacher approach determined the success of teaching result. As it was done in this research, the researcher tried hard to have good approach to the students. She made the classroom atmosphere enjoyable, so the students did not feel confidence to write in the classroom. Besides that, teacher strategy also played significant role in improving the students' writing skill on Narrative text better. Through the strategy, the students could develop their writing skill and became more active in the classroom.

Derived from the observation result, as one of the ways to make the students aware to the aspects of writing, the researcher encouraged them to evaluate other writing by making some editing and revising. Therefore, every pairs exchanged their writing to others pairs. This activity was beneficial to maximize the students' writing abilities. This becomes essential factor in writing exercises.

Subsequently, collaborator gave big contributions to the researcher during the research. They discussed the problems during the research and tried to find to the solutions together. Because of that, this research could run-well. Yassin (2010) statements that teachers can improve their teaching quality by working together with their collaborators, and they can help each other supported this.

Besides the writing test scores, this research was also supported by synchronize results of each instrument: observation checklist, field notes, and interviews. From the observation checklist examined by the researcher and collaborator, it was found that the students were actively expressed their ideas in the pair and group working.

The result of field notes from the collaborator, were found that most of the students were excited and actively participate in the learning process. Even though at the first time they were, rather confuse with these activities. After getting some instructions from the researcher, they were enthusiastic to do the tasks.

CONCLUSION

Based on the result of the research, it was summed up that the implementation of Video Narrative to

improve the students' writing skill had been successful in one of the classes of the twelfth grade at SMAN 2 Bukittinggi. . It was shown by the increasing of the marks and the averages from one cycle to other cycles. The improvements can be shown at each indicator which is content, organization, vocabulary, grammar, and mechanics.

Based on the result of the research findings, some conclusions can be drawn:

1. Video showing for Narrative text better improves students' writing skill because of the improvement of students' writing test Narrative text through video in each cycle.
2. Based on the result of the research and supported by the instruments of the research in the qualitative data, the improvement of the students' writing skill on narrative text by using video was influenced and supported by four important factors:
 - a. The teaching material used while the activities were very interesting and easy to be understood by the students. They liked most of the the topics given.
 - b. The classroom activities created by the researcher as the teacher made the students felt motivated in learning since the activities used were varied from one meeting to another in each cycle.
 - c. The classroom management. The teacher's guidance and control of the class improved the students' motivation to study in the classroom.
 - d. The teacher's approach. The way the teacher delivers the lesson made the classroom situation and interaction

more active and alive. The classroom atmosphere was more fun and enjoyable.

Suggestions

Having finished conducting the study, the researcher's suggestions are as follow:

1. Dealing with the positive finding of the research, it is suggested to the researcher as an English teacher to use Video in teaching writing of Narrative text to enhance students' writing skill.
2. It is also suggested for future researcher to conduct further research dealing with the use of Video in other language skills.
3. The schools also have to provide the classes with the equipments needed in teaching writing by using Video

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