THE IMPLEMENTATION OF ANIMATION VIDEO MEDIA TO IMPROVE STUDENTS' ABILITIES IN WRITING ENGLISH NARRATIVE TEXT AT VIIIth GRADE AT MTS AL-KHAIRAAT TUWA

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Sarjana Pendidikan (S.Pd.) at English Tadris Department Faculty of Tarbiyah and Teacher Training at Datokarama Islamic State University Palu

By :

SINTA ARSITA

NIM : 181160051

ENGLISH TADRIS DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
DATOKARAMA ISLAMIC STATE UNIVERSITY
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STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: *"The Implementation of Animation Video Media to Improve Students' Abilities in Writing English Narrative Text at VIII^h Grade at Mts Alkhairaat Tuwa"* has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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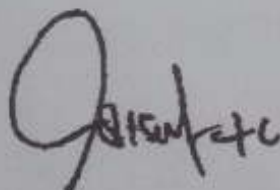
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NIM. 18.1.16.0051

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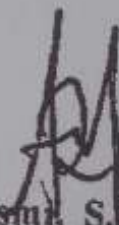<div align="right">

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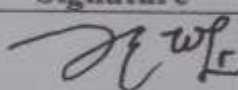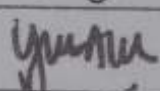
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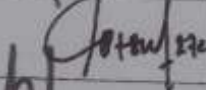NIP. 198705272015031002   NIP. 198606242019030320II

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LEGALIZATION

A thesis by **Sinta Arsita,** NIM. 18.1.16.0051 entitled *"The Implementation of Animation Video Media to Improve Students' Abilities in Writing English Narrative Text at IXth Grade at Mts Al-Khairaat Tuwa"* which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teachers Training at State Islamic University Datokarama Palu on 18th August 2022 has met all the criteria for scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.
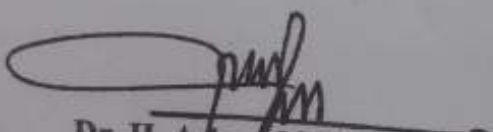
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Approved by:

Faculty of Tarbiyah and Teacher Training
Dean,

English Tadris Study Program
Head,

Dr. H. Askar, M.Pd.
NIP. 19670521199303 1 005

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196960215199203 1 013

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ABSTRAK

Name   : Sinta Arsita
NIM   : 18.1.16.0051.
Title   : The Implementation of Video Animation Media to Improve Students' Abilities in Writing English Narrative Text at VIIIth Grade at Mts Alkhairaat Tuwa.

In general, many teachers just used book as a media to teach students'. without any modern media as additional media other than books. So, it will difficult for students to achieve teaching and learning target. The use of animation video can be used as a teaching media to help teacher in teaching , especially in learning writing English narrative text. The research was aimed to answer the question that is can the use of animation video media improve the students ability in writing English narrative text in term of content and organization at the eight grade of MTS Alkhairaat Tuwa.

This research used quantitative. The method of the research was pre-experimental. Data obtained from the results pre-tes and post-test of class VIIIth students'. The test was used to know students' ability in writing English narrative text before and after implementing animation video.

The research instrument was a test, students' write a narrative text based on the video according to the research explanation and answer some questions based on the video.

The findings indicated that the implementation of animation video was significant to improve the students writing English narrative text. The ability students' writing achievement was proved by the mean score in pre-test and post-test. The students score in pre test (43,33) and post test (88,09). It means that the mean score of the students pos test was higher than the mean score of the students' pre test. It also was improved significantly. The researcher concluded that used animation video as a media can improve the students abilities in writing English narrative text.

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بسم الله الرحمن الرحيم

Alhamdulilah, the researcher would like to express deepest gratitude by saying thank to Allah SWT for the belessing and mercy given to me, so that the researcher could compose and finish this final project.

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20, Muharram 1444 H

The Researcher

<u>Sinta Arsita</u>
NIM : 181160051

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CHAPTER I

INTRODUCTION

A. *Background*

English as a foreign language considered to be one of the most difficult lessons. in our country, "students are usually afraid of joining foreign language classes."[1] English also is a global language and included as one subject of national examination in many school up to which competence in teaching-learning English. English has been taught from junior high school up to university. Studying English is not a new thing for junior high school students. However, they still get many difficulties in teaching-learning process. They need to master four language skills and the language components as well. In teaching-learning English, the English teacher should develop English skill for the students by fun technique based curriculum of junior high school. Surely, it can give a positive point and motivation for the development of teaching-learning English. There are four English skill listening, speaking, reading and writing.

In writing, there are some components that should be mastered by the students. " writing skill is complex and difficult to be taught since in this case writing does not only mean putting down graphic from on a piece of paper, it involves at least five components they are content, organization, grammar,

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[1] Tarwiyah, Siti, *Modul Game dan Songs*, *Practical Ideas To Teach Language*, (Semarang : Unpublisher, 2008), 1.

vocabulary, and mechanic"[2]. And also the students mush know how to arrange the words become sentence, how to arrange sentence become paragraph, and also how to use the punctuation correctly in writing. "Learning to write fluently and expressively is the most difficult of the four macro skills for all languages users regardless of whether the language in question is a first, second or foreign language"[3] it is clearly stated above that the writing is considered as one of the most difficult skills for students. Writing encourages students to produce new ideas creatively. Learning how to write in English is important for many English learners. Heaton said that " writing skill are more complex and difficult to teaching, requiring and mastery not only gramatical and rhetorical devices but also conceptual judgment because of diffuclt of writing, some efforts have been done to solve the problem".[4]

There are 4 factors caused students Mts Al-Khairaat Tuwa are not interested English specially in writing because writing skills are difficult for them. First according initial observations, ability in writing English specially students of class VIIIth MTS Al-Khairaat Tuwa from year to year is still relatively low. This is indicated by the lack of ideas, vocabulary, concept, experiences, and summarizing opinions into short English texts in written from still relatively below the standard for the size of their level. As well as the students'lack of courage and motivation to write English. " it is necessary to emphasize here the importance of involving students to actively construct meaning more critically

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[2] Otong Setiawan Djuharie, *Paragraph Writing*, (Bandung : Yrama Widya, 2009), 69.
[3] Nunan, *Designing Taks For The Communicative Classroom.* (Cambaridge : University Press, 1989), 35.
[4] John Briant Heaton , *Writing English Language Tests* (Longman : Pearson Education Limited 1998),

and openly to other people's views. Students need to be given the widest opportunity to build new ideas interactively and openly, and not easily has been developed for a long time" [5]

The second factor is the modern era where students are required to be able to keep up with the times, especially in education, even though the location is in rural areas. Especially in MTS Al-Khairaat Tuwa, the English teacher in this school only use text book as media in learning proccess. Without any modern media. The researcher also thinks that learning especially for class VIIIth is more complex to train students to be more creative, take an active role, have broad insight and think logically " learning will be more successful if students actively do hands-on and relevant exercises with learning goals that have been set " [6]. So that modern media is needed as a support.

The third factor is writing as one of the four language skills that must be mastered by students, Jeremy Harmer state that " writing as one of the four skills has always been used as a means of reinforcing language that has been taught"[7]. MTS Al-Khairaat Tuwa in the initial observations the writer found that in the learning process students were not yet familiar when faced with learning to write. In fact is that for grade VIIIth students, they have learned how to arrange text. One of them is compiling narrative text and it has been included in the material taught at school.

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[5]Kementrian Pendidikan dan Kebudayaan Republik Indonesia , *Bahasa Inggris Think Globally Act Locally* (Jakarta : kemdikbudristek 2018), 257.

[6]Dick and Carey, *Teori Pembelajaran dan Pengembangan Bahan Ajar Dalam Pendidikan*, ed. Dr.Yuberti, M.Pd, (Bandar Lampung : Aniversitas Negri Jakarta), 95.

[7] [7] Jeremy Harmer , *How To Teach Writing.* (Longman : Pearson Education Limited, 2004), 31-32.

The fourth factor is MTS Al-Khairaat Tuwa uses curriculum 2013 which is expected for grade VIIIth students to be able to create and convey meaning in functional texts (narrative, spoof, hortatory and exposition) and the students class IXth still feel difficult to make and convey written meanings contained in the text they read. Because less vocabulary and do not understand the text. So that students are not interested in writing.

Based the facts on the researcher initial observation, the researcher is interested to try using video animation media. In addition, based on several articles the researche reads that for the age of children at their age, most of them like animation and things that make the learning atmosphere more happy. So that when teacher do learning write English more effective and fun, they will more easily understand the lessons presented. From some of the explanations above, this is the reason the researche chosed them as research subjects.

In case of the study last two decades using short video animation in the process of learning English to be more affective, this is triggered by the rapid development of technology. So that requires every teacher to adapt with technology that is developing, especially in learning English. Use short animation video in learning English in the classroom make students more focused, develops their ideas, make the learning atmosphere more interactive and fun. The use of animation video media is proved can help students to process of learning English aspecially writing. Writing has several steps " The process of writing has roughly four steps. In the first step create ideas, the second step organize the ideas, the third step write a rough draft. In the final step, polish rough draft by editing

and making revisions".[8] Based on previous research conducted by "Iqbal Adnan Anugrah in class X SMA Harapan Bakti Makassar with research title The Use of animation film to improve students' ability in writing narrative text." [9] That animation video is proved can help students to improve their writing skill effectively.

Based the background of the explanation above, in overcoming several problems in the process of learning English. So the researcher introduces animation video as media English learning can stimulate students in producing and developing their ideas. The researcher considers that the use of animation video in teaching writing can help students first, to easily explore ideas in their writing. Second, students can use the right word order in their sentences. Third, use variation words to express their idea well. Fourth, they have more mastered the vocabulary they use in writing is in accordance with the animation video. In addition, the use of animation video media in the process learning English make students more motivated and enthusiastic in learning. So the researcher is interested to conduct a research with the title the implementation of the animation video media to improve student's abilities in writing English narrative text of grade VIIIth at MTS Al-Khairaat Tuwa.

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[8] The Logman Academic Writing Series, *Introduction To Academic Writing*, (London :Logman 2007) ,15.

[9] Iqbal Adnan Anugrah "The Use of Animation Film to Improve Students Ability in Writing Narrative Text" Retrieve From. http://digilibadmin.unismuh.ac.id on 20th January 2022.

B. ***Research Question***

Based on the previous background , the research question in this research is can the use of animation video media improve the students' ability in writing English Narrative text in term of content and organization at the eight grade of MTS Al-khairaat Tuwa.?

C. ***Objective and the Significant of the Research***

1. Objective of the Research

Based on the statement of the problem above, this research is arranged : To find out the improvement of the students' ability in writing English Narrative text by use animation video in term of content and organization.

2. The Significan of the Research

This research is attempted to have the following benefits :

a. Theoretically

This study supports existing theories and can help provide information about the implementation of short animation video in learning to write English narrative text in class VIIIth MTS Al-Khairaat Tuwa.

b. Practically

The results of this research are beneficial for various parties, namely:

1. For the researchers

The research is a provision in applying the knowledge that has been gained in college in the real world of education in school institutions.

2. For school or institutions

This research can provide valuable information for institutions or schools in short animation video implementations in learning writing English narrative text.

D. *The Outline of the Context*

The researcher organizes this research content in order to make the reader easier to understand. The following content covered in this research.

Chapter I is introduction. This chapter is explaining about general background, problem statement, objective and significance of research, and to avoid misunderstandings in understanding this manuscript, In this introduction chapter ends with an outline of the contents of the manuscript, to make it easier to understand the contents of manuscript.

Chapter II presents previous research , theoretical review, consisting of several sections, which are the definition of writing, process of writing, component of writing, requirements of good writing, definition of narrative text, generic structure of narrative texts, types of narrative text, the purpose of narrative text, writing narrative text, definition of media, classification of media, use of media video in learning definition animation, type of animation, animation video, advantages of using animation in learning, conceptual framework, and the last hypothesis.

Chapter III discusses the research design, population and sample, research variables, operasional definitions, research instruments, procedure of collecting data , and the last data analysis technique.

Chapter IV discusses the research findings, result of the research, testing hypothesis and discussion.

Chapter V discusses the conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

A. *Previous Research*

There are some researches conducted in writing English narrative text. One of them is a study by Satriana English Department of FKIP faculty of Tadulako University. Her research title The Use of Video-Cast to Improve Student's Ability in Writing Narrative Paragraph of Second Grade Students at SMA Negeri 1 Biromaru (an Experimental research a study with XI IPA Model and XI IPA II students of 11th grade students of SMA Negeri 1 Biromaru).[1] She did this research because she wants to know the effectiveness of using Video- Cast to help in teaching narrative writing. The result of the study showed that after the treatment, there is a difference in the students' achievement in writing narrative text between students of experimental class and control class. The two groups are at the same level. Meanwhile, the research showed there were different improvement between two classes. This is proven by a score from assessment aspects (spelling, capitalization, and punctuation). Between control class and experimental class have a difference. The mean score of the post-test of the control group is 23.5 while the mean score of the post-test of the experimental group is 34. This shows that the treatment actually works in the process of teaching and learning.

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[1] Satriana, "The Use of Video-Cast to Improve Student's Ability in Writing Narrative Paragraph of Second Grade Students at SMA Negeri 1 Biromaru (Unpublished Thesis Faculty FKIP of Tadulako University 2017), 20-21.

The similarities between her research and the researcher's research are on the object of research that is writing and calculates the achievement of study. The difference is on media that used in the research of collecting data whereas the researcher will use animation video and the previous researcher used Video-Cast. Then The research approach is also different, the researcher will use classroom action research while the previous researcher used experimental research.

Beside that, previous research entitled The Use of Animation Film to Improve students' Ability in Writing Narrative Text the tenth grade of SMA Harapan Bhakti Makassar from Iqbal Adnan Anugrah tahun 2020. The researcher conducted the research based on the problem that was faced by the students in writing, the results showed that there was a significant effect of their writing skills before and after teaching using animated film in teaching writing narrative text. This is indicated by the pre-test results (37.66) and post test (77.16). It means this research is successful.[2] Both the previous researcher and the researcher's research focused on the teaching of writing narrative text. But different in the research approach. Previous researcher used research design pre-experimental. While the researcher will use classroom action research design. Different in research design but both contribute to English narrative text teaching.

Based on the related research finding, there are similarities with this research that is writing narrative text and also have differences between the previous researchers and the researcher's research . There are those that lie in the media used and there are also differences in the research approach that is carried out in

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[2] Iqbal Adnan Anugrah "The Use of Animation Film to Improve Students Ability in Writing Narrative Text" Retrieve From. http://digilibadmin.unismuh.ac.id on 20th January 2022.

collecting data. But between the previous researchers and the researcher both have a goal, namely to improve the ability in writing English narrative text.

B. *Theoretical Review*

1. Writing

a. Definition of Writing

Writing is an activity of exploring opinions and ideas into words. There is not doubt That that writing is the most difficult skill for all language users: foreign, second, and even for first language. The difficulty lies not only in generating and organizing ideas but also in translating the ideas into a readable text. The skills involved in writing are highly complex. Such a skills of spelling, punctuation, word choice, and so on. Writing is productive skill that should be mastered well by the stidents. " writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is crusial difference between the spoken and written form of language. There are other important differences as well. Writing, unlike, speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stored, and referred back to at any time. It is permanent in comparison with the ephemeral 'here one minute and gone the next' character of spoken language –even of spoken language that is recorded on tape or disk."[3] Writing is functional communication, making learners possible to create

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[3] Nunan, *Designing Taks For The Communicative Classroom.* (Cambaridge : University Press, 1989), 36.

imagine worlds of their own design". [4] it means that through writing, students can develops the ideas in their own, pouring thought, feeling, experiences, etc to convey a specific purpose. Harmer states that "writing is a way to produce language and express idea, feeling and opinion"[5] it means that writing is one speaking representative through media.

Other definition is writing is speaking to others on paper or on computer screen".[6] Writing is one way to represent speaking though media. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action, a process of discovering and organizing your ideas, putting them on paper and reshaping and revising them.

From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. And writing is a productive and expressive activity so writers mush have the ability to write in using vocabulary, grammar, and language structure. Writing will be read whenever the author is absent. Writing is also an ability to make a from of words that has a higher value.

b. **Process of Writing**

Writing as one of productive skill needs a process. Harmer states that "writing Process is the stages that a writer goes through in order to produce something in its final written form" [7] there are four steps of writing processes:

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[4] Richard Kern, *Literacy And Language Teaching*, (New York: Oxford University Press, 2000), 172.
[5] Jeremy Harmer , *How To Teach Writing.* (Longman : Pearson Education Limited, 2004), 31.
[6] Alan Meyers, *Gateways to Academic Writing : Effective Sentences, Paragraphs, and Essays,* (New York : Pearson Education, Inc, 2005), 2.
[7] Harmer, *How to Teach Writing*, 4.

1. Planning

Planning is the first stage in writing. Your plan is the foundation that writing is built on. Planning writing involves first understanding what will be written , the purpose of the writing and finally, organize your thoughts in a structured form.

This stage `called by pre-writing process. Prewriting is the thinking, talking, reading, and writing you do about your topic before you write a first draft. " Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise ". [8] In prewriting step, we gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before we write.

a) Brainstoming

" Brainstorming is one way to capture thoughts". [9] The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how writer will use them. Writers' list can include words, phrases, sentences or even questions.

b) Clustering

Clustering is onother prewriting technique. It is a visual way of showing how our ideas are connected using circles and lines. The steps are:

a. Write the topic in the center of a blank piece of paper and draw a circle around it.

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[8] Karen Blanchard and Chiristine Root, *Ready to Write*, (New York : Pearson Education Inc, 2003), 3rd Ed., 41.
[9] Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays,* 6.

b. Write any ideas that come into our mind about the topic in circles around the main circle.

c. Connect those ideas to the center word with a line.

d. Think about each of your new ideas, and then connect them.

e. "Repeat this process until we run out of ideas."[10]

2. Drafting

Drafting is the core process writing. Write the main body according to your planned paragraphing structure. The writer must use the idea that generated in the planning as a guide. This stage needs an editing for checking the text. " Drafting first at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version".[11]

3. Editing

Editing it means adding, changing, rewriting and developing to get the text right. "Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. perhaps the order of the information is not clear the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers thend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical

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[10]Karen Blanchard and Chiristine Root, *Ready to Write*, 42.

[11] Harmer, *How to Teach Writing*, 5.

accuracy. The latter two are, of course, importand and are often dealt with later in the process."[12]

 4. Final draft

" Once writers have edited their draft, making the changes they consider to be necessary, they produce they final version. This may look considerably different from both the original plan and the first darft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience."[13] Writing is not an easy thing for everyone. Need o lot of practice to develop writing skill especially for new learners English.

c. Component of Writing

Writing skill is complex and difficult to be taught since in this Case writing does not only mean putting down graphic form on a piece Of paper. It involves at least five components. They are:[14]

 1. Content

Content is unity. That means every sentence contributes one Principle, uniting the whole. Furthermore, unity is the first Effective sentence quality. The writing content is about the ability To think creatively and develop through, except all irrelevant Information. It must be learned for the reader. Thus they can Understand what massage is saying and get information from it. Also the contents of the writing must be good and complete Because of the characteristics of good writing. The writing content must be clear to the reader so that the Reader can

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[12] Ibid.

[13] Ibid.

[14] Burhan Nurgiantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta. PPFE Yogyakarta, 2001), 306.

understand the massage being held and get the information form. In order for the content of the writing to be Good, the context must be unified and complete. This term is Usually known as unity and completeness, which characterizes Good writing.

2. Organization

Organization in writing involves coherence, order or importance, general to specific, specific to general, chronological Order and spatial pattern and express fluent expression: ideas Clearly state/support, succinct, well-organize, logical sequence and Cohesive. In form of the writing concern with the way through the researcher arranges and organizes the ideas order message in the Writing. There are many ways use by researcher to organizes or Arrange the writing.

3. Grammar

Grammar has many patterns that depend on situation and Condition, generally call by tenses. Tenses are an important material in learning English, because it help us to compose Sentence well, especially in using verb.

4. Vocabulary

Vocabulary is one of the language aspects dealing the process Of writing. Vocabulary as one of the requirements of good writing Is always dependent on the effective use of the word.

5. Mechanic

Mechanics include capitalization, punctuation, and spelling Appropriately. The reader means understanding and recognizing What the author means of course. The use of mechanical writing Will guide the reader to easily

understand the ideas or messages Conveyed. Based on the definition mentioned, the researcher Decided to analyze the indicators in writing in terms of content and Organization. As we know, there are five writing indicators but Researchers only choose content and organization.

d. Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey one's meaning. To write an Interesting text and good paragraph, we should know what a paragraph Is. "A paragraph is a group of sentences that discuss a smaller idea. Furthermore, paragraph like an essay, it generally contains an Introduction, a body, and a conclusion"[15]

A good paragraph normally focuses only on one idea that is Expressed in the topic sentence. Topic sentence is important to express An idea. Function of the idea is to control the content of paragraph. In writing a good paragraph, we should concern with component of writing as explained above. To get good results.

2. Narrative Text

a. Definition of Narrative Text

Narrative text is one of genre which is taught at nine grade students of SMP and Madrasah. celce and Murcia state that narrative is structured round the chronological development of events and is centered on a person or hero.

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[15] Meyers, *Gateways to Academic Writing : Effective Sentences, Paragraphs, and Essays,* 13.

Consequently, " a narrative is usually personalized or individualized tells about the events related to the person or persons involved"[16]

"Narrative is a description of events, especially in a novel or story, the Act or process of feeling a story."[17] John Langan state that "Narration is a writer tells the story of something that happened". [18] It similarly with otong setiawan, "Narrative is kinds of text about story of legend and resolution to Amuse and to give entertain to readers."[19] On the other hand, Pardiyono state that, "Narrative is a story Talk the past activities or events which order to problematic and to Give lesson to readers."[20]

From the definition above, the writer can conclude that narrative text is a story tells us about something interesting that has purpose to amuse, entertain for the readers or viewers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

b. Generic Structure of Narrative Texts

" To write the narrative there are four components that shall be care"[21]

    1. Orientation

        In which the writer tells the audience about who the character in the story, where the story is taking place, and when the action is happen .

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[16] M. Celce Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York : Cambridge University Press, 2000), 151.

[17] A.S.Hornby, *Oxford Advanced Learner's Dictionari*

[18] Jhon Langan. *Collage Writing Skills With Readings*, (New York : MC Graw-Mill Book Company, 1986), 111.

[19] Otong Setiawan Djuharie, *Genre*, (Bandung: Yrama Widya, 2007), 41.

[20] Pardiyono, *Teaching Genre-Based Writing,(* Yokyakarta: Andi Offiset, 2007), 94.

[21] Ibid.,42.

2. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the compications we face in life and tend to reassure us that they are resolvable.

3. Resolution

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved although this is of course possible in certain part of narrative which leaves us wondering. How did it end ?

4. Coda

Coda is the last part which contains moral lessons that may be taken from the events that occur in the story.

c. **Types of Narrative**

"A class list of narrative that was cited on wiwin suprianti's thesis might include the follows"[22]

1) Adventure: a story that includes exciting and dangerous events that characters have to solve.

2) Horror story: a story which attempts to scare the reader or listener with frightening events but which usually ends happily.

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[22] Wiwin Suprianti, "The Effectiveness of Fairytale Movie As A Medium In The Teaching Narrative Writing" 20-21. Retrieve From hhtp://eprints.walisongo.ac.id on 20th January 2022.

3) Romance: a story which deals with romantic love. There are some obstacles in the way but true love usually wins out in the end.

4) Fairy tale: a well-know story from folklore for children which often involves fairies or other megical characters.

5) Epic: a story which deals with big themes and heroic achievements and events that are 'largel than real life'

6) Moral tale: the stories which explicitly attempt to teach people about the right way to behave.

7) Myth or legend: stories which belong to a particular ethic group and which attempt to explain the way of nature and the universe.

d. The Purpose of Narrative Text

Narrative text aims to entertain and attract readers' interest. Narrative text presents a story or event that has a problem. These problems can lead to conflict and at the end of the story there is a resolution and have a sad or happy ending.

e. Writing Narrative Text

Writing narrative text is difficult for almost the students of junior high school since they do not know what they have to write and what narrative is about. This is study, the writer will give different ways for the students to learn how to write narrative text based on the video animasi that they will be watched.

3. Media

a. Definition of Media

"The word 'media' derived from latin Medias that means "between" or mediator. In Arabic media is (wasayitu) intermediary or mediator a message from sender to receiver message".[23]

The other definition According to Gerlach and Ely that "Medium is any person, material, or event that establishes condition, which enables or students to acquire knowledge, skills and attitude. In this sense, teachers, text book, and school environment is a media."[24]

Briggs argues that "Media is any physical device that can present messages and stimulate students to learn".[25] While "Heinich and co said that the medium as an intermediary that delivers information between sources and recipients. So, television, film, photos, videos, audio recordings, pictures that are projected, and the like are communication media. When the media it carries messages or information for instructional purposes or contains teaching purposes, the media is called instructional media."[26]

It can be concluded that the media is everything that can be used to transmit messages from sender to receiver. So that can stimulate thoughts, feelings, attention, and interests as well as students attention in such a way that the learning process occours.

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[23] Azhar Arsyad, *Media Pembelajaran,* (Jakarta: RajaGrofindo Persada,2008),4.
[24] Ibid.
[25] Arief S. Sadirman dkk., *Media Pendidikan : Pengertian, Pengembangan Dan Pemanfaatanya,* (Jakarta: RajaGrofindo, 2007), p.4-6.
[26] Ibid.

b. Classification of Media

According to Yudhi Munadi in his book, teaching media can be classified into four categories. They are: "[27]

1) Audio Media

Audio media is media that only involves the senses hearing and only capable of manipulating the ability of sound. The types of media included in this media are: radio program and recording media program (softwere).

2) Visual media

Visual media is media that only involves the sense of sight. Included in this type of media are verbal print media, graphic print media and non-print visual media. Like a book, magazines newspapers, modules, comics, etc., can also be made in the form of impressions, namely through projectable aids, or tools that able to project visual messages like a digital projector (commonly called LCD or infocus), and others

3) Audio-Visual media

Audio- visual media are media that involve the senses hearing and sight at the same time in one process. For example such as movies, videos, television and can also be connected to devices projection (projectable aids)

4) Multimedia

Multimedia is media that involves various senses in a learning process. Included in this media are anything that provides hands-on experience can through computers and the internet.

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[27] Yudhi Munadi, *Media Pembelajaran* (Jakarta: Persada Press , 2012), p.7-8.

c. Use of Media Video in Learning

Selected media video to be used in the activity learning needs to consider the curriculum. Media utilization must be able to support learning activities that facilitate students to achieve the desired competence.

Fill in the information and knowledge contained in the video program the chosen one should be new (up to date). Media video containing information and knowledge about computer technology for example needs to be update regularly, considering that computer technology is a rapidly developing technology.

The use of learning media video must be able to facilitate students in achieving learning objectives. Media Audio-visual such as well as video and multimedia can be used to help students in learning information and knowledge about a process or procedure.

Media video larning that will be used, whatever shape, must be able to motivated students to learn the content information and knowledge contained therein. Besides containing accurate information and knowledge media video learning too must be interesting so as to make students motivated to learn on an incentive basis.

The use of video programs in learning must be able to involve students' mental in involving the learning process. Students who engage intensively with video media and existing subject matter in it will learn more easily and be able to achieve competence which is desired.

From the definition and explanation above, the writer can conclude that video are very helpful effectives learning process. Because video are media involving

two senses, namely hearing and vision, because of what the eye is seen and sounded by the ear faster and more easily remember than what can only be read or just heard.

4. Animation

a. Definition Animation

"Animation is a sequence of frame which when played in a frame with enough speed can present smooth moving images like a movie or video. Animation is also interpreted by turning on the image, so it needs to know for sure every character detail, starting from the front view (front, back, ¾ and side) the face details of the character in a variety of expressions (normal, silent, angry, smile, laughing, upset and other) then the character/ style if carrying out certain activities that characterize the character."[28] Animation can attract attention, and can deliver a message well. Vaughan state that "animation is an effort to make static presentations into life."

The other definition is " Animation can be interpreted as a film in the form of a painting circuit or one image with the other, which is only a little different so when playing will move."[29]

From the definition above, the writer can conclude that animation is a set of images arranged sequentially and recorded using a camera to make static presentation become life.

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[28] Bambang Eka Purnama, *Konsep Dasar Multimedia* (Yogyakarta : Graha Ilmu, 2013), 81.

[29] Departemen Pendidikan Nasional, kamus besar bahasa Indonesia, (Jakarta: PT Gramedia Pustaka Utama, 2008), 70.

b. Type of Animation

" There are six type of animation. The types are :

1) 2D Animation (2 Dimensions)

Animation two Dimensions or dwi matra known as *namaflat animation*. The development of two-dimensional animation is quite revolutionary in the form of making cartoons. The word *Cartoon,* which means image funny. Therefore, cartoons are mostly funny films. Like tom and jerry, Scooby Doo, Doraemon, and so on.

2) 3D Animation (3 Dimensions)

Animation 3D is a development of 2D (Two Dimensions). With animation 3D characters shown seem to be alive and real, closer to his true human form. For example Disney's Toy Story.

3) Stop motion animation

This animation is recognized as Claymation because is uses a clay as a driven object. This technique was first introduced by stuart Blainton in 1906. This animation uses plasticin, which is a flexible material like gum. The figures in the clay animation were made using a special frame for the body frame. After that, in the photo movement. The photo are combined into images that can move as we watch in the film.

4) Clay animation

This type of animation we rarely hear and fine among other types. Even though this animation technique is not a new technique but it's been a long time, it can even be called an ancestor of animation. This animation uses plasticin, which

is a flexible material like gum. The figures in the clay animation were made using a special frame for the body frame. Then, the frame is closed with plasticin according to the form of the figure who wants to be used. These photos are combined into images that can move as we watch in the film.

5) Japanese animation (anime)

Anime is a special name for Japanese animated films. Anime has a different character compared to European-made animation. Anime use character and background drawn using hands and a little help from the computer.

6) GIF Animation

GIF animation is a simple animation technique that use basic animated principles in the form of interconnected images."[30]

c. **Animation Video**

Animation video is a kind of film which involves sound, recording a series of drawing or manipulating in anime object, one frame in one time. When projected, the sequences of frames take on the illution of motion. This video uses computer graphics in creating animated images.

In this research, the researcher uses animated video. the animated video that will be given is appropriate with the age for the students of junior high school. This study, the writer as the researcher chooses animated video that has characteristic funny, so it can make teaching and learning process more cheerful. Video can be an effective media in writing teaching because it provides students

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[30] *http://repository.bsi.ac.id/index.php/ Landasan Teori Animasi 3D/BAB II .html accessed* on 29 December at 16:15 p.m.

an idea to write, share their opinions in writing and stimulate their interest in teaching and learning process.

d. Advantages of Using Animation in Learning

"The Advantages of Using Animatin in Learning is follows :

1) Interesting attention

2) Displays invisible actions or different physical process

3) Increase retention

4) Allows visualization of the concept of imagination, objects, and relationship

5) Using animation with flash to create a website makes the site more interactive and dynamic

6) Animation can combine a large number of scientific data into one package which can then be served with simple

7) With the development of tools in making flash animations, now ensures that the designers can make web design complicated and very good, which will be difficult to occur in static HTML settings.

8) The size of the flash animation file is getting smaller, which allows site loading faster than before."[31]

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[31] Bambang Eka Purnama, *Konsep Dasar Multimedia* (Yogyakarta : Graha Ilmu, 2013), 85.

C. *Conceptual Framework*

The conceptual of the research illustrate as follows :

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                    ┌─────────────────┐
                    │     Writing     │
                    └─────────────────┘
                            │
                            ▼
┌──────────┐      ┌─────────────────┐      ┌──────────────────────┐
│  Input   │─────▶│ Teaching writing │      │ The animation video can│
└──────────┘      │ material narrative│      │ help the students to  │
                  │      text        │      │ understand the language│
                  └─────────────────┘      │ easily, it is a fun video│
                            │               │ because the students watch│
┌──────────┐      ┌─────────────────┐      │ about cartoon or animated.│
│ Process  │─────▶│  Teaching and   │─────▶│ The duration of this video│
└──────────┘      │ learning process by│     │ is not to long,it is about 8│
                  │ using animation  │      │ until 15 minutes. it will│
                  │     video        │      │ help the teacher for  │
                  └─────────────────┘      │ managing the time when│
                            │               │ they teach in the class,│
┌──────────┐      ┌─────────────────┐      │ because it does not need to│
│  Output  │─────▶│ Improvement of  │      │ use a long time to watch│
└──────────┘      │ the students'   │      │ the video.            │
                  │ writing skill    │      └──────────────────────┘
                  └─────────────────┘
```

a. Input : before applying in the class, the researcher was given observation and was given test. The researcher asked the students to write down all the ideas of the students without animation video (their experience) to know the students prior knowledge in the classroom.

b. Process : treatment is given by using animation video. The researcher apply animation video as media in one group class

c. Output : the treatment that is given evaluate the students interest and how effective using animatio video in teaching writing narrative text.

D. *Hypothesis*

The hypothesis of this research is :

1. H_o (Null Hypothesis) = The use of animation video is not effectiveness in writing english narrative text.

2. H_1 (Alternative Hypothesis) = There is an effectiveness of using media animation video to improve students ability in writing english narrative text.

CHAPTER III

METHOD OF RESEARCH

A. *Research Design*

"Method is a certain way that is used to achieve certain goals using certain techniques and tools. Research is application scientific approach to the study of a problem. The research method is an attempt to determine, develop and test the truth of a knowledge, effort which is carried out using method scientific approach is applied to investigate educational problems, then the result is educational research".[1]

The type of the research was Pre-experimental design. The kind of pre-experimental design of this research is one group pre-test and post-test. According to Creswell "pre experimental with the use of one group pre test could assist the application by picking the population from the entire population as the final result." [2] This design involved one group which is pre- test (O1), exposed to a treatment (X), and post-test (O2). The design is present as follow:

Table 1. The Formula of The Research Design

PRE TEST	TREATMENT	POST TEST
O_1	X	O_2

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[1] S. Margono, *Metodologi Penelitian Pendidikan*, (Cet. VI ; Jakarta : Rineka Cipta, 2009), 18.

[2] Srinagesh, K, *The Principal of Experimental Research*, (UK : Elsevier 2006)

Where :

Adopted from Sugiono [3]

O_1 = Pre test

Before doing the treatment, the students were given pre-test to know their achievement in writing. In this pre-test, the researcher asked the students write down all the ideas of the students without animation video (their experience) . The students used 2 x 20 minutes.

X   = Treatment

After given the pre-test, the students were treated with different treatment. The students treat by using animation video. The researcher used animation video to teach writing narrative paragraphs. The steps in teaching writing narrative paragraph are described as follows:

First   : The researcher presented and introduced the material to the class

and explained what they have to do.

Second   : The researcher explained about narrative paragraph.

Third   : The researcher explained that they are going to watch animation

video.

Fourth   : The researcher ordered the students to write the narrative

paragraph based on the video that have watch.

Fifth   : The researcher administered comment to students mistakes.

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[3] Sugiyono, *Metode Penelitian Kombinasi (Mixed Method),* (Cet.IV : Bandung : Alvabata, 2013), 112.

O_2 = Post test

After the treatment, the post-test conducted to find out the students' writing achievement. It used to check the result of treatment it is also be useful to know writing ability of the students. The test is same with pre-test. In the post test the researcher asked the students to write narrative text based on the animation video that have watched.

B. *Population and Sample*

1. Population

"The population is all members of a group of people, events, or the objects specified in a research, and the sample is a part of a population".[4] While Sukardi said " Population is any group of individuals, animals, events or things that gather in one place and become conclusion target of final research". [5] The other definition according Kasiram that populasi is the overall target that should be research and in that population the research results are applied. The population in this research is all students class VIII[th] of MTS Al-Khairaat Tuwa which consists of one class.

2. Sample

The research only be carried out on a part of the population, where the population members taken as research subjects are called sample. " The sample is a part of the number and characteristics possessed by the population. If the population is large and it is impossible for researchers to study everything in

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[4] Rukaesah, *Metodologi Penelitian Pendidikan*, (Jakarta : PT Grafindo Persada, 2015), 39.

[5] Sukardi, *Dasar Metodologi Penelitian*, (Kediri: Literasi Media Publishing 2015), 63.

population".[6] While Kasiram stated sample is a part of the population that will be studied in depth. Based on with the sampling technique above, the researcher used total sampling technique because the number of population is so small and obtained a sample, namely class VIII[th] MTS Al-Khairaat Tuwa, totaling 24 students. Which consists of 9 male and 15 female.

C. *Research Variables*

"The research variable is everything in the form of what is set by the researcher to be learned so that information obtained about it, then maked the conclusion". [7] There were 2 variables in this research, there were independent Variable and dependent variable. The variables were follows:

1. Independent variable was the use of animation video.

2. Dependent variable was students' writing skill.

D. *Operasional Definitions*

"Operasional definition is a definition that makes the variables being researched become operasional in relation to the process of measuring these variables. The operasional definition allows an abstract concept to be turned into an operational one , making it easier for researcher to make measurements".[8]

In order to avoid misunderstanding the terms used in this research, it is necessary for the researcher to present the operasional definition of some key words used in the title in this research "The Implementation of Animation video

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[6] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif* dan R%D, (Bandung : Alfabeta, 2009), 81.

[7] Rukaesah, *Metodologi Penelitian Pendidikan*, (Jakarta : PT Grafindo Persada, 2015), 38.

[8] Jonathan Sarwono, Metode Penelitian Kuantitatif dan Kualitatif, 27 (Jakarta : Graha Imu 2006), 27.

Media to Improve Students' Abilities in Writing English Narrative Text at VIII[th] grade at Mts Al-Khairaat Tuwa"

1. Animation video

Animation can be interpreted as a film in the form of a painting circuit or one image with the other, which is only a little different so when playing will move.[9]

2. Narrative text

Narrative is a story talk the past activities or events which order to problematic and to Give lesson to readers.[10]

E. Research Instrument

The researcher used writing test to asses and examine the students' Writing ability. The tests were pre-test and post-test. The pre-test was given to asses and to examine the students' writing ability without using Animation video in the previous treatment while post-test is given after Treatment of applying animation video as media to asses and examine the Students' writing ability. Both pre-test and post-test use to find out The development of the students' writing ability after the treatment by Using animation video.

F. Data Collection Procedure

"Mujis stated that data collection is done by observing, a situation, setting or interaction using the constructed instrument."[11] Data collection techniques used by researchers in this research this is a pre-test, treatmen and post-test.

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[9] Departemen Pendidikan Nasional, kamus besar bahasa Indonesia, (Jakarta: PT Gramedia Pustaka Utama, 2008), 70.

[10] Pardiyono, *Teaching Genre-Based Writing,*(Yokyakarta: Andi Offiset, 2007), 94.

[11]Mujis, *Evaluating Continuing Profesional Development* (Sage: London 2004), 27.

1. Pre-test used at the first meeting to measure the students' ability before giving a treatment.

2. Treatment used to made students understand about material. There were Four times for treatment by using animation video as a media in Teaching writing narrative text.

3. Post-test after was given the treatments to measure the students' improvement And understanding about the material through animation video thus, The total meeting of this research is six times, it conclude pre-text, Treatment, and post-text.

G. *Data Analysis Technique*

The data collected through quantitative analysis. The researcher used a procedure as follows:

1. Scoring the result of the students' text classified as follows:

The researcher correct the students writing based on the analogies Scale for writing.

    a. Content

Table 2. Classification in Scoring Content

Score	Criteria
5	1. Meaning is conveyed effectively. 2. Show a clear understanding of writing, Topic and main idea. 3. Contains some ideas and they are Coherence with each other.
4	1. Meaning is conveyed but breaks down at Items. 2. Show a good understanding of writing, Topic, and main idea development. 3. Contain some ideas and they are Coherence with each

Score	Criteria
	other.
3	1. Meaning is frequently clear. 2. Show some understanding of writing, Topic, and main idea, less development.
2	1. Meaning is unclear. 2. Shows little evidence of discourse Understanding. 3. Contains some ideas and they not Coherence each other
1	1. No complete sentences are written. 2. No evidence of concept writing.

(Adapted from Harmer in Wahyuni Putri)

b. Organization

Table 3. **Classification in Scoring Organization**

Score	Criteria
5	1. Organization is appropriate to write assignment and contains clear introduction, developments of idea, and conclusion. 2. Transition one idea to another is smooth and provides readers with clear understanding that topic is changing.
4	1. Events are organized logically, but some of the sample may not be fully develop. 2. Some transition of ideas evidence.
3	1. Organization may be extremely simple of There may be evidence of disorganization. 2. There are few transitional markers or Repetitive transitional markers.
2	1. Sample is compared if only a few disjoin Sentences. 2. No transitional markers.
1	1. No complete sentences are written

	2. No evidence of concepts of writing.

(Adapted from Harmer in Wahyuni Putri).[12]

2. To Score the students' answer of text, the researcher use formula .

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10 \ [13]$$

3. The mean score of the students classify into five levels as follows:

Table 4. Mean Score

No	Classification	Score
1	Excellent	8,5-10
2	Good	6,5-8,4
3	Fair	5,5-6,4
4	Poor	3,5- 5,4
5	Very poor	0-3,4

4. Calculating the mean score by using the following formula:

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

Where : X = Mean score

$\sum X$ = Total score

N = The number of the students [14]

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[12] Wahyuni Putri *" The Application Of Picture –Word Inductive Model In Enriching Learner's Ability In Writing Narrative Texts At The First Grade Of SMA Pmdspalopo*" Retrive from http://ropository.iainpalopo.ac.id. on 19th February.42-45.

[13] Igak Wardani and Kuswaya Wihardhit " *Penelitian Tindakan Kelas* " (Jakarta: Universitas Terbuka 2008), 325.

[14] L.R. Gay, *Educational Research : Competencies For Analysis and Application* . (Columbus Merrill Prentice hall. 1981), 320.

5. To calculate the improvement of percentage of the students' pre test and post test by using formula :

$$P = \frac{X\ 2 - X\ 1}{X2} \times 100$$

   Notation: P   : Rate Percentage

               X 1   : The mean score of pre test

               X2   : The mean score of post test. [15]

6. To finding the significante difference between the pre test and post test by calculating the value of the test .

$$T = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D^2)}{N}}{N(N-1)}}}$$

Where :

        T = Test of Significante

        D = The Mean Score

        $\sum$D = The sum score of difference

        $\sum D^2$ = The square of sum score of difference

        N = The total number of students [16]

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[15] Ibid. 320-321.

[16] L.R. Gay, *Educational Research : Competencies For Analysis and Application* . 321.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. *Research Findings*

This research was pre experimental research on the use of animation video to improve students' ability in writing narrative text. It is aimed to know the implementation of animation video in improving students' ability in writing narrative text and to identify the improvement of students' ability in writing narrative text after learning using animation video at the eight grade students of MTS Al-Khairaat Tuwa.

1. The Students' Mean Score in Narrative Test

To answer the research question in the previous chapter, the researcher administered a test, which was given twice to the students. Firstly, pre-test was given before the treatment. Secondly, post-test was given after the treatment . The result of the students' ability to write narrative text was presented in the table, bellow:

Table 5. The Students' Pre-Test Score

No	Students	Content	Organization	Total	Category
1.	ADS	2	2	4	Poor
2.	DLA	2	1	3	Very Poor
3.	DS	3	2	5	Poor
4.	FD	2	2	4	Poor
5.	FB	2	2	4	Poor
6.	IYT	3	3	6	Fair
7.	MBA	2	2	4	Poor
8.	MHF	3	2	5	Poor
9.	MHR	2	2	4	Poor
10.	NTA	3	2	5	Poor

No	Students	Content	Organization	Total	Category
11.	NSW	2	2	4	Poor
12.	NF	2	2	4	Poor
13.	NRA	2	2	4	Poor
14.	NRH	2	2	4	Poor
15.	NRJ	2	2	4	Poor
16.	NLC	2	2	4	Poor
17.	NRH	3	2	5	Poor
18.	PTA	2	2	4	Poor
19.	RFR	3	3	6	Fair
20.	TR	2	2	4	Poor
21.	VG	2	2	4	Poor
Total		48	43	**91**	
Mean		2,28	2,04	**4,33**	**Poor**

According to the previous table, the researcher can concluded that the lowest score in pre-test is (3) category very poor that is 1 students'(4.76%) and the highest score in pre-test is (6) category fair that is 2 students' (9.52%) and modus is (4) category poor that is 14 students' (66.66%) and the mean score is (4.33) category poor, So,the researcher can concluded that the students' VIII[th] grade Mts AlKhairaat Tuwa category poor in writing English narrative text.

Table 6. The Students' Post-Test Score

No	Students	Content	Organization	Total	Category
1.	ADS	5	4	9	Excellent
2.	DLA	5	5	10	Excellent
3.	DS	5	4	9	Excellent
4.	FD	3	4	7	Good
5.	FB	5	4	9	Excellent
6.	IYT	5	3	8	Good
7.	MBA	4	4	8	Good
8.	MHF	4	4	8	Good
9.	MHR	4	5	9	Excellent
10.	NTA	5	4	9	Excellent
11.	NSW	4	3	7	Good
12.	NF	5	5	10	Excellent
13.	NRA	5	5	10	Excellent
14.	NRH	4	5	9	Excellent

15.	NRJ	5	5	10	Excellent
16.	NLC	4	4	8	Good
17.	NRH	4	3	7	Good
18.	PTA	5	4	9	Excellent
19.	RFR	5	5	10	Excellent
20.	TR	5	5	10	Excellent
21.	VG	5	4	9	Excellent
Total		96	89	**185**	
Mean		4,57	4,23	**8,80**	**Excellent**

According to the previous table, the researcher can concluded that the lowest score in post-test is (7) category good that is 3 students'(14.28%) and the highest score in post-test is (10) category Excellent that is 6 students' (28.57%) and modus is (9) category excellent that is 8 students' (38.08%) and the mean score is (8.80) category excellent, So,the researcher can concluded that the students' VIIIth grade Mts AlKhairaat Tuwa category excellent in writing English narrative text after applying the animation video as a media was better than before.

Table 7. Comparison Between Pre-Test And Post-Test

Code of sample	Pre test	Category	Post test	Category	Improvement (D)	D^2
ADS	4	Poor	9	Excellent	5	25
DLA	3	Very poor	10	Excellent	7	49
DS	5	Poor	9	Excellent	4	16
FD	4	Poor	7	Good	3	9
FB	4	Poor	9	Excellent	5	25
IYT	6	Fair	8	Good	2	4
MBA	4	Poor	8	Good	4	16
MHF	5	Poor	8	Good	3	9
MHR	4	Poor	9	Excellent	5	25
NTA	5	Poor	9	Excellent	4	16
NSW	4	Poor	7	Good	3	9
NF	4	Poor	10	Excellent	6	36
NRA	4	Poor	10	Excellent	6	36

NRH	4	Poor	9	Excellent	5	25
NRJ	4	Poor	10	Excellent	6	36
NLC	4	Poor	8	Good	4	16
NRH	5	Poor	7	Good	2	4
PTA	4	Poor	9	Excellent	5	25
RFR	6	Fair	10	Excellent	4	16
TR	4	Poor	10	Excellent	6	36
VG	4	Poor	9	Excellent	5	25
Total	**91**		**185**		**94**	**458**
Mean	**4,33**	**Poor**	**8,80**	**Excellent**	**4,47**	**21,80**

a. Mean score of pre-test and post-test

$$\bar{X} = \frac{\sum X}{N}$$

Where : $\bar{X}$ = Mean score

$\sum X$ = The sum of all scores

N = The number of students

1) score of pre-test

$$\bar{X} = \frac{91}{21} = 4,33$$

2) score of post-test

$$\bar{X} = \frac{185}{21} = 8,80$$

b. To find out the significant differences between the score of pre-test and post-test by using the formula .

$$\overline{D} = \frac{\sum D}{N}$$

$$\overline{D} = \frac{94}{21} = 4{,}47$$

Where : $\overline{D}$ = The mean of the differences score

$\sum D$ = The sum of the differences score

N = The total number of students

c. To find out the improvement of percentage of the students pre- test and post- test by using formula :

$$P = \frac{X2 - X1}{X2} \ X \ 100$$

$$P = \frac{8{,}80 - 4{,}33}{8{,}80} \ X \ 100$$

$$P = \frac{4{,}47}{8{,}80} \ X \ 100$$

P = 50,79 %

Where : P = Rate percentage

X1 = The mean score of pre-test

X2 = The mean score of post-test

According to the table analysis comparison between pre-test and post-test above,the researcher found that there was an increase after implementing animation video as a media in writing English narrative text, this is proven by the

average pre test score that is (4,33) category poor become (8,80) category
excellent in post test and improvement (4,47) with percentage (50,79%). So, the
researcher can concluded that video animation can help students in improving
their ability in writing English narrative text.

Table 8. Data Analysis Improvement Content and Organization

Code Of Sample	Content		Improvement	Organization		imptovement
	Pre Test	Post Test		Pre Test	Post Test	
ADS	2	5	3	2	4	2
DLA	2	5	3	1	5	4
DS	3	5	2	2	4	2
FD	2	3	1	2	4	2
FB	2	5	3	2	4	2
IYT	3	5	2	3	3	-
MBA	2	4	4	2	4	2
MHF	3	4	1	2	4	2
MHR	2	4	2	2	5	3
NTA	3	5	2	2	4	2
NSW	2	4	2	2	3	1
NF	2	5	3	2	5	3
NRA	2	5	3	2	5	3
NRH	2	4	2	2	5	3
NRJ	2	5	3	2	5	3
NLC	2	4	2	2	4	2
NRH	3	4	1	2	3	1
PTA	2	5	3	2	4	2
RFR	3	5	2	3	5	2
TR	2	5	3	2	5	3
VG	2	5	3	2	4	2
Total	48	96	**50**	43	89	**46**
Mean	2,28	4,57	**2,38**	2,04	4,23	**2,19**

According to the previous table, the researcher can concluded that the
improvement content (2,38) in writing English narrative text higher than

organization (2,19). So, the researcher can concluded that video animation as a media can improve writing English narrative text in organization and content, but significant in content.

2. The Students Improvement Writing Content

The improvement of the students'ability to write content of the topic were presented in the explanation and diagram, below:

a. Score of content in Pre-test and post test by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where : $\bar{X}$ = Mean score

$\sum X$ = The sum of all content scores in pre test/post test

N = The number of students

1) Pre-test

$$\bar{X} = \frac{48}{21} = 2,28$$

2) Post-test

$$\bar{X} = \frac{96}{21} = 4,57$$

b. To find out the improvement students' in content.

$$P = \frac{X2 - X1}{X2} \; X \; 100$$

$$P = \frac{4,57 - 2,28}{4,57} \; X \; 100$$

$$P = \frac{2,29}{4,57} \ X \ 100$$

P = 50,1 %

Where : P = Rate percentage

     X1 = The mean score of content in pre-test

     X2 = The mean score of content in post-test

c. The diagram of content

Figure 1. The students improvement writing content.
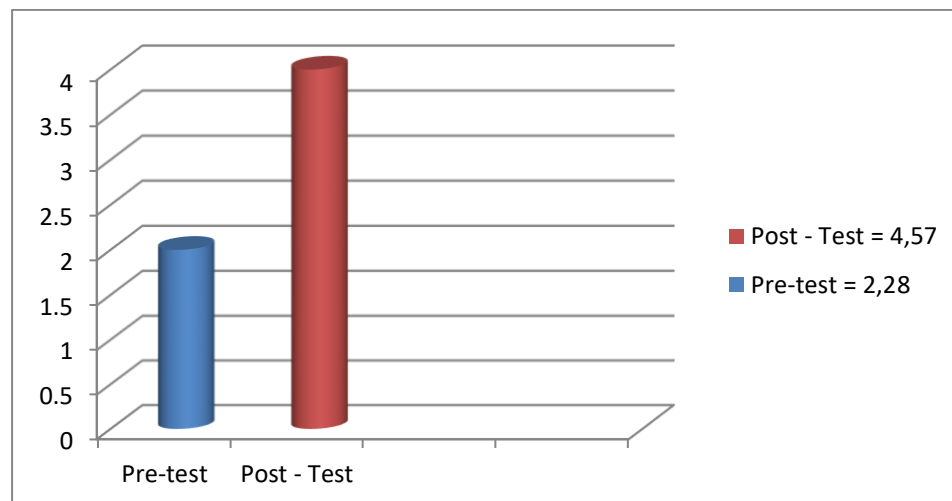
The data in the explanation and figure 1. Showed that the students improvement in content score as the result calculating the pre-test and post-test of the students'ability in writing English narrative text by use animation video as media. Where the students' score in pre-test (2,28) was different from the post-test (4,57). It means that there were improvement (50,1 %) of the students ability in writing English narrative text after taught by using animation video as a media.

3. The Students Improvement Writing Organization

The result of the students' to write organization of the topic that presented in the explanation and diagram, below :

a. Score organization in Pre-test and post test by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where : $\bar{X}$ = Mean score

$\sum X$ = The sum of all organization scores in pre test /post-test

N = The number of students

1) Pre-test

$$\bar{X} = \frac{43}{21} = 2,04$$

2) Post-test

$$\bar{X} = \frac{89}{21} = 4,23$$

b. To find out the improvement students' in content.

$$P = \frac{X2 - X1}{X2} \; X \; 100$$

$$P = \frac{4,23 - 2,04}{4,23} X \; 100$$

$$P = \frac{2,19}{4,23} \; X \; 100$$

$$P = 51,77 \; \%$$

Where : P = Rate percentage

X1 = The mean score of organization in pre-test

X2 =   The mean score of organization in post-test

c.   The diagram of organization

Figure 2. The students improvement writing organization.
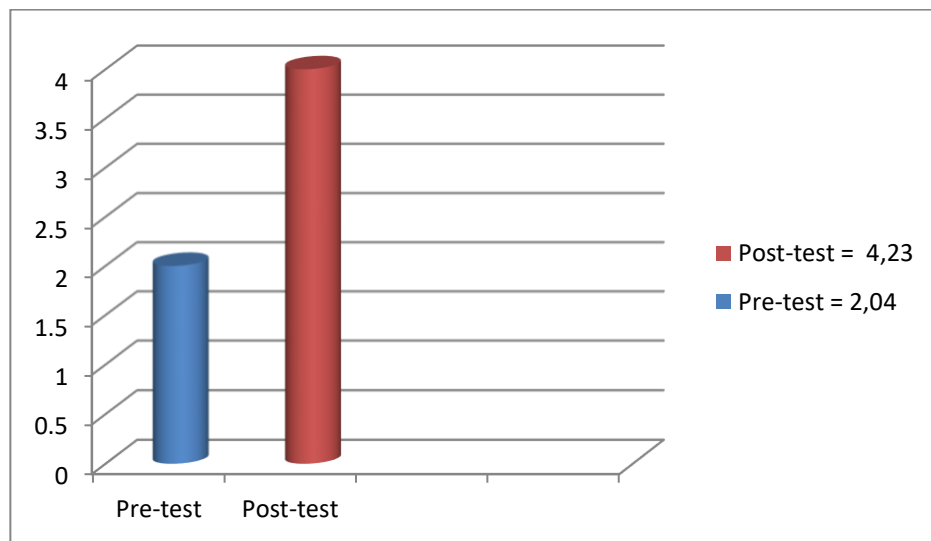
The data figure 2. Showed that the students improvement in organization score as the result of calculating the students pre-test and post test at the students' ability in writing English narrative text by using animation video as   a media. Where the students' score in pre-test (2,04) was different from the post test (4,23) it means that there was improvement (51,77%) of the student'   ability in writing English narrative text after taught by using animation video as a media.

4. **The Significance of Students Ability in Writing English Narrative Text**

To know the level of significance of the pre-test and post-test, the researcher used T-Test analysis on the level of significance (p) = 0,05 with the degree of freedom (df) = N-1 where N = number of subject (21 students) then the value of T- table is 2,086, the T–Test statistical, analysis for independent sample was applied the following table shows the result of T-Test calculation.

Table 9. T-Test of The Students' Ability in Writing Narrative Text.

Writing English Narrative Text	T-Test	T-Table	Comparison	Classification
	20.34	2.086	T-Test > T-Table	Significantly different

$$T = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D^2)}{N}}{N(N-1)}}}$$

$$T = \frac{44{,}76}{\sqrt{\dfrac{45800 - \dfrac{(940)}{21}}{21\,(21-1)}}}$$

$$T = \frac{44{,}76}{\sqrt{\dfrac{45800 - \dfrac{940}{21}}{21\,(20)}}}$$

$$T = \frac{44{,}76}{\sqrt{\dfrac{45800 - 42076{,}19}{420}}}$$

$$T = \frac{44{,}76}{\sqrt{\dfrac{3723{,}81}{420}}}$$

$$T = \frac{44{,}76}{\sqrt{8{,}86}}$$

$$T = \frac{44{,}76}{2{,}2} = 20{,}34$$

Where :   T = Test of Significante

D = The Mean Score

$\sum$D = The sum score of difference

$\sum D^2$ = The square of sum score of difference

N = The total number of studen

The table 11. Showed T-Test value was greater that (T-Test > T-Table), the final result showed that T-Test value for the final score of students' writing ability was   (20.34 >2.086). It means that there was significant difference between the students writing ability before and after using animation video as a media. It was also said that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_1) is accepted.

B. *Discussion*

In this research, the researcher planned six meetings but when doing the research six meetings is not enough so the researcher added one more meeting total is seven meetings. The researcher encountered some obstacles during the research. That is lack of school facilities, lack of students vocabulary,and the students who are difficult to direct. The first meeting, Saturday 11[th] june 2022. The researcher explained material about narrative text (Definition of narrative text, generic structure of narrative text, types of narrative text, purpose of narrative text and example of narrative text), The second meeting, Monday, 13[th] june 2022. The researcher conducted a pre test, meeting 3 – 6 The researcher conducted a

treatment and the last meeting Monday 20th june the researcher conducted a post test. The first treatment the researcher used infocus but had unstable electrical problems, frequent blackouts occurred. So that in the next treatment the researcher only used laptop and made students into several groups. Each group has the opportunity to watch video animation in turn. At the last meeting the researcher conducted a post test by sending an video animation to their respective mobile phones. This is to make it easier for students in the post test because used laptop and divide students into several groups to watch animation video using a lot of time. The use of animation video in learning English can motivate students, it can be seen by the increased attention in learning English .

The description of previous section showed the students' ability in writing English narrative text has improved, based on the findings above in applying the animation video as a media in the class, the data was collected through test as explained in previous finding sections showed that the students' ability in writing English narrative text was significantly improve the students score after applying the animation video as a media was better than before the treatment was given to the students'. Before giving treatment the students' ability in writing English narrative text was categorized as fair. After giving the treatment their ability was significantly improved. The use video media in learning to write English narrative text, students are easier to direct, understand quickly, and are motivated to lear. It is powered by Oemar Hamalik that was cited from Asnawir's book, good movie, video or film has some features,one thing is film can arouse students'interest.

1. **The Students' Improvement in Writing English Narrative Text**

   After calculating the score, the researcher found the students' ability in writing English narrative text had improved 50,79 % from the mean score 4,33 on pre-test to be 8,80 on post test. it was supported by the mean score post-test of the students' ability in writing English narrative text was higher than pre-test.

   The score of the students post-test was higher than the mean score of the students' pre-test therefore, the use of the animation video as a media can enrich the students'ability in narrative text.

   It was also support by the result of the data analysis on the table 7 showed that from the level of signifance (p) = 0.05 with the degree of freedom (df) = N-1, where N = number of subject (21 students' then the value of t-table was 2.086, the value t-test of the students' writing English narrative text repost text was higher than the t-table (20.34 >2.086). Then, the students' ability in writing English narrative text could enrich by using the animation video as a media.

2. **The Improvement of The Students' Writing Content.**

   After calculating the score, the researcher found the students' ability to write content had improved 50,1% from the mean 2,28 on pre-test to be 4,57 on post-test, it was supported by the mean score of post-test was higher than the mean score of pre-test, therefore, the use of animation video as a media could enrich the students' ability to write content in narrative text.

3. **The Improvement of The Students' Writing Organization**

   After calculating the score, the researcher found the students ability to write organization had improved 51,77% from the mean score 2,04 on pre- test to

be 4,23 on post test. It was supported by the mean score of post-test was higher than the meam score of pre-test, therefore, the use of animation video as a media could enrich the students'ability to write organization in narrative text.

Based on the result above, hypothesis test showed that null hypothes1is (Ho) was rejected and alternative ypothesis (H$_1$) was accepted, so, the researcher concluded that there was significant improvement of the students' ability in writing narrative text by using the animation video as media in teaching writing narrative in MTS Alkhairaat Tuwa.

The findings reveal that the research of improving students' writing English narrative text ability using animation video is successful viewed from some dimensions.

a. Animation video can improve the students' writing ability in narrative text effectively, their narrative writing are better than before especially in exploring the ideas, using organization, and content.

b. Motivation and interest of the students'are higher when joining every discussion of task in English class. They are very happy and enthusiastic when watching animation video and do the task. Besides that, activities using animation video make the students' more concentrate to the teacher's explanation, so that the students' understanding about material become higher. Finally, the students' ability in writing English narrative text is improved.

C. *Limitation of this research*

1. This research may have differences when it is conducted in other subject. Therefore, this research is only limited in class VIIIth students of Mts Alkhairaat Tuwa.

2. The use of animation video in this research is only to improve students' ability in writing English narrative text   in term of content and organization not all of genres.

CHAPTER V

CONCLUSION

A. *Conclusion*

Based on the discussion and explanation in the previous chapter and looked at the result of this research, the research put of forward some conclusion as follows:

The use of animation video was effective to be used as a media in teaching writing narrative because there was a significance difference between the progresses in writing of the students when they were taught using animation video video as a media and when they were not. By using the media, the students can express their ideas and easy to understand. The students' attitude of the eigh grade students' of MTS Al-Khairat Tuwa in learning English writing as positive and more interested to learn by using animation video as a media. It was proved that there was significant difference between the result of students' pre-test and post-test by the value of t-test was greather than the value of t-table (20.34 >2.086). And the last is video animation can motivate the students' to learn English lesson especially in learning narrative text. Learning writing English narrative text is not easy since the students did know they what they must write. Using animation video can be a new atmosphere for the students' who have not been taught using animation video before.

B. Suggestion

In relation to the conclusion above, the researcher formulates some suggestion in the following points:

1. The teacher should explanation about the important of writing as well as other language skills.

2. The teacher should be more creative to enrich their teaching material. They can use animation video as a media to motivate the students' in learning English especially in writing.

3. The teacher should give more chance and guidance practice to practice as the one way to developed the students' writing ability in the class.

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APPENDICES

LESSON PLAN

School   : **MTS Al-Khairaat Tuwa**

Subject   : **English**

Grade/Semester : IX/1

Skill Focused : Writing

Meeting : 1

Time Allocation : 2 x 60 Minutes

A. Basic Competence

1. Understanding the meaning of the social function, structure, text content and linguistic elements of narrative text (narrative text Pinocchio).

2. Make a simple narrative text based on the learning material about narrative text Pinocchio and pay attention 2 component of writing especially content and organization.

B. Basic Competence and Indicator

No	Basic Competence	Indicator
3.1	Distinguishing social function, text structure, text content, and linguistic element narrative text both oral and written by giving and asking for information related to pinocchio narrative text based on the context of its use.	3.1.1 Determine the social function of Pinocchio's narrative text. 3.1.2 analyzing the structure of Pinocchio's narrative text.
4.1 4.1.1	Text Narrative Capturing contextual meaning related to the social function, , text structure, text content, and linguistic elements narrative text both oral and written related to Pinocchio narrative	4.1.1 make a simple narrative text about Pinocchio.
4.1.2	text.	4.1.2 presenting orally and

		written narrative text about Pinocchio.
	Make narrative text both oral and written, short and simple related to the Pinocchio narrative text by paying attention to the components of writing, especially content and organization. Correctly and in context.	

C. Teaching Objectives

During and after participation in the learning process students are expected to be able to:

1. Students can understand the meaning about text narrative Pinocchio
2. Students can identify the social function, Generic structures, and linguistic elements of the Pinocchio narrative text.
3. Students can make a simple narrative text both orally and written.
4. Students can restate Pinocchio narrative text in a simple way, both written and oral.

D. Teaching Material

Narrative text about Pinocchio.

E. Models and Methods Learning

1. Approach   : scientific
2. Technique   : example, observation, question answer, discussion, and assigmant.
3. Model   : discovery learning (Daring)

F. Teaching Activities

➢ Pre-Activities

1. The class begin with an opening greeting from the teacher and is responded by the students.
2. The teacher invites students to pray led by the class president
3. The teacher check the students attendance list.
4. Before the learning process begin, the teacher motivates students so that students are enthusiastic in participating in learning.
5. Students are reminded of discipline, politeness, mutual respect and other religious values.
6. The teacher explains that they are going to watch animated video (Pinocchio).
7. Teacher review previous material.
8. The teacher conveys the learning objective and students pay attention.

➢ While Activities
1. Teacher explains about narrative text and generic structure
2. Teacher play an animated video that has a title "Pinocchio"
3. Teacher gives question based on the animated video.
4. Teacher ask the students to answer the question and make a narrative paragraph based on the video together with the teacher.
5. Teacher ask the students to work in pairs
6. Teacher ask the students to find out the generic structures from narrative paragraph
7. Teacher and students discuss students answer.
8. Teacher play again animated video and Students look back at the narrative text that they have made.
9. Teacher reviews today's topic.

➢ Post Activities
1. The teacher gives appreciation to students who are the best, disciplined and always participate during the learning process.
2. The teacher gives a conclusion.

3. The teacher informs the material that will be studied at the next meeting.
4. The teacher greets and closes the lesson

G. Media, Tools/Materials and Learning Resources.

- Dictionary, video animation (Pinocchio), and narrative text (Pinocchio).
- Whiteboard, marker, Book, handpone, leptop, infocus.
- Source : English book for junior high school class IX.

H. Evaluation

- Technique : performance assessment (written)
- Assessment form : Assessment of knowledge about narrative text and writing narrative text in the field of the content and organization.

I. Instrument

Written Test.

Written the story based on your answer from video animation that you have been watched!

No	Name	Measurement aspect		total
		Content	**Organization**	

Researcher   English Teacher

Sinta Arsita   **Ayu Lestari**

NIM : 181160051

LESSON PLAN

School   : MTS Al-Khairaat Tuwa

Subject : English

Grade/Semester : IX/1

Skill Focused : Writing

Meeting : 2

Time Allocation : 2 x 60 Minutes

A. Basic Competence

1. Understanding the meaning of the social function, structure, text content and linguistic elements of narrative text (narrative text Bawang merah and Bawang putih).

2. Make a simple narrative text based on the learning material about narrative text Bawang merah and Bawang putih and pay attention 2 component of writing especially content and organization.

B. Basic Competence and Indicator

No	Basic Competence	Indicator
3.1	Distinguishing social function, text structure, text content, and linguistic element narrative text both oral and written by giving and asking for information related to Bawang merah and Bawang putih narrative text based on the context of its use.	3.1.1 Determine the social function of Bawang merah and Bawang putih's narrative text. 3.1.2 analyzing the structure of Bawang merah and Bawang putih's narrative text.
4.1 4.1.1	Text Narrative Capturing contextual meaning related to the social function, text structure, text content, and	4.1.1 make a simple narrative text about Bawang merah and Bawang putih.

	linguistic elements narrative text both oral and written related to Bawang merah and Bawang putih narrative text.	
4.1.2	Make narrative text both oral and written, short and simple related to the Bawang merah and Bawang putih narrative text by paying attention to the components of writing, especially content and organization. Correctly and in context.	4.1.2 presenting orally and written narrative text about Bawang merah and Bawang putih.

C. Teaching Objectives

During and after participation in the learning process students are expected to be able to:

1. Students can understand the meaning about text narrative Bawang merah and Bawang putih.
2. Students can identify the social function, generic structures, and linguistic elements of the Bawang merah and Bawang putih narrative text.
3. Students can make a simple narrative text both orally and written.
4. Students can restate Bawang merah and Bawang putih narrative text in a simple way, both written and oral.

D. Teaching Material

Narrative text about Bawang merah and Bawang putih.

E. Models and Methods Learning

1. Approach   : scientific
2. Technique   : example, observation, question answer, discussion, and
   assigmant.
3. Model   : discovery learning (Daring)

F. Teaching Activities

➢ Pre-Activities

1. The class begin with an opening greeting from the teacher and is responded by the students.
2. The teacher invites students to pray led by the class president
3. The teacher check the students attendance list.
4. Before the learning process begin, the teacher motivates students so that students are enthusiastic in participating in learning.
5. Students are reminded of discipline, politeness, mutual respect and other religious values.
6. The teacher explains that they are going to watch animated video (Bawang merah and Bawang putih).
7. Teacher review previous material.
8. The teacher conveys the learning objective and students pay attention

➢ While Activities

1. Teacher explains about narrative text and generic structure
2. Teacher play an animated video that has a title "Bawang merah and Bawang putih"
3. Teacher gives question based on the animated video.
4. Teacher ask the students to answer the question and make a narrative paragraph based on the video together with the teacher.
5. Teacher ask the students to work in pairs
6. Teacher ask the students to find out the generic structures from narrative paragraph

7. Teacher and students discuss students answer.

8. Teacher play again animated video and Students look back at the narrative text that they have made.

9. Teacher reviews today's topic.

➤ Post Activities

1. The teacher gives appreciation to students who are the best, disciplined and always participate during the learning process.

2. The teacher gives a conclusion.

3. The teacher informs the material that will be studied at the next meeting.

4. The teacher greets and closes the lesson

G. Media, Tools/Materials and Learning Resources.

- Dictionary, video animation (Bawang merah and Bawang putih), and narrative text (Bawang merah and Bawang putih).
- Whiteboard, marker, Book, handpone, leptop, infocus.
- Source : English book for junior high school class IX.

H. Evaluation

- Technique : performance assessment (written)
- Assessment form : Assessment of knowledge about narrative text and writing narrative text in the field of the content and organization.

I. Instrument

Written Test.

Written the story based on your answer from video animation that you have been watched!

No	Name	Measurement aspect		total
		Content	Organization	

Researcher   English Teacher

Sinta Arsita   **Ayu Lestari**
NIM : 181160051

LESSON PLAN

School   : MTS Al-Khairaat Tuwa

Subject : English

Grade/Semester : IX/1

Skill Focused : Writing

Meeting : 1

Time Allocation : 2 x 60 Minutes

A. Basic Competence

1. Understanding the meaning of the social function, structure, text content and linguistic elements of narrative text (narrative text Cinderella).

2. Make a simple narrative text based on the learning material about narrative text Cinderella and pay attention 2 component of writing especially content and organization.

B. Basic Competence and Indicator

No	Basic Competence	Indicator
3.1	Distinguishing social function, text structure, text content, and linguistic element narrative text both oral and written by giving and asking for information related to Cinderella narrative text based on the context of its use.	3.1.1 Determine the social function of Cinderella's narrative text. 3.1.2 analyzing the structure of Cinderella's narrative text.
4.1 4.1.1	Text Narrative Capturing contextual meaning related to the social function, , text structure, text content, and linguistic elements narrative text both oral and written related to Cinderella narrative	4.1.1 make a simple narrative text about Cinderella .

4.1.2	text. Make narrative text both oral and written, short and simple related to the Cinderella narrative text by paying attention to the components of writing, especially content and organization. Correctly and in context.	4.1.2 presenting orally and written narrative text about Cinderella.

C. Teaching Objectives

During and after participation in the learning process students are expected to be able to:

1. Students can understand the meaning about text narrative Cinderella
2. Students can identify the social function, generic structures ,and linguistic elements of the Cinderella narrative text.
3. Students can make a simple narrative text both orally and written.
4. Students can restate Cinderella' narrative text in a simple way, both written and oral.

D. Teaching Material

Narrative text about Cinderella.

E. Models and Methods Learning

1. Approach   : scientific
2. Technique   : example, observation, question answer, discussion, and assigmant.
3. Model   : discovery learning (Daring)

F. Teaching Activities

➢ Pre-Activities

1. The class begin with an opening greeting from the teacher and is responded by the students.
2. The teacher invites students to pray led by the class president
3. The teacher check the students attendance list.
4. Before the learning process begin, the teacher motivates students so that students are enthusiastic in participating in learning.
5. Students are reminded of discipline, politeness, mutual respect and other religious values.
6. The teacher explains that they are going to watch animated video.
7. The teacher conveys the learning objective and students pay attention

➤ While Activities
1. Teacher explains about narrative text and generic structure
2. Teacher play an animated video that has a title " cinderella"
3. Teacher gives question based on the animated video.
4. Teacher ask the students to answer the question and make a narrative paragraph based on the video together with the teacher.
5. Teacher ask the students to work in pairs
6. Teacher ask the students to find out the generic structures from narrative paragraph
7. Teacher and students discuss students answer.
8. Teacher play again animated video and Students look back at the narrative text that they have made.
9. Teacher reviews today's topic.

➤ Post Activities
1. The teacher gives appreciation to students who are the best, disciplined and always participate during the learning process.
2. The teacher gives a conclusion.
3. The teacher informs the material that will be studied at the next meeting.
4. The teacher greets and closes the lesson

G. Media, Tools/Materials and Learning Resources.

- Dictionary, video animation (Cinderella), and narrative text (Cinderella).
- Whiteboard, marker, Book, handpone, leptop, infocus.
- Source : English book for junior high school class IX.

H. Evaluation

- Technique : performance assessment (written)
- Assessment form : Assessment of knowledge about narrative text and writing narrative text in the field of the content and organization.

I. Instrument

Written Test.

Written the story based on your answer from video animation that you have been watched!

No	Name	Measurement aspect		total
		Content	**Organization**	

Researcher   English Teacher

Sinta Arsita   **Ayu Lestari**
NIM : 181160051

Pre-Test

> **Nama :**
>
> **Class :**

1. Make a narrative paragraph based on your experience !

The Student Answer in The Pre-Test

Delni Angraini
I had a bad experience, while I was eating
Sausages I sit in front of the class, while I watching
my friend plays ball Just a few bites my Sausages
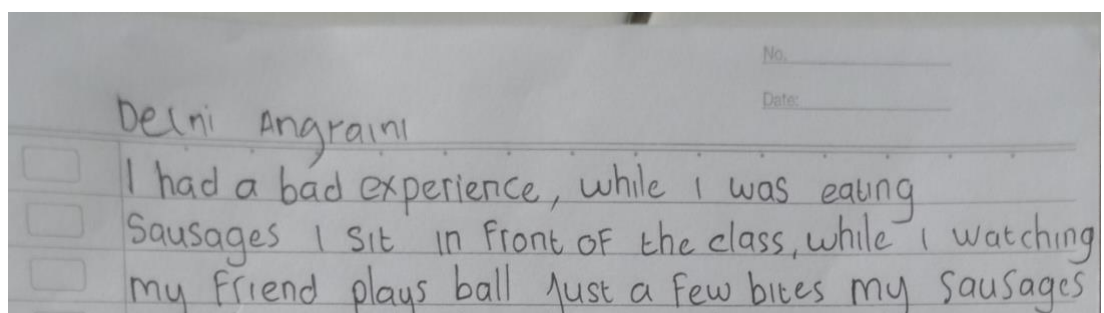
Post-Test

Nama :

Class   :

1. Make a narrative paragraph based on the animation video that you have watched and used by your own word !

The Student Answer in The Post-Test

nama : Delni Angraini

Post test

tugas Akhir

Penilaian:
Content
Organization

Distribution of T-Table

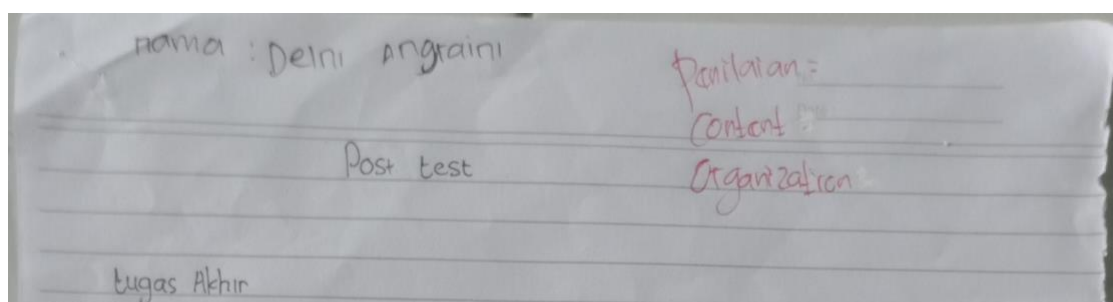| df	Level of Significance For Two-Tailed Test

	.20	.10	.05	.02	. 01	.001
1.	3.078	6.314	12.706	31.821	63.657	639.619
2.	1.886	2.910	4.303	6.965	9.925	31.589
3.	1.638	2.353	3.182	4.541	5.841	12.941
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.859
6.	1.440	1.943	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.365	2.998	3.499	5.405
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.602	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.508	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.052	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.567	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646

DOCUMENTATION

CURRICULUM VITAE

A. Personal Details

1. Name   : Sinta Arsita

2. Students' Number : 181160051

3. Place/ Date Of Birth : Sioyong 20th August1998

4. Religion   : Islam

5. Address   : Jl. Tamako 1, Palu Barat

6. Major   : English Tadris Department

7. Faculty   : Tarbiyah And Teacher Training

8. Class   : TBIG 2 2018

B. Educational Backgrounds

1. SDN No 2 Dampelas graduated in 2012

2. MTS Alkhairaat Tuwa graduated in 2015

3. SMA Negri 1 Dampelas graduated in 2018