

**THE EFFECT OF SHORT ANIMATED STORIES ON
STUDENTS' WRITING ABILITY OF NARRATIVE TEXT
(A Quasi Experimental Research at Eight Grade Student of
SMPN 26 Seluma in Academic Year 2022/2023)**

THESIS

Submitted as A Partial Requirements for the Degree of
Sarjana Pendidikan (S.Pdin English Language Education)



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MOTTO

IMAGINATION IS MORE IMPORTANT THAN KNOWLEDGE ~
(Albert Einstein)

**DONT BE AFRAID TO FAIL BECAUSE A
SUCCESS START FROM THE FAILURE**
(Anonymous)

DEDICATION

Bismillahirrohmanirrohim.

In the name of Allah, the most gracious and merciful All praise and gratitude to Him who has given strength, patience, and perseverance to finish this thesis. Shalawat and shalam may be conveyed to our prophet Muhammad SAW, his families, colleagues and followers until the end of the days.

This thesis was dedicated to:

1. My beloved parents; my father (Sulyadi) and My mother (Jumiati), who always love me more than anyone in this world. Yo are the ones who expect the best for me. No matter how much my mistake, with your sincerity you always forgive me. This little presem cannot pay anything from you. All my life is dedicated to obey you, after Allah, His Messenger, and my family. I thank you so much for sacrificing so much for me May Allah always bless your life.
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11. My Almamater and religion.

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I hereby sincerely state that the thesis titled " The Effect of Short Animated Stories on Students' Writing Ability of Narrative Text (A Quasi Experimental Research at Eight Grade Students of SMPN 26 Seluma in Academic Year 2022/2023)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, August 2022



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Bengkulu, 2022

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ABSTRACT

Rahma Jayanti, June.2022

**THE EFFECT OF SHORT ANIMATED STORIES
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*(Quasi Experimental Research at Eight Grade Student
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Thesis English Letter English study Program of
Language Department in Tarbiyah and Tadris faculty

Advisor 1: Dr. Ali Akbar Jono, M.Pd, Advisor 2: Feny Martina, M.Pd

This quasi-experimental study, which will be conducted on eighth-graders at SMPN 26 Seluma during the academic year 2021–2022, aims to study the effect of a short animated story on students' ability of write narrative text. Pre-experimental in one group, pre-test, and post-test designs were used in this study. In order to choose the 27 students who would participate in the study, the author used cluster random sampling. The information was gathered by measuring the writing test approach. Written tests have shown that short animated stories improve pupils' ability to write narrative language. The findings of this study indicated that the treatment's impact size was 37.77 percent. It was labeled as having a very significant impact. brief conclusion. The result of this research showed that the effect size of the treatment was 37.77%. It was categorized as very strong effect. To conclude short animated story is a very strong effect to increase students' ability in writing narrative text.

Key word: *short animated story, writing ability, narrative text.*

ABSTRAK

Rahma Jayanti, June.2022

THE EFFECT OF SHORT ANIMATED STORIES ON STUDENTS' WRITING ABILITY OF NARRATIVE TEXT

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Penelitian ini adalah penelitian experiment yang dilakukan pada kelas VIII di SMPN 26 Seluma tahun ajaran 2021/2022. Penelitian ini bertujuan untuk melihat pengaruh dari short animated story terhadap kemampuan menulis siswa terutama pada narrative text. Design yang digunakan adalah one group experiment yaitu dilakukan nya re test dan post test pada group atau kelas yang sama.kemudian sample pada penelitian ini diperoleh dari cluster random sampling. Lalu data daripeneitian ini didapat melalui writing test atau tes menulis siswa yang mengacu pada narrative writing test melalui short animated story. Hasil dari penelitian ini didapat pengaruh sekitar 37.77 persen. Kesimpulannya adalah bahwa short animated story memberikan pengaruh yang besar terhadap student's writing ability in narrative text yaitu sebesar 37.77 persen.

Key word: *cerita animasi pendek, kemampua menulis peserta didik, teks narrative.*

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CHAPTER 1

INTRODUCTION

A. Background of the Study

In academic life, one of the most important language skills to improve his writing. "Writing has always been part of the syllabus in the teaching of English," argues Harmer, "as one of the four talents of hearing, speaking, reading, and writing" (Wirasini & Lubis, 2019). It denotes that English is included in a language curriculum. Students can use writing to express their 1

Although English is not a foreign language to senior high school students, many nevertheless struggle with it, particularly in writing. As a result, pupils want the incentive to conquer their writing challenges. Writing is challenging for most kids, and this difficulty persists even after their confidence in other language abilities like speaking, listening, and reading has developed. It's a lot simpler to read than it is to write in a foreign language. Students need

a decent vocabulary and sufficient grammar to read, but when it comes to writing, they must pick exact words and arrange them in a logical order. Writing is far more challenging, according to the study, and most students do not practice as frequently as they should. As a result, pupils want the incentive to conquer their writing challenges. A teacher must encourage his or her pupils because motivated students study more effectively.

"Increasing students' desire or drive to study is a vital teaching function in enhancing students' learning(M. Bowler, 2009)". To increase pupils' learning, the instructor should be familiar with relevant approaches and media.

To help their pupils communicate well in writing, the instructor has made several attempts using appropriate media for teaching writing in the classroom" (Kiki Merindriasari, Iwan Supardi, 2015). As a result, if teachers use appropriate media to teach writing, their students'

enthusiasm and achievement in writing will skyrocket.

Furthermore,

several ways or procedures make use of appropriate media to teach pupils how to write successfully. One of them is a film that teaches writing through an animated short narrative. The film is an audiovisual medium with a narrative that can assist pupils in learning to write. It is a powerful tool for both inspiring and assisting pupils in their language learning.

According to (Çakir et al., 2006) referenced in Cakir, the language student can benefit from a variety of media and types of visual presentation (2006:67). To put it another way, all audio-visual materials can help you learn a language if you use them at the correct time and in the proper place. Video provides important learning opportunities for students learning a second language in this regard. Studying a foreign language is more difficult than learning a native language or mother tongue because

the foreign language has entirely new characteristics and systems that students or learners must comprehend, such as pronunciation, spelling, and the cultural background of the language.

As a result, it is expected that students will benefit from the usage of media in learning English language abilities like listening, speaking, reading, and writing. After acquiring the four language abilities, students should be able to use English in both active and passive forms.

A cartoon or animated short film is a short animated film. The clip is roughly 7 to 10 minutes long, thus it will assist teachers in organizing their classroom time. The narrative text is one of the writing forms that senior high school students should create. "A narrative is a type of writing whose objective is to amuse or delight the reader while also dealing with real or imagined situations in various ways" (B. Bowler & Parminter, 2011). It is consistent with animated short films that are narrative in

nature. Students may get a sense of the scene, narrative, and most importantly, the moral value by viewing the animated short film. As a result, after seeing the video, kids can create their tales based on their creativity. Furthermore, it has been proven by several kinds of research that animated short films are interesting and time effective for teaching English narrative writing.

Students are expected to produce some texts, such as letters, brief messages, greeting cards, and monologues such as descriptive, recount, narrative, procedural, and report texts, according to the fundamental competency in the junior high school curriculum. Students must follow the writing procedures to develop those writing outputs, particularly monologues. According to (Singh Mongar & Chalermnirundorn, 2020) "Process Writing as a classroom activity includes the four core writing phases – planning, drafting (writing), revising (redrafting), and editing – as well as three additional stages that the instructor imposes

on students, namely responding (sharing), assessing, and post-writing. Teachers frequently arrange suitable classroom activities to aid in the acquisition of certain writing skills at all levels."

The events described above occur often in many schools. Based on observations made at SMPN 26 Seluma in class VIII A in Bengkulu, it appears that pupils are rarely instructed to write in English. They just completed the task and reviewed the results. When the kids were asked to write, they were hesitant to even compose a simple paragraph, and the results were far from what was expected. Students were supposed to be able to compose an excellent text with strong substance and consistency, but they were unable to do so.

Students were at a loss for what to write about. In other words, when they were asked to produce a text, such as a narrative text, they had a blank mind. As a result, some form of the medium was required to bring their

thoughts to life. Picture series, comics, movies, and animated stories are examples of media. Of course, each media has its own set of benefits and drawbacks. One media may be good for teaching one skill but ineffective for teaching others.

Short animated stories are excellent to utilize as media while teaching narrative materials. Because short animated stories are moving visuals, kids will be able to witness the activities of the characters, they are more engaging than picture series or comics. Short animated stories, on the other hand, are practically identical to movies in terms of their visuals (Manalu et al., 2021). Short animated tales, on the other hand, are simpler and shorter than movies. They don't have a lot of dialogue so that pupils can focus on the topic.

Furthermore, junior high school kids will find the vocabulary used in short animated stories to be easier and more familiar. Additionally, pupils can download a variety

of short animated stories from the internet. With full tales, the stories last approximately 5-10 minutes, however, a full narrative movie might last anywhere from 1-2 hours. As a result, short animated stories are more successful than other media in the teaching and learning process, particularly when creating narrative texts.

B. Identification Problem

Based on the background the identification with the eighth grade English teacher of SMPN 26 SELUMA, that the student hard to learn English, one of the big cases in writing especially in writing narrative text. It was because the student was less in vocabulary, the student doesn't understand the grammatical in writing, the student have no idea in writing, and the student was hard to understand expression in writing.

C. Limitation of Problem

The researcher narrows down the issue areas to those that are more specific, such as a lack of writing ability

among pupils. In the academic year 2021/2022, the researcher focuses on the effect of short animated stories on students' writing comprehension of narrative text in eighth graders at SMPN 26 Seluma.

D. Formulation of Problem

The researcher defined the research problem as follows, based on the problem's limitations: "Is there a significant effect of short animated stories on students' ability in writing narrative texts at class VIII A of SMPN 26 Seluma in the academic year of 2021/2022?"

E. Research Object

Based on the problem statement above, the objective of this research is to show whether or not short animated stories have a significant effect on students' ability in writing narrative texts in class VIII A of SMPN 26 Seluma in the academic year of 2021/2022.

F. Significances of The Research

Theoretical and practical gains were predicted from this study. The following are the specifics of the research's significance:

1. Students were anticipated to be motivated by this study to enhance their abilities to write narrative texts. Furthermore, if this study is implemented by teachers, it will make it easier for them to write narrative texts, which will increase their writing abilities.
2. This study is anticipated to provide teachers with information to help them improve their teaching practices, particularly in the area of writing instruction.
3. The researcher expects this study to be a valuable learning experience as she prepares to become a genuine

teacher in the future.

4. This work is likely to be one of the sources of relevant research for other researchers.

G. Definition of The Key Term

To avoid misunderstanding the writer gives the key terms related to the study as follows:

1. Writing

Writing is one of the important skills that have to be developed by students because it is very important for the academic context, business, and the relationship with others in the world.

In the academic context, students need to develop this skill. Writing is one of the skills to be taught in junior high schools. Writing (as one of the four skills of listening speaking,

reading, and writing) has always formed part of the syllabus in the teaching of English. Writing is a productive skill. It is one of the four language skills, reading, listening, speaking, and writing. Writing focuses on how to produce language rather than receive it. Therefore, writing has several steps to do. That writing is a progressive activity that is s open with the result of thinking about what the writer going to say.

2. Narrative text

A narrative text is a text that tells a tale in chronological order. The writer should organize the text in an intriguing way so that the readers may enjoy it. The objective of narrating the

tale is to provide significance to the readers as well as to amuse them.

The narrative for Junior high school students in this research context is a mechanism used to convey messages to others and interact between friends and teachers in learning activities, which are written based on an essay or fiction story with the aim of entertaining readers and motivating students in learning activities of a narrative text.

3. Short Animated Story

Short animated stories are the most interesting media to stimulate and increase student creativity, besides that short animated stories can increase student learning motivation

because it does not take much time
whereas short animated stories are
one of the most effective media to use
in learning activities.

CHAPTER II

LITERATURE REVIEW

A. English Writing Ability of Narrative Text to Junior High School Student

1. Definition of Writing Ability

The capacity to write is a type of practical communication that allows children to create their own imagined worlds. Writing, as one of the four language skills, is considered challenging because the writer must balance several components of writing, including content, organization, purpose, vocabulary, grammar, and spelling. Writing is the activity or profession of producing written material, such as novels, tales, or articles (Ammade & Ziska, 2021). We can spend extra time considering and selecting words to communicate our concepts, opinion, or emotion. Writing is a continuous process. This implies that even before you start writing, you've already planned out what you're going to say and how you're going to express

it. After you've completed writing, go back over what you've written and make any necessary edits or revisions. It's a two-step procedure to write. The first stage is to figure out what the meaning is, and the second is to put that meaning into words. What we believe is reflected in our writing. Because the writing process reflects thoughts that have remained in the mind, this is the case. This practice frequently causes students who are hesitant to write down their views to suffer. When kids start looking for reasons to write and compose written sentences, they run into difficulties (Journal, 2017).

As a result, writing is never a one-step process; rather, it is a series of steps. Because writing is a discovery process that comprises discovering ideas, how to arrange them, and what you want to put over to your order, much of what a writer does as a writer does not appear on the page. It is a method of communication. When a writer wants to write, he has to know whom he's writing for (Munawaroh, 2019). This will help him

achieve his aim of speaking clearly and effectively. Because writing necessitates the act of selecting and arranging thoughts into a cohesive and logical whole, writing is certainly founded on thought in this circumstance (Aditiya, 2022).

Writing is a productive talent that delivers a message to others via thinking, according to the definitions above. Developing and editing written materials.

2. Teaching Writing in Junior High School

English is taught as a compulsory subject for pupils, according to the K13 curriculum of SMP N 26 Seluma. Listening, speaking, reading, and writing is the four language skills covered. There are various skills that students must acquire in order to write well. These skills are outlined in the standard of competence and fundamental competence sections. The table below shows the content of the standard of competence

and fundamental competence for junior high school pupils, specifically grade VIII semester 2 in SMP N 26 Seluma.

Table 1 standard of competence and basic competence of Writing Skill for Junior High School Students Grade VIII Semester 2

Standard of Competence	Basic Competence
<p>12. Expressing meaning within written short functional texts and simple short essays in the forms of recount and narrative to interact with people around</p>	<p>12.1 Expressing meaning in the form of written short functional texts using written language accurately, fluently, and acceptably to interact with people around</p> <p>12.2 Expressing meaning and rhetorical steps using written language accurately, fluently, and acceptably to interact with people around in</p>

	the forms of recount and narrative.
--	-------------------------------------

It can be observed from the table of standard competence and basic competence that there are several texts that students should learn. For brief functional pieces, they include announcements, advertisements, and invitations; nonetheless, recount and narrative texts are classified as essays. However, the researcher will only look at narrative material in this study.

The indicators of students' writing skills are :

- (a) Organization, (b) Content, (c) Grammar, (d)

Punctuation, (e) Style

3. Narrative Texts

a. Definition of Narrative Texts

A narrative text, according to (Siswanjaya et al., 2017) is a piece of literature that recounts a story while both entertaining and instructing the reader or listener. Meanwhile, Asirika, (2017) define narrative as a type of essay that tells a story or a series of events. Its purpose is to provide a story that gives meaning to a single incident or a series of occurrences. It is apparent from these terms that narrative writings are about telling a story. The narrative comprises a number of events intended to delight readers or listeners. As a result, the purpose of written narrative texts is to entertain the listener.

Narrative texts, according Asirika (2017) are a type of speech that has been fixed by writing. Meanwhile, according to Parera (1993:5), a

narrative is one of the forms of growing writing, with characters, for example, telling the history of something based on the growth of writing over time. Furthermore, according to Keraf (1989: 136), the narrative is a type of composition in which the major aims are expressed as acts that are linked together to produce an event that occurred at a certain moment. A narrative text, according to these perspectives, is frequently the product of writing that is formed and put together to build a story about events that occurred at a given moment in time in the past.

Kanein<http://www.englishindo.com/2013/08/narrativetext.html> gives a definition of narrative as the following quotes:

"A narrative is a story that tells a meaningful series of events in words. It's sequential in the sense that the events aren't just happening at

random. A temporal arrangement is always included in sequence (and usually other arrangements as well). The simplest chronology is a clear progression from the beginning to the final occurrence (Patel, 2019)."

Narrative text According to the definitions above is a text that tells a tale in chronological order.

The writer should organize the text in an intriguing way so that the readers may enjoy it.

The objective of narrating the tale is to provide significance to the readers as well as to amuse them.

b. Generic Structure of Narrative Texts

Anderson and Anderson (1997: 8) demonstrate how to put together a narrative text. (1) Orientation is the first narrative in a series that introduces the characters, the setting of time, and the setting location. (2) A complication is a set of

events in a novel that encourages the reader to speculate what will happen next. (3) The characters' reactions to the problem in order of occurrence. (4) The conclusion, in which the protagonists eventually overcome the complication's difficulty. (5) A coda, which may include a statement or moral lessons learned from the narrative, however, this is an optional step.

Based on the explanation above the writer can be concluded that English writing of narrative for Junior high school students in this research context is a mechanism used to convey messages to others and interact between friends and teachers in learning activities, which are written based on an essay or fiction story with the aim of entertaining readers and motivating students in learning activities of a narrative text.

The indicators of writing narrative text are:

(a) understanding the social function of narrative text, (b) understanding the generic structures of narrative text, (c) understanding the language features of narrative text, and (d) students have to be able to write the narrative text.

4. Short Animated Stories

a. Definition of Short Animated Stories

Short animation comes from the Latin anima which means soul, or life. Animation is a technique of displaying more than one image, each image is interconnected with each other and shown sequentially so that the audience who witnesses an illusion in the displayed image, is like an inanimate object like an (Samosa et al., 2022). In addition to short films, feature films, television shows, and other mediums for presenting motion pictures, an animation may be found in video games, motion graphics, user

interfaces, and visual effects.

"The skills, techniques, and processes involved in bringing apparent movement and life to inanimate things through cinematography," says Gartenberg.

Responding to Gonzales in Betancourt, the animation is "a succession of changing graphics exhibited dynamically according to user behavior in ways that enable the user to perceive a continuous change over time and create a more appropriate mental model of the work" (Pandini et al., 2022). Meanwhile, according to Wright in Sulaiman, the term animate comes from the Latin verb animate, which meaning "to make alive or to fill with air" (2022:02). With animation, we can completely restructure reality. A moving image that looks to be alive is referred to as animation. As a result, viewers of animation receive the sense that they are watching a movie with real-life living

creatures.

According to (Asyidiq et al., 2020), audio-visual media are those that are both auditory and visual, allowing users to hear and see at the same time. These are 19 times more comprehensive than audio or visual material alone. It implies that the pupils may simultaneously hear and see the media.

TV, 8 mm and 16 mm film, movies, slide/tapes, and film strips/tapes are all forms of audio-visual media. Films, as seen in the examples, are best suited to literary themes such as narrative texts or tales. Sugeng (2010: 163) agrees, stating that movies may be an excellent medium for language training, particularly when it comes to literary issues. Some professors require their pupils to view a movie based on literature, such as novels or short tales. Animation, which comprises short tales, is one type of film that may be used to teach writing, particularly in narrative texts (B.

Bowler & Parminter, 2011).

b. Short Animation Characteristics

Short animations are generally only a few seconds long (under 24 minutes) There is only one plot (linear) Dramatic aspects can be found in short tales. Exposure is the structure (opening of setting, situation, and main character). Trouble, Climax, and eventually Resolution or morality all contribute to the story's action.

c. The Advantages of Short Animated Stories in Teaching and Learning

Children learn best and most when they love what they are doing, according to a module brochure from VIA University College in Denmark titled "Animation as a Learning Tool (Wulandari et al., 2019). It's not only entertaining, but it's also useful to use animation to stimulate and improve children's learning. It

implies that when the instructor employs animation to educate, the pupils will like the process since it is more engaging. Children gain skills and competencies in the narrative telling, visual communication, cognitive, emotional, ethical, and aesthetic aspects, observation and sensory aspects, attention, problem-solving, and inventive aspects by utilizing animation, according to the brochure.

Animation is a fantastic alternative for developing pupils' competency, according to the statement. As can be shown, animated stories are the most engaging medium for young pupils or junior high school students when conveying stories in written language.

According to "Teaching With Animation," a pamphlet on animation published in 2005, animation provides the following benefits: (1). Animation is well-liked by

youngsters, (2). There is no need for post-production with animation. (3). Animation allows for film control since each picture on the filmstrip is worked on individually - each motion and cut is meticulously prepared, allowing for reflection and analysis. (4)Because animation does not take up a lot of space, it may be used in a conventional classroom setting. (5). Because animation and creativity are so intimately linked, it is feasible to employ animation with even the youngest students. (6). Animation makes "time travel" simple. (7). The actual and virtual worlds can be combined in animation production. (8). Animation aids in the development of the creative mind.

Based on the explanation above the writer can be concluded that short animated stories in this research context are the most interesting media to stimulate and increase

student creativity, besides that short animated stories can increase student learning motivation because it does not take much time where short animated stories are one of the most effective media to use in learning activities.

The indicators of short animated stories are understanding the plot of the story, knowing the character of the story, understanding the problem of the story, and knowing the moral value of the story.

B. Conceptual Framework

English is taught as a foreign language in Indonesia from junior high schools to universities since it is so important in today's society. Students must grasp English in order to communicate with people from other countries, get a wealth of information from English literature, and compete for a good grade with students from other countries.

The four talents that children are taught in

school are listening, speaking, reading, and writing. Because writing is a productive skill, it is the most difficult assignment for children among these abilities. According to the Standard of Competences and the Basic Competence of English for Junior High School, students are able to transmit meanings in the form of written texts using a written language in an accurate, fluent, and acceptable manner. It is quite difficult for pupils to meet these standards, particularly in conveying a short essay of narrative texts. It's because creating a tale in a narrative text needs creativity and feeling. As a result, pupils will require some media to excite their imagination in order to write a decent narrative text.

The instructor should use an effective teaching strategy to assist pupils in gaining the concept and imagination necessary to develop their ability to write narrative texts. Short animated tales are one way that may be employed. Short animated stories are stories that are only a few minutes long and may be

appreciated by pupils. They will be drawn in by the story, which may encourage them to write a narrative text by retelling it. Students will understand the storyline of the story if they use short animated stories, and they will be able to repeat it by writing it down. To put it another way, short animated stories may be utilized to educate students on how to write narrative texts. It may also serve as a motivator for them to learn English.

C. Relevant Research Studies

There are some relevant studies related to the short animated story as follows:

First, research by Iqbal adnan in 2020 study with the title "the use of animation film to improve student ability in writing". The goal of this study was to see if using animation films might help tenth-grade students enhance their ability to write Narrative Text. The researcher

used pre-experimental research. The research had conducted with treatment, where each all consisted of six meetings. The location of this research was done at the Tenth-grade students of SMA Harapan Bhakti, Makassar with 30 students. The research instrument was a test, students write a Narrative based on the film according to the teacher's explanation and answer some questions based on the film. The findings revealed that using animation films in the classroom helped students enhance their narrative writing skills. The mean score in the pretest and posttest demonstrated the pupils' writing ability. The findings indicated that the application of animation film was significant to improve the students' writing narrative. The students' writing achievement was proved by the mean score in the pretest and posttest. The

student's score in the pre-test (37.66) which was classified as a poor classification was different from the post-test (77.16) which was classified as a good classification. It means that the mean score of the students' post-test was higher than the mean score of the students' pre-test. It also was improved significantly. From these findings, the researcher concluded that using animation film as a medium can improve the student's ability in writing narratives.

Second, the article by Maria Clara Chyntia in 2018 titled "The use of a short animated film based on a folktale to teach students how to write narrative prose." The purpose of this study was to determine the efficiency of a short animated folktale movie in teaching writing narrative text to eleventh-grade students at

SMAK Abdi Wacana Pontianak during the 2018/2019 academic year. Pre Experimental in one group pre-test and post-test design was utilized in this study. The researcher selected the participants of the study using cluster random selection, which resulted in a total of 26 pupils. The information was gathered through the use of a measuring approach in the form of a writing exam. It was discovered through a written exam that a short animated folktale video improved pupils' ability to write narrative text. The treatment's effect size was 1.1, according to the data. The impact was classified as extremely strong ($ES > 0.8$). To summarize, a short animated film based on a folktale has a significant impact on the capacity to write narrative material.

The third thesis, "the employment of animated movies to increase student writing skill of narrative text," was written by Nafik Fitrina in 2011. This study found that animation movies can help students enhance their narrative text writing skills as well as their classroom environment. 1) The students' writing skills improved in the following ways: (a) they became more comfortable exploring ideas in their writing; (b) they were able to produce sentences with better construction and fewer errors in English grammar; (c) they were able to use the appropriate word order and a variety of words to express their ideas effectively; and (d) they were able to use the appropriate word order and a variety of words to express their ideas well(d) They were able to state the ideas more clearly, organize 26 the ideas better than

the previous result, use logical sequencing, and produce text with good cohesion and coherence, and (e) They were able to demonstrate the convention and minimize spelling, punctuation, and capitalization errors and mistakes. 2) The following items contributed to the improvement of the class situation: (a) The students were serious about their tasks, (b) They engaged and participated actively during the lesson, and (c) They gained confidence in doing the activities during the lesson, (d) They were more enthusiastic and motivated to join the writing class, and (e) They were not bored or making noise in the writing class, but they appeared to be happy.

D . Research Hypothesis

The hypothesis is a tentative solution to the research's difficulties that is theoretically believed

to be at the greatest level of truth. It is the researcher's provisional truth that should be tested and provided. " The following are the types of hypotheses that are employed in this study:

The hypothesis that there is no substantial influence of the research item is known as the zero hypotheses (H_0). It is also known as the negative hypothesis or alternative hypothesis (H_a), and it is the hypothesis that states that the research object has any substantial influence. The positive hypothesis is another name for it. The following are the criteria for hypothesis testing:

H_a : There is a significant effect of short animated stories on students' ability in writing narrative texts in class VIII A of SMPN 26 Seluma in the academic year of 2021/2022

H_0 : There is no significant effect of short animated stories on students' ability in writing

narrative texts in class VIII A of SMPN 26 Seluma
in the academic year of 2021/2022

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of the research method used in this study. It consists of research design, research setting, population, sample and sampling, and technique of data collection. Techniques of data analysis, and hypothesis test.

A. Type and Design of the Research

This study is quasi-experimental research since it describes quantitative research in which variables are related. According to the book for generalized causal inference stated that quasi-experimental relieve assignments in random, a condition is by means of self-selection, by which unit decide treatment for their own self, or by means of selection by the administrator, the teacher, bureaucrats, legislator, therapist, physicians, or they are deciding which one should get the treatment (R. Shadis, D.cook, T. Campell,2002.)

This study is experimental research, since describing quantitative Research in which variables are related It is also reasonable that the researcher intends to examine cause and effect between two variables, short animated story as the independent variable and teaching writing as the dependent variable that an experimental study is one of the precious methods to examine the cause and effect study the researcher prepares or sets up the short animated story to teach writing, for the students who were examined to answer writing test there are two kinds of experimental research, True Experimental and Quasi-Experimental This research was Quasi-Experimental because there are some factors that cannot be fulfilled in the field. It is difficult to find the field with the perfect condition based on the criteria stated.

The requirements for the true experimental are
1 Factor that influences the research to have to be

thrown away 2. There is control group 3. Make sure that the conditions in the groups are the same 4. If the research uses people as the subject, they have the same status because there are some factors that influence and the factors are a little bit complex, so the researcher refers to choosing quasi-experimental research.

In this study, a quasi-experimental research method was used. Suharsimi Arikunto (2000) defines experimental research as "research that determines whether or not a treatment exists for the condition under study." According to Sugiyono (2010), two quasi-experimental designs are the time series design and the non-equivalent control group design. The author uses a time series methodology to investigate the effect of the Discovery Learning paradigm on students' writing abilities in this study. In this investigation, only one class was used as a sample. A three-time pretest and three-time post-test will be

conducted by the author.

The following are the stages of the Equivalent Time Series research design according to Creswell (2012):

1. The study's participants are chosen by the researchers.

2. The dependent variable is measured by the researchers.

(pre-test).

3. Gave the experimental group the first treatment.

4. The dependent variable is measured by the researchers

(post-test).

5. Gave the experimental group the second treatment.

6. The effect of the second treatment is determined by measuring the dependent variable

(post-test).

7. Gave the experimental group the third treatment.

8. The dependent variable is measured by the

researchers.

(post-test).

Then the model for this research is a pretest-posttest design with an equivalent group. The experiment class is given the pre-test and post-test in order to measure the effectiveness of using pair checks in teaching writing. The model of pre-test and post-test design is as follows:

TIME									
GE	O	X1	O1	X2	O2	X3	O3	X4	O4

Description:

GE: Determination of the experimental group (using Short Animated Story)

O: The pretest was carried out before the subject was given treatment in the experimental group

X: Treatment or treatment in the form of experiential learning models in the experimental group

O??: Posttest was carried out after the treatment was given to the experimental group

B. Population and Sample

1. Population

The population is "the whole subject of research" in this research the population is the eighth grade of SMPN 26 Seluma in the academic year 2021/2022. That the total of students more than 60 students. Divide into six classes.

2. Sample

A sample was taken of part of the population using a certain procedure. So, it can be expected to represent the population. That sample is "a part of the research population". The following table were students of research in the table and the researcher gets the sample from observation in the school (SMPN 26 Seluma) the

reason why the researcher choose the VIII A is the experiment class.

C. Research Setting

1. Place of the Research

The research was conducted in *Sekolah Menengah Pertama (SMP) Negeri 26 Seluma*, Bengkulu. It is located in the Seluma regency of Bengkulu province. It was about 2 hectares in size. The school had eight classes in each grade so it had 24 regular classes in teaching learning rooms. The school also has some facilities that could support the teaching-learning process. It has a teacher room, a principal room, a staff room, a library, a mosque, 2 laboratories, a hall, a wide yard, 2 basketball courts, and 2 canteens. It also has parking areas for both the students and the teachers.

2. Time of the Research

The research has been done on March to May

2022. The research was conducted over three months.

D. Research Instrument

1. Documentation

Guided documentation allows participants to be watched during their teaching and learning processes, which is especially valuable in speaking workshops. Throughout the experiment, three observations were made. The ability to write in their pre-treatment state was the first thing noted. Following the Discovery Learning technique, the next two observations focused on the pupils' writing abilities. The researcher took notes on the teaching and learning process, documented important aspects, and photographed and created score tables.

2. Writing Test

A writing exam has been done be used to

see if there is a change in pupils' writing scores before and after the reverse class model is applied to language acquisition utilizing the Discovery Learning approach. The test is broken into two parts: a pre-test that will be given before treatment and a post-test that will be provided after the research has given the class treatment. The research used a variety of issues in this study:

- 1). Asking for attention
- 2). Checking someone's Understanding
- 3). Giving and responding to complement
- 4). Ask and give an opinion
- 5). Expression of ability and will
- 6). Asking and giving permission

Then the research took the total score from the writing test result. The classification of student grades is as follows:

Categories	Maximal Score	Grades	Categories
Content	30	80-100	Excellent
Organization	20	70-79	Good
Vocabulary	20	60-69	Average
Syntax	25	40-59	Poor
Mechanics	5	0-39	Very poor
Total	100		

The data obtained from the questionnaire were analyzed using percentage analysis. The formula is shown as follows:

$$P = \frac{FN}{N} \times 100\%$$

Note:

P = percentage of the student score

F = Frequency of the student score

N = The number of student

E. Data Collection

1. Data of the Research

In this study, there were two types of data: quantitative and qualitative. The kids' writing abilities were included in the quantitative data. The information was gathered through the written work of pupils (score). The qualitative data were about the research participants' and students' views, opinions, expectations, ideas, and preferences regarding the approach utilized in teaching and learning about writing. The data came from recordings, field notes, interview transcripts, questionnaires, images, and videos taken during the researcher's documentation process.

2. Techniques of Collecting Data

The data collection technique in this research was done in the following ways:

- 1) Observation of the teaching-learning process in the classroom. This observation was performed to gather information about the children's classroom involvement, attentiveness, and activities. The researcher and her colleague conducted the observation.
- 2) As a research collaborator, conduct an interview with students, an observer, a teacher, or the principal. The interview focused on the research's action application in the classroom, as well as their thoughts and suggestions. The researcher utilized an interview 32 guide to interviewing the individuals in this instance. However, any conceivable inquiries and unexpected questions may arise in order to elicit further information from the participants.
- 3) Examining (pre-test and post-test) The purpose of the test was to determine the

efficacy of the short animated story in teaching writing. This exam was used in the experiment to determine the students' writing skill scores. It was administered at the conclusion of the meeting and served as a comparison between the experimental and controlled classes. In this study, a writing exam was used as an instrument. The test's format may be seen in the appendix.

- 4) Photographs and videos were taken during the study phase to document the teaching-learning process. Furthermore, recordings might be utilized to record an interview with students to learn about their thoughts and feelings regarding the usage of short English animated tales in the teaching and learning process, particularly in the writing of narrative texts.

F. Research Procedure

A total of 70 pupils having the aforementioned trait were chosen to complete the study's goal. The only treatment and experiment class was taught utilizing the pair check approach. The experimental groups were given a pretest and a posttest. The following are the techniques used in this experimental study:

1. Pretest

The pretest was done before the learned process to measure students' understanding of learning narrative text writing at first, so it is held in the first meeting. Students in the experimental class were asked to write a narrative text by using a short animated story. Meanwhile, students in the control class were asked to write a narrative text without using a short animated story.

2. Treatment

During the treatment, the teacher conducted teaching-learning activities with the students in the experimental class in four meetings. In the first meeting of treatment, she will explain narrative text and how to write it. Then, in the next two meetings, she asked the students to practice narrative text by using different narrative text stories, and also the short animated story for students in the experimental class.

No	Stages	Activities	Time
1	Opening	The teacher opens the teaching and learning activity, check	5 Minutes

2	Treatment by a short animated story	<p>The teacher explains the definition function and how to use it.</p> <p>✓ The teacher makes a group of students (at least 5 groups), then chooses the leader of each group.</p> <p>✓ The teacher show a short animated story with the subtitle that related to the topic.</p>	60 Minutes
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G. The technique of Collecting Data

Data collection is the purposeful effort to get data using a systematic technique based on a regular procedure. The importance of data in a study cannot be overstated. The researcher utilizes tests to obtain data for this study. In this example, it is evident that the purpose of

the examination is to determine the pupils' abilities, knowledge, and intellect. achievement and also behavior lest is to assess the study's outcome in a specific time period' The exam is intended to determine the kids' capacity to write after they have received therapy. In this study, a writing exam was employed as a method to get primary data on students' writing scores. The test consists of a pre-test and post-test that was tasted in both the experimental and control groups, as well as an objective test in the form of writing a paragraph on the recount narrative. For data collection, the researcher employed three instruments.

The steps taken to acquire data for this study are as follows:

1. Stage of preparation
 - a. Analyzing the topic
 - b. Making a lesson plan
 - c. Creating exam question

2. stage of implementation

- a. Giving investigate pupils a writing mastery pre-test the process of teaching and learning
- b. Applying the short animated story to class

experimentation and did not employ that strategy in the control group Using post-tests to check if the short animated story produces good results influences pupils' capacity to write or not.

3. Last stage

- a. Gathering the information that had been gathered
- b. Analyzing research findings
- c. Discussing and analyzing research findings
- d Coming to a decision

H. Validity and Reliability

1. Validity

Validity is a matter of relevance. It means that the test measures what is supposed to be measured to measure

whether the test has good validity. the researcher analyzes the test from content validity and constructs validity. Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given is suitable for the curriculum used. To test the validity of the instrument, the data will be analyzed by using IBM Statistics 16.

2. Reliability

Reliability is a measure of accuracy, consistency, dependability of fairness of scores resulting from the administration of a particular examination. To ensure the reliability of scores and to avoid the subjectivity of the researcher, using the data of trying out instruments obtained from the researchers will be analyzed by using Cronbach's Alpha formula IBM SPSS Statistics 16for windows evaluation version in the scale-reliability formula in order to find out the reliability of instruments that which used in this research.

Since this research was quasy experimental

research, the data were analyzed by statistical package for the social science (SPSS) students version 16. The researcher used simple linear regression, which is a regression test that has one independent variable. To know the differences result of the student writing ability of narrative text test between the students who will be taught by using short animated story media and who were not, so the researcher regression to independent samples if the data was normal and homogeny.

I. The technique of Analysing Data

The techniques of data analysis consist of data from observation, data. from document and data from the test.

After the data has been collected, the results and instruments (pre-test and post-test) will be examined in order to answer the study questions. The analysis of each instrument is presented in a descriptive manner.

1. . Test of Normality

A normality test will use to know the normality of

the data that will analyze whether both classes had normal data distribution or not. The normality of the data will be test firsts using statistical Kolmogorov-Smirnov Test in SPSS 16.

2. Test of Homogeneity

A homogeneity test is used to know whether the experimental group and control group, that is decided, come from a population that has relatively the same variant or not. It was meant to get the assumption that the sample of research came from the same condition or was homogenous. In another word, the Homogeneity test is used to compare variance in a group of their categories data or more and its categories can be compared fairly if the categories are homogeneity. The homogeneity test was analyzed by using the One Way ANOVA Test in SPSS 16

3. Hypothesis Test

The steps to test the hypothesis are:

a. Normally Test

Normally tests was use to know the normality of the data that is analys whether both groups have normal data distribution or not. There is some main test for the assessment of normality, such as the Kolmogorov-Smirnov (K-S) test, Liliefors corrected K-S and Shapiro Wilk test. Anderson-Darling test, Cramer-Von Mises test, D' Agustino-Pearson Omnibus test, and the Jarque-Bera test. Among these, K-S is a much-used test". However, the normal test in this research will be analys by using the Shapiro-Wilk test in SPSS 16.

Shapiro-Wilk test used because the test based on the correlation between the data and the corresponding normal scores and provides better power than KS test even after the Liliefors correction". Power is the most

frequent measure of the value of a test for normality-the ability to detect whether a sample comes from a non-normal distribution. Some researchers recommend the Shapiro-Wilk test as the best choice for testing normal data.

b. T-Test

All of the data get from tests were computed by statistical package for the social science (SPSS) version 18.0. the experiment and control class were given by writing test. Besides that to analyze the data, the researcher used a t-test (independent sample test) in order to calculate the pretest and post-test results. According to Sugiyono, the t-test is a statistical test which use to find out the significant difference between two means' sample two variables compared.

The procedures for analyzing the data are as follows:

- 1) The t-test formula was used to find out t-count
- 2) The t-count was compared to the t-table
- 3) Statistic hypothesis

To table at $\alpha = 0.05$ and corresponding of two results may occur

a) If $t_{count} < t_{table}$: H_2 will be rejected and H_0 will be accepted

b) If $t_{count} > t_{table}$: H_1 will be rejected and H_0 will be accepted

The calculating of the t-test for post-test in this research would be compared to investigate the significant difference in student's achievements in writing after the treatment given

CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses the result of the research conducted on eighth-grade students of SMPN 26 Seluma. This chapter provides some findings and discussion about The Effect of Short Animated Stories on Student's Writing Ability in Narrative text. The result of this research was obtained based on the data analysis as presented in chapter III before. The finding is as follow:

A. Research Finding

1. Research site profile

SMPN 26 Seluma is one of many SMPN in seluma, this school is located in jl. Bengkulu-Seluma KM48.5, Talang tinggi, seluma barat, seluma, Bengkulu, Sumatra, Indonesia. This school was founded in October 2006.

The research was conducted in *Sekolah Menengah Pertama (SMP) Negeri 26 Seluma*, Bengkulu. It is located in the Seluma regency of Bengkulu province. It was about 2 hectares in size.

The school had eight classes in each grade so it had 24 regular classes in teaching learning rooms. The school also has some facilities that could support the teaching-learning process. It has a teacher room, a principal room, a staff room, a library, a mosque, 2 laboratories, a hall, a wide yard, 2 basketball courts, and 2 canteens. It also has parking areas for both the students and the teachers. All of the classrooms have good facilities like chairs, tables, white board, and windows. this school has 10 teachers, 75 male students, and 81 female students and has 3 grades, each grade has two classes.

This school is a school that has a vision of "the realization of a person with character, intelligence, skill, technology, and culture" and also has a mission as follows:

- a. Improving Educational Skills with Noble Character (Religious, Integrity, Nationalist,

Mutual Cooperation, and Independent).

- b. Improving the Implementation of Quality Learning (Century 4.0) Through Environmental Education.
- c. Increasing Transparent Management Efforts in Ensuring the Implementation of Education Services.
- d. Improving Efforts to Prevent, Pollution, Destruction, Protection, and Preservation of the School Environment.

2. Result

Based on the experimental design used, this research is a quasi-experimental study with one experimental group given a repeated-treatment design. Repetition of treatment is carried out so that research findings can be reproduced, meaning that the results obtained by experimentation must be achieved again with a high level of reliability when the research is replicated. Repeatability of variation by the same treatment, namely in the form of short animated stories, while

Reproducibility is a variation of measurement results from different test tools/operators. So the experimental students were given one pretest, four treatments, and four posttests.

The description of the pretest-posttest data is presented as follows:

Table 4.1 the description of the pretest-posttest data

NO	SISW A	WRITING TEST				
		Pretest	Postest 1	Postest 2	Postest 3	Postest 4
1	S1	49	65	70	82	88
2	S2	46	49	49	70	76
3	S3	49	58	58	65	82
4	S4	40	46	50	70	68
5	S5	42	57	68	73	73
6	S6	33	46	46	57	62
7	S7	40	48	49	65	75
8	S8	35	51	51	63	72
9	S9	28	36	44	62	73
10	S10	36	50	60	72	75
11	S11	35	39	53	60	67
12	S12	35	40	49	58	74
13	S13	29	35	62	62	66
14	S14	35	37	50	60	64
15	S15	37	52	52	62	57
16	S16	49	62	63	70	83
17	S17	40	59	60	66	74
18	S18	30	44	50	56	65
19	S19	39	53	57	68	66
20	S20	43	54	62	74	81
21	S21	30	44	53	63	63

22	S22	33	50	50	56	59
23	S23	29	53	55	62	62
24	S24	45	58	64	64	64
25	S25	51	68	68	75	75
26	S26	25	38	48	58	62
27	S27	45	53	58	64	76
Rata-rata		38.074 07	49.814 81	55.518 52	65.074 07	70.444 44
Simp. Baku		7.3323 62	8.9056 47	7.2396 9	6.4684 2	7.9097 47
Variatio ns		53.763 53	79.310 54	52.413 11	41.840 46	62.564 1
Minimu m		25	35	44	56	57
Maximu m		51	68	70	82	88

Diagram 4.1 Pretest-Posttest Data

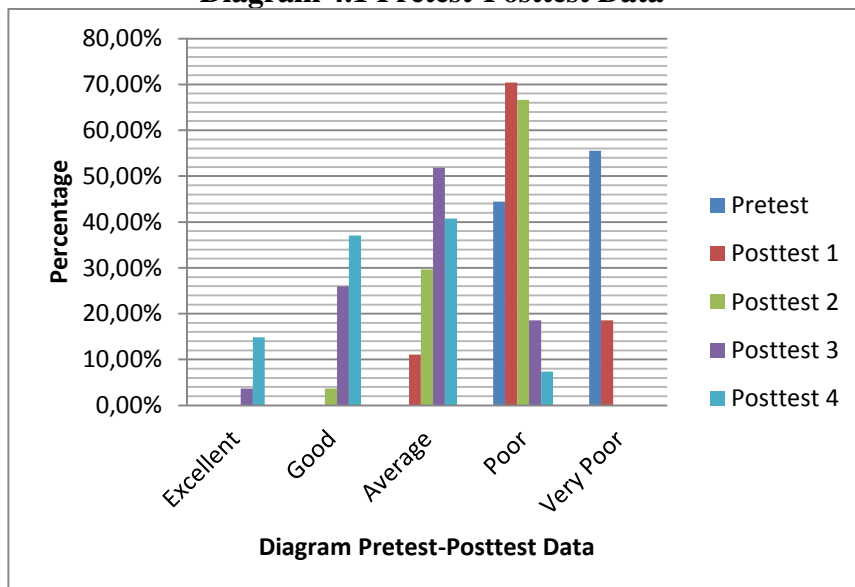


Table 4.2 Description of Pretest-Posttest Data

Interval	Kategori	Pretest	Posttest 1	Posttest 2	Posttest 3	Posttest 4
80 ≤ Score ≤ 100	Excellent	0.00%	0.00%	0.00%	3.70%	14.81%
70 ≤ Score ≤ 79	Good	0.00%	0.00%	3.70%	25.93%	37.04%
60 ≤ Score ≤ 69	Average	0.00%	11.11%	29.63%	51.85%	40.74%
40 ≤ Score ≤ 59	Poor	44.44%	70.37%	66.67%	18.52%	7.41%
0 ≤ Score ≤ 39	Very Poor	55.56%	18.52%	0.00%	0.00%	0.00%
Sum		100%	100%	100%	100%	100%

Based on the table and the diagram above we can get the data that in the pre-test there is no one that got the average score, good score, and excellent score. After giving the first treatment 11.11% of students got the average score. In the second treatment and second post-test, there are 29.63% of students got average scores, and 3.70% of students got a good score. Next to the third treatment and third post-test the student that got an average score increase by about 22.22%, the good score increase by about 22.23%, and there is 3.70%

of students with excellent scores. Now at the last treatment and the last post-test, there are increases in the good score of about 11.11% and an 11.11% increase in the excellent score. Meanwhile, the poor score and very poor scores decrease.

1. Analysis Pre-Requirement Test

Prior to the difference test (t-test), it is necessary to test the distribution requirements first as a prerequisite for the analysis. The assumptions that must be met:

a. Normality test

A normality test is used to determine whether the sample in this study came from a normally distributed population. The normality test in this study used the Kolmogorov-Smirnov normality test, 1 sample using SPSS with a significance level of 5% obtained the following output:

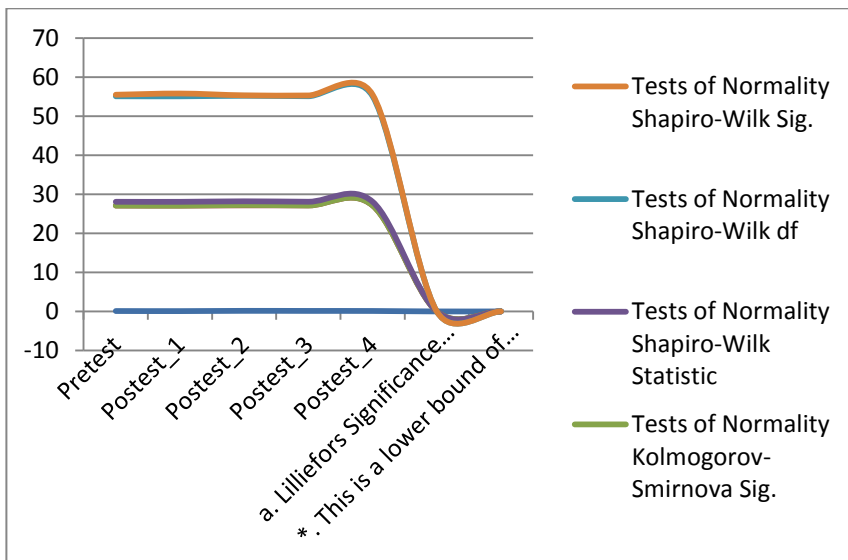
Table 4.3 Normality Test Calculation Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.107	27	.200	.962	27	.401
Postest_1	.087	27	.200	.974	27	.717
Postest_2	.155	27	.097	.940	27	.121
Postest_3	.134	27	.200	.949	27	.201
Postest_4	.120	27	.200	.961	27	.395

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Diagram 4.2 Normality Test Calculation Results



Based on the normality test calculation table

above, it can be concluded that:

1. Analysis of the normality test of the experimental student's pretest data obtained P-value (sig) = 0.200. Because the P-value (sig.) > 0.05 then H_0 is accepted, so it can be concluded that the student's pretest data were normally distributed.
2. Analysis of the normality test of the first post-test data (posttest_1) of experimental students obtained P-value (sig) = 0.200. Because the P-value (sig.) > 0.05 then H_0 is accepted, so it can be concluded that the post-test data of 1 student is normally distributed.
3. Analysis of the normality test of the post-test data to 2 (posttest_2) experimental students obtained a P-value (sig) = 0.097. Because the P-value (sig.) > 0.05 then H_0 is accepted, so it can be concluded that the post-test data of the 2nd student is normally distributed.

4. Analysis of the normality test of the 3rd post-test data (posttest_3) of experimental students obtained P-value (sig) = 0.200. Because the P-value (sig.) > 0.05 then H_0 is accepted, so it can be concluded that the post-test data of the 3rd student is normally distributed.
5. Analysis of the normality test of the 4th post-test data (posttest_4) of experimental students obtained P-value (sig) = 0.200. Because the P-value (sig.) > 0.05 then H_0 is accepted, so it can be concluded that the post-test data for the 4th students are normally distributed.

b. Homogeneity Test

Another requirement is the homogeneity of variance in each sample group, namely to find out whether the samples in this study came from a homogeneous population (having the same variance), in this study the homogeneity test

using SPSS was used. The homogeneity of variance tests carried out on each sample group are as follows:

- 1) Homogeneity Test of Variance between the pretest group and the posttest-1

Based on the results of the calculation of the homogeneity of variance, the following outputs are obtained:

Table 4.4 Result of Homogeneity of Variance Test between Pretest Group and Posttest-1

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Skor	Based on Mean	.579	1	52	.450
	Based on Median	.575	1	52	.452
	Based on Median and with adjusted df	.575	1	48.776	.452
	Based on trimmed mean	.605	1	52	.440

Based on the table above, the P-value (sig) is 0.450, because the P-value (sig) > 0.05, then H₀ is

accepted. So it can be concluded that the variance of each data group is the same (homogeneous).

- 2) Homogeneity test of variance between posttest 1 and posttest 2

Based on the results of the calculation of the homogeneity of variance, the following outputs are obtained:

Table 4.5 Result of Homogeneity of Variance Test between Posttest-1 and Posttest-2

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Skor	Based on Mean	.541	1	52	.465
	Based on Median	.562	1	52	.457
	Based on Median and with adjusted df	.562	1	51.011	.457
	Based on trimmed mean	.585	1	52	.448

Based on the table above, obtained a P-value (sig) of 0.465, because the P-value (sig) > 0.05, then H_0 is accepted. So it can be concluded that the variance of each data group is the same (homogeneous).

- 3) Homogeneity test of variance between posttest group 2 and posttest group 3

Based on the results of the calculation of the homogeneity of variance, the following outputs are obtained:

Table 4.6 Result of Homogeneity of Variance Test between Posttest-2 and Posttest-3

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.160	1	52	.287
	Based on Median	.825	1	52	.368
	Based on Median and with adjusted df	.825	1	51.529	.368
	Based on trimmed mean	1.186	1	52	.281

Based on the table above, the P-value (sig) is 0.287, because the P-value (sig) > 0.05, then H₀ is

accepted. So it can be concluded that the variance of each data group is the same (homogeneous).

- 4) Homogeneity test of variance between posttest 3 and posttest 4

Based on the results of the calculation of the homogeneity of variance, the following outputs are obtained:

Table 4.7 Result of Homogeneity of Variance Test between Posttest-3 and Posttest-4

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.278	1	52	.137
	Based on Median	2.083	1	52	.155
	Based on Median and with adjusted df	2.083	1	51.864	.155
	Based on trimmed mean	2.393	1	52	.128

Based on the table above, the P-value (sig) is 0.137, because the P-value (sig) > 0.05, then H₀ is

accepted. So it can be concluded that the variance of each data group is the same (homogeneous).

c. Hypothesis Test

1). Differences in Pretest and Posttest Scores-1

The difference test between pretest scores (before treatment) and posttest-1 scores (after X1) was conducted to determine whether the writing abilities of experimental students were the same or different after the first treatment. Because the analysis prerequisite test meets the requirements, namely the data distribution is normal and homogeneous, then the average difference test is then carried out using a Two-Sample Independent t-test, with Equal variances assumed. From the t-test test with a significance level of 5%, the following outputs are obtained:

Table 4.8 Statistical Data of Pretest and Posttest Results-1

Group Statistics

Test	N	Mean	Std. Deviation	Std. Error Mean
Score Pretest	27	38.0741	7.33236	1.41111
Posttest-1	27	49.8148	8.90565	1.71389

Based on the table above, the group of students who took the pretest was 27 students, with an average pretest score of 38.07 and a standard deviation of 7.33. After being given the first treatment (X1), then the students were given posttest-1, with a total of 27 students, the average posttest-1 result was 49.81 with a standard deviation of 8.90. From the average acquisition above, then the average difference test is carried out with the following results:

**Table 4.9 Scores Results from Average Difference
between first
Pretest and Posttest**

Independent Samples Test

Levene's Test for Equality of Variances	t-test for Equality of Means
---	------------------------------

	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	.579	.450	-5.288	52	.000	11.74074	2.22006	16.19562	7.28586
Equal variances not assumed			-5.288	50.152	.000	11.74074	2.22006	16.19953	7.28195

Based on the output of the test results above, in the t-test for Equality of Means column at source Equal variances assumed, the probability value (sig) is $0.000 < 0.05$. This means that H_0 is rejected, so it can be concluded that there is a significant average difference between the pretest score (before treatment-1) and the post-test score (after treatment-1). So that it can be interpreted that there is an effect of short animated stories on students' writing abilities.

2). Differences in Post-test-1 and Post-test-2 scores

Even though the previous different tests have shown differences seen in the average student acquisition, it is still relatively low, then the researchers then repeated

the treatment (repeated-treatment) in the form of a second animated story shot, which the researcher would then give a posttest again to find out whether the writing ability of experimental students is the same or different after being given the second treatment (X2). Because the analysis prerequisite test meets the requirements, namely the data distribution is normal and homogeneous, then the average difference test is then carried out using a Two-Sample Independent t-test, with Equal variances assumed. From the t-test test with a significance level of 5%, the following outputs are obtained:

Tabel 4.10 Data Statistik Hasil Postes-1 dan Postes-2
Group Statistics

	Test	N	Mean	Std. Deviation	Std. Error Mean
Score	Posttest-1	27	49.8148	8.90565	1.71389
	Posttest-2	27	55.5185	7.23969	1.39328

Based on the table above, the group of students who took the posttest-1 was 27 students, with an

average score of 49.81 for posttest-1 results and a standard deviation of 8.90. After being given the second treatment (X2), then the students were given posttest-2, with a total of 27 students, the average posttest-2 result was 55.52 with a standard deviation of 7.24. From the average acquisition above, then the average difference test is carried out with the following results:

Table 4.11 Test Results Average Difference between Posttest-1 and Posttest-2

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score	.541	.465	-2.582	52	.013	5.70370	2.20877	10.13592	1.27149
Equal variances assumed									
Equal variances not assumed			-2.582	49.919	.013	5.70370	2.20877	10.14032	1.26708

Based on the output of the test results above, in the t-test for Equality of Means column at source Equal variances assumed, the probability value (sig) is $0.013 < 0.05$. This

means that H_0 is rejected, so it can be concluded that there is a significant average difference between the posttest-1 score and the posttest-2 score. So that it can be interpreted that there is an effect of short animated stories on students' writing abilities.

3). Differences in Post-test-2 and Post-test-3 scores

According to the research design, in this study, experimental students were given repeated treatment. This was done in order to see the replication of the effect of the treatment which supports the quality of the research. To see the progress of students' writing abilities in narrative texts, when the stage of giving the repetition of treatment in the form of the third round of animated story shots (X3) has been completed, students are given

the next posttest to see the progress of students' writing abilities. Based on the results of the posttest-2 and posttest-3 scores, then the statistical test of the average difference test was carried out. Because the analysis prerequisite test meets the requirements, namely the data distribution is normal and homogeneous, then the average difference test is then carried out using a Two-Sample Independent t-test, with Equal variances assumed. From the t-test test with a significance level of 5%, the following outputs are obtained:

Table 4.12 Posttest-2 and Posttest-3 Hasil Statistical

Data Results

Group Statistics

	Test	N	Mean	Std. Deviation	Std. Error Mean
Score	Posttest-2	27	55.5185	7.23969	1.39328
	Posttest-3	27	65.0741	6.46842	1.24485

Based on the table above, the group of students who took the posttest-2 was 27 students, with an

average score of 55.52 for posttest results and a standard deviation of 7.24. After being given the third treatment (X3), then the students were given posttest-3, with a total of 27 students, the average posttest-3 result was 65.07 with a standard deviation of 6.47. From the average acquisition above, then the average difference test is carried out with the following results:

Table 4.13 Test Results Average Difference between Posttest-2 and Posttest-3

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Sc Equal variances assumed	1.160	.287	-5.114	52	.000	9.55556	1.86839	13.30475	5.80636
Equal variances not assumed			-5.114	51.354	.000	9.55556	1.86839	13.30587	5.80524

Based on the output of the test results above, in the t-test for Equality of Means column at source Equal

variances assumed, the probability value (sig) is $0.000 < 0.05$. This means that H_0 is rejected, so it can be concluded that there is a significant average difference between the posttest-2 score and the posttest-3 score. So that it can be interpreted that there is an effect of short animated stories on students' writing abilities.

4). Differences in Posttest-3 and Posttest-4 scores

Based on the effect of the previous treatment, the researcher conducted the experiment again on the students, namely with the next repetition of the same treatment (X4), to see whether the treatment effect was significant or not. So, after the experimental students were given the third posttest, the researcher continued to repeat the same treatment for the fourth time (X4) in the form of a shot animated story. After that, students were given the next posttest to see how far the effect of the animated story shot was on students' writing skills. Based on the results of the posttest-3 and posttest-4

scores, then statistical tests were carried out on the average difference test. Because the analysis prerequisite test meets the requirements, namely the data distribution is normal and homogeneous, then the average difference test is then carried out using a Two-Sample Independent t-test, with Equal variances assumed. From the t-test test with a significance level of 5%, the following outputs are obtained:

Table 4.14 Posttest-3 and Posttest-4 Statistical Data Results

Group Statistics					
	Test	N	Mean	Std. Deviation	Std. Error Mean
Score	Posttest-3	27	65.0741	6.46842	1.24485
	Posttest-4	27	70.4444	7.90975	1.52223

Based on the table above, the group of students who took the posttest-3 was 27 students, with an average score of 65.07 for posttest-3 results and a standard deviation of 6.47. After being given the fourth treatment (X4), then the students were given posttest-4,

with a total of 27 students, the average was 70.44 with a standard deviation of 7.91. From the average acquisition above, then the average difference test is carried out with the following results:

Table 4.15 Test Results of the Average Difference between Posttest-3 and Posttest-4

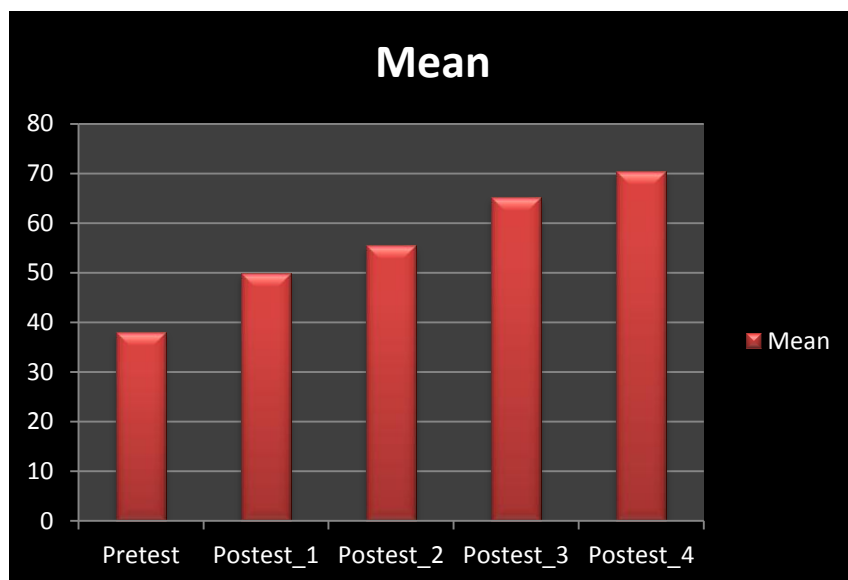
Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Score	Equal variances assumed	2.278	.137	2.731	52	.009	5.37037	1.96643	9.31630	1.42445
	Equal variances not assumed			2.731	50.029	.009	5.37037	1.96643	9.32000	1.42074

Based on the output of the test results above, in the t-test for Equality of Means column at source Equal variances assumed, the probability value (sig) is 0.009 < 0.05. This means that H₀ is rejected, so it can be concluded that there is a significant average difference

between the posttest-3 score and the posttest-4 score.

This means that there is an effect of short animated stories on students' writing skills.

Diagram 4.3 the effect of the short animated story on student writing ability in writing narrative text



Based on several stages of comparative testing that have been carried out above, it can be concluded

that there is a significant effect of short animated stories on students' narrative text writing skills.

B. Discussion

Based on the findings of the influence of a short animated story on a student's capacity to write narrative prose, it is clear that the students enjoyed the researcher's teaching. They were having a great time composing the text while watching the short animated stories. It is consistent with Young's (2012) psychological perspective, in which a movie is intriguing in any form because it indicates an object or picture with a specific quality that activates the meaning. As a consequence, they increased their writing output. The students' writing in narrative text improved significantly between the pre-test and post-test, implying that the difference between before and after treatment was 37.7%.

It may be claimed that the students demonstrated their accomplishment after participating in a teaching and learning process that included seeing short animated

narrative stories in the classroom. It was clear that when the researcher played the video and wrote a narrative paragraph about it, the students were attentively listening and paying attention to the researcher.

However, because that short animated story narrative already had an English subtitle, the students could simply say the new words, which helped them remember what the characters were saying. When the researcher asked the students to offer their comments on the movie's generic structure and language, they were able to write the text even if it had faults.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In light of the prior argument, the researcher advocated that the influence of a short animated story on a student's ability to write narrative prose to be agreed upon.

Students can use a short animated story to reflect on their work in producing narrative text and communicate critical views. Students were given a short animated tale to assist them to come up with ideas for writing about their experiences while watching the movie. The pupils began to reflect on what they had seen in the film and then attempted to put down what was on their minds in the form of writing, despite making some errors.

According to the above assertion, the effect of a short animated story does not always firmly be acceptable and always operates effectively. However, in order for this technique to be successful, those students who have been given the option to get more involved in the learning process will require someone to assist them through the teaching-learning process. In this study, a short animated story was identified as one of the media that can assist students in writing narrative prose. Because the effect of short animated stories was found in this research, students need to be more focused and enjoy the learning process of producing narrative text while utilizing short animated stories.

B. Suggestion

Based on the result of this research, the researcher provides some suggestions to the participant who is potentially influenced by the effect of the short animated story in writing narrative text.

Suggestion for the teacher; the effect of the short animated story as the media, the teacher should control students' attention while watching the short animated story in the classroom. The students still need the teacher's help in order to make students understand what they are going to do. The teacher needs to guide them on how to create good writing by expressing their thoughts about the scene of a short animated story. The effect of a short animated story, the teacher can show the example of narrative text by watching an animated story.

Suggestion for the students; the students should be able to memorize the related vocabulary from the animated story that has been given by the teacher. The researcher also suggests that the students need to take notes about their interpretations for each part in writing the story based on the narrative structure; it is like the outline of the story.

Suggestion for another researcher short animated stories can be used for another skill; speaking and listening. This media is about creating the writing text by expressing what they saw. By watching the short animated story, the students will make the story because they are going to write the story of the movie by themselves. For speaking, the other researcher can ask the students to pronounce the words/sentences or do a conversation based on the movie they have watched. For listening, the other researcher can ask the students to listen and apply it in write the sentence or words.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMP Negeri 26 Seluma
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/2
Materi	:	Expressing meaning in short functional written texts and simple short essays in the form of recount and narrative to interact people around them./ Mengungkapkan makna dalam teks tulis fungsional pendek dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan orang-orang disekitarnya.
Alokasi Waktu	:	16 JP (8 pertemuan)

A. KOMPETENSI INTI

KI-1	:	Menghargai dan menghayati ajaran agama yang dianutnya
KI-2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI-3	:	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4	:	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori
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B. KOMPETENSI DASAR

1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3.13	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>narrative text</i> Mengungkapkan makna dalam teks tulis fungsional pendek dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan orang-orang disekitarnya terkhusus di kelas VIII.
4.14	Menangkap makna dalam teks tulis fungsional pendek dan esei pendek sederhana berbentuk recount dan narrative, terkait dengan mata pelajaran lain di Kelas VIII.
4.15	Menyusun teks tulis fungsional pendek dan esei pendek sederhana berbentuk recount dan narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

1.1	1.1.1	Menunjukkan semangat dalam belajar
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2.3	2.3.1	Menunjukkan perilaku tanggungjawab saat melakukan komunikasi fungsional mempresentasikan hasil kerja kelompok
	2.3.2	Menunjukkan perilaku kerjasama saat melakukan kerja kelompok
3.13	3.13.1	Menentukan ide pokok paragraf dengan topik-topik yang berbeda
	3.13.2	Menentukan informasi rinci pada masing-masing paragraph dengan topic-topik yang berbeda
	3.13.3	Menentukan seluruh kata benda kunci yang ada di teks dengan topic yang berbeda
	3.13.4	Menentukan seluruh kata kerja keadaan yang ada di teks dengan topic yang berbeda
	3.13.5	Menentukan penggunaan nominal singular dan plural yang terdapat pada teks dengan topic-topik yang berbeda
	3.13.6	Menggunakan tekanan kata dan intonasi dengan benar
	3.13.7	Menggunakan ejaan dan tanda baca yang benar
	3.13.8	Menulis tangan dengan rapi, dan jelas terbaca
4.14	4.14.1	Menceritakan kembali teks tulis fungsional pendek dan esei pendek sederhana berbentuk recount dan narrative yang telah diperdengarkan
	4.14.2	Mempresentasikan kembali <i>narrative text</i> yang sebelumnya telah dipaparkan

4.15	4.15.1	Menyusun teks tulis fungsional pendek dan esei pendek sederhana berbentuk recount dan narrative dan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.15.2	Menyusun teks tulis fungsional pendek dan esei pendek sederhana berbentuk recount dan narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa diharapkan dapat dengan bersemangat, bertanggungjawab dan bekerjasama:

1	Menentukan ide pokok paragraf dengan topik-topik yang berbeda dengan benar
2	Menentukan informasi rinci pada masing-masing paragraph dengan topic-topik yang berbeda dengan tepat
3	Menentukan seluruh kata benda kunci yang ada di teks dengan topik yang berbeda dengan benar
4	Menentukan seluruh kata kerja keadaan yang ada di teks dengan topik yang berbeda benar
5	Menentukan penggunaan nominal singular dan plural yang terdapat pada teks dengan topic-topik yang berbeda benar
6	Menggunakan tekanan kata dan intonasi dengan benar
7	Menggunakan ejaan dan tanda baca yang benar
8	Menulis tangan dengan rapi, dan jelas terbaca
9	Menceritakan kembali <i>narrative text</i> yang telah diperdengarkan dengan jelas dan komunikatif
10	Mempresentasikan kembali teks <i>narrative text</i> yang

	sebelumnya telah dipaparkan dengan jelas dan komunikatif
11	Menyusun teks tulis fungsional pendek dan esei pendek sederhana berbentuk recount dan narrative dan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
12	Menyusun teks tulis fungsional pendek dan esei pendek sederhana berbentuk recount dan narrative dan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

E. MATERI PEMBELAJARAN

Jenis teks	tulis fungsional pendek dan esei pendek sederhana berbentuk recount dan narrative dan orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Fungsi social	Mampu menghibur dan memberikan infrmasi mengenai text.
Struktur teks	<ol style="list-style-type: none"> a. Orientation b. Complication c. Resolution
Unsur kebahasaan	<ol style="list-style-type: none"> (1) Kosa kata tentang benda, binatang, tumbuh-tumbuhan: banyak peristilahan ilmiah (2) Kata kerja keadaan <i>be, have, look, need, breed</i>, dll., dalam Simple Present tense, atau Simple Past tense jika sudah punah atau tidak ada lagi (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan

Topik	Narrative text tentang legenda
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F. METODE PEMBELAJARAN

Pendekatan : Saintifik

Metode : ceramah, diskusi, penugasan

G. KEGIATAN PEMBELAJARAN

1. PERTEMUAN PERTAMA

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.
8)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai

b. Kegiatan Inti

(1)	Peserta didik diberi motivasi atau rangsangan untuk mengingat hal yang terjadi antara guru dan warga sekolah terkait dengan penggunaan
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	nominal singular dan plural pada narrative text
(2)	Guru menjelaskan sedikit tentang nominal singular dan plural dengan menunjukkan contohnya
(3)	Siswa diminta membuat beberapa contoh singular dan plural
(4)	Siswa diminta menyebutkan contoh yang sudah dibuat didepan kelas

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

2. PERTEMUAN KEDUA

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis

	dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Peserta didik diminta menuliskan kata kerja yang sering digunakan pada narrative text. Pada saat menyalin peserta didik diminta untuk membaca setiap kalimat secara lisan untuk semakin memantapkan penguasaannya terhadap cara pengucapan dan penempatan tekanan kata dari setiap kata.
(2)	Masing – masing anggota kelompok saling bertukar untuk mengecek kebenaran tulisan masing-masing termasuk ejaan, penggunaan huruf besar dan tanda baca.

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-
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	manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

3. PERTEMUAN KETIGA

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.
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b. Kegiatan Inti

(1)	Peserta didik diberi motivasi atau rangsangan untuk mengingat hal yang terjadi antara guru dan warga sekolah terkait dengan <i>Simple Present Tense</i> yang ada pada narrative text
(2)	Guru menjelaskan apa itu <i>Simple Present Tense</i> dan unsur kebahasaan, fungsi social dan konteks narrative text
(3)	Guru memberikan contoh kalimat <i>Simple Present Tense</i>
(4)	Siswa diberikan contoh kalimat kemudian mengevaluasi struktur kalimat <i>Simple Present Tense</i>

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

4. PERTEMUAN KEEMPAT

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Peserta didik diberi motivasi atau rangsangan untuk mengingat hal yang terjadi antara guru dan warga sekolah terkait dengan <i>narrative text</i>
(2)	Guru menjelaskan apa itu <i>narrative text</i> dan unsur kebahasaan, fungsi social dan konteks penggunaannya sehari-hari
(3)	Guru memberikan contoh kalimat <i>narrative text</i>
(4)	Siswa diberikan contoh kalimat kemudian mengevaluasi struktur kalimat dan paragraf <i>narrative text</i>

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

5. PERTEMUAN KELIMA

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang

	akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Peserta didik diminta menuliskan beberapa kosakata tentang benda, binatang, tumbuhan. Dll
(2)	Peserta didik menyebutkan jenis atau golongan dari beberapa kosakata yang telah ditulis.
(3)	Beberapa peserta didik diminta untuk membaca teks, guru memberi masukan mengenai pelafalan dan intonasi.

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam

	perpisahan.
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6. PERTEMUAN KEENAM

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Peserta didik diberikan tema <i>the legend/ legenda</i>
(2)	Peserta didik mempelajari semua definisi, ciri-ciri, dan fungsinya.

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

7. PERTEMUAN KETUJUH

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara

	pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Pesrta didik bekerja sama untuk mempelajari semua tentang narrative text.
(2)	Peserta didik merangkai cerita membentuk suatu cerita narrative text
(3)	Masing-masing peserta didik menuliskan dengan tulis tangan paragraph yang dihasilkan secara lengkap dengan ejaan, penggunaan huruf besar dan tanda baca pada selebar kertas.
(4)	Pada saat menyalin peserta didik diminta untuk membaca setiap kalimat secara lisan untuk semakin memantapkan penguasaannya terhadap cara pengucapan dan penempatan tekanan kata dari setiap kata.
(5)	Setelah selesai, setiap pesertta didik menyimpan tulisannya dalam portofolio masing-masing.

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-
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	manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

8. PERTEMUAN KEDELAPAN

a. Kegiatan Pendahuluan

1)	Guru memberi salam (<i>greeting</i>);
2)	Guru memeriksa kehadiran siswa;
3)	Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
4)	Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5)	Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
6)	Guru menjelaskan tentang tujuan pembelajaran

	atau kompetensi dasar yang akan dicapai;
7)	Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(1)	Peserta didik bekerjasama untuk menentukan generic structure dari narrative text
(2)	peserta didik berusaha merangkai kata-kata untuk membuat narrative text
(3)	Guru memberikan balikan dalam bentuk komentar, koreksi dan penghargaan terhadap pekerjaan peserta didik secara umum ke seluruh kelas.
(4)	Setelah selesai, setiap peserta didik menyimpan tulisannya dalam portofolio masing-masing.
(5)	Masing –masing peserta didik menuliskan hasil refleksi masing-masing, guru memberikan balikan dalam bentuk komentar, koreksi dan penghargaan.

c. Kegiatan Penutup

1)	Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
2)	Peserta didik dan guru membuat resume pembelajaran hari itu
3)	Peserta didik dan guru memberikan umpan balik

	terhadap proses dan hasil pembelajaran.
4)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5)	Peserta didik dan guru mengucapkan salam perpisahan.

PRE-TEST CYCLE 1

NAME :

CLASS :

SUBJECT : ENGLISH

Direction: please write down a narrative text by choosing one of the title bellow!

- a) Toba lake
- b) Malin kundang
- c) The origin of Surabaya
- d) The legend of prambanan tample

POST-TEST CYCLE 1

NAME :

CLASS :

SUBJECT : ENGLISH

Direction: please write down a narrative text by choosing one of the title bellow!

- a) Toba lake
- b) Malin kundang
- c) The origin of Surabaya
- d) The legend of prambanan tample

PRE-TEST CYCLE 2

NAME :

CLASS :

SUBJECT : ENGLISH

Direction: please write down a narrative text by choosing one of the title bellow!

- a) Toba lake
- b) Malin kundang
- c) The origin of Surabaya
- d) The legend of prambanan tample

POST-TEST CYCLE 2

NAME :

CLASS :

SUBJECT : ENGLISH

Direction: please write down a narrative text by choosing one of the title bellow!

- a) Toba lake
- b) Malin kundang
- c) The origin of Surabaya
- d) The legend of prambanan tample

PRE-TEST CYCLE 3

NAME :

CLASS :

SUBJECT : ENGLISH

Direction: please write down a narrative text by choosing one of the title bellow!

- a) Toba lake
- b) Malin kundang
- c) The origin of Surabaya
- d) The legend of prambanan tample

POST-TEST CYCLE 3

NAME :

CLASS :

SUBJECT : ENGLISH

Direction: please write down a narrative text by choosing one of the title bellow!

- a) Toba lake
- b) Malin kundang
- c) The origin of Surabaya
- d) The legend of prambanan tample

PRE-TEST CYCLE 4

NAME :

CLASS :

SUBJECT : ENGLISH

Direction: please write down a narrative text by choosing one of the title bellow!

- a) Toba lake
- b) Malin kundang
- c) The origin of Surabaya
- d) The legend of prambanan tample

POST-TEST CYCLE 4

NAME :

CLASS :

SUBJECT : ENGLISH

Direction: please write down a story about “The Legend of Prambanan Temple” by your own words!

DOCUMENTATION



Picture 1 the researcher explain the rule of this research



Picture 2 the author Give the test of the participant



Picture 4 the author close the third meeting



Picture 4 the author close the third meeting



Picture 5 the author collect the result of the last meeting



Picture 6 the author take a picture with the teachers and students of this research