IMPROVING STUDENTS' ABILITY IN WRITING NARRATIVE TEXT BY USING SHORT ANIMATED STORIES AT THE EIGHT GRADE OF YAYASAN PONDOK PESANTREN AS-SYARIFIYAH

A THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as a Partial Fulfillment of the Requirements for the Degree of Educational Bachelor S.1. Program

By:

BERKAH HASUDUNGAN NASUTION

(34.16.1.030)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2020

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2020

Nomor : Istimewa   Medan, 30 Agustus 2020

Lamp   : 6 (Enam) sks   Kepada Yth;

Prihal   : Skripsi   Bapak Dekan Fakultas Tarbiyah

      a.n **Berkah Hasudungan Nst**   UIN-SU

                           di –

                       Tempat

Assalamualaikum Wr.Wb

      Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

Nama   **: Berkah Hasudungan Nasution**

NIM   **: 0304161030**

Jur / Prodi   **: Pendidikan Bahasa Inggris**

Judul   **: "Improving Students' Ability at Writing Narrative By Using Short Animated Stories at Yayasan Pondok Pesantren As-Syarifiyah ."**

      Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

      Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

                               Wassalam,

      ADVISOR I   **ADVISOR II**

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<center>**PERNYATAAN KEASLIAN SKRIPSI**</center>

Saya yang bertanda tangan di bawah ini :

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Jur / Prodi   : Pendidikan Bahasa Inggris

Judul   : **"Improving Students' Ability at Writing Narrative By Using Short Animated Stories at Yayasan Pondok Pesantren As-Syarifiyah ."**

       Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

       Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

<div align="right">

Medan, 30 Agustus 2020

Yang Membuat Pernyataan

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<center>iv</center>

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Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Aamiin.

Medan, On August, 30th 2020

Berkah Hasudungan Nasution
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ABSTRACT

The objective of this research is to improve students' writinng ability at writing Narrative Text through Short Animated Stories at the eight grade students of Junior High School. In conducting the study, the researcher involved the English teacher, the school principal, and the students at the second grade of Senior High School especially VIII-1 class. This research conduct at Yayasan Pondok Pesantren As-Syarifiyah as the subject of researcher. The subject of this research were consisted of 27 students. The research conduct with classroom action research. In conducting this action research, the researcher divided the action into two cycles. The researcher collaborated with English teacher in implementing the actions. The data of this study were mostly qualitative although there were some quantitative data. The qualitative data were from observation sheet, interview transcripts, and documentation,. While the quantitative data were from pre-test, post-test I and post-test II, The result of students' score shows that the students' average score keep improving in every test. The students' average score in pre-test was 57.6, There were 0 student (0 %) who passed the Minimum Mastery criterion (75). In the post test in cycle I, there was 14 students (51.8%) who passed the score 75. In the post test in cycle II there was 24 students (88.1%) who passed the Minimum Mastery criterion (75). Based on the quantitative data above, it can be seen that the students' score showed the improvement from the first to the last test. Furthermore, the qualitative data showed that all the learning activities gave contributions not only improved the students' writing ability at Narrative Text but also the students' interest, enthusiasm, and motivation.

Keywords   :Writing Ability, action research, Narrative Text, Short Animated Stories

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CHAPTER I

INTRODUCTION

1.1 The Background of The Study

English is really important of communication, which used by many countries in this world. It plays an important role as an international language. In Indonesia, English is the first foreign language to be learned formally in the school of Indonesia. English is taught from the elementary school to university level and becomes a compulsory subject at high school.

In this globalization era, English is widely used in spoken of economis, politics, science and technology. By mastering English, it is hoped that people in our country whose people don't or rarely communicate in English will be able to survive in this globalization era, and also to take part in international realationship so that our country will have the pride in international perspective.

There are four kind of language skills supposed to be acquired by the students, they are: speaking, listening, reading and writing. These skills are the objectives of teaching and leaening English as foreign language and they are related to another. Writing is one of the mos important language skills. For instance, writing contains some information thet will be infomed to readers. It means that the writer should have some knowledge to make the product of writing interesting. Writing is an activity like any other, it improves trough practice and reflection. Writing is also means a process of communication that conveys ideas and opinions in a written from which suggest that the writer and readers should have similar understanding of what is written. However, knowledge and experience are significantly needed in writing. Without having good knowledge in writing, the writers will not able to convey their ideas to the readers. Writing also gives some benfits. Besides being means of communication, writing can also craete jobs. Writing can also be a hobby to spend or time, but finallyin this modern

life, people can get money for doing their writing, for example, for a journslit, novelist and script writer. Althought writing is very important for us. It is a difficult subject especially for stdents. The reason is because writing is mixture of idea, vocubulary and also grammar. Writing skill are more complex and difficult for teaching, requiring and mastering not only of grammatical and rhetorical devices but also conceptual and judgment[1]. Because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students.

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty not only in generating and organizing ideas, but also in translating these ideas into readable texts.[2]

According to the basic competence in the junior high school curriculum, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts. To produce those writing products, especially monologs, students have to follow the writing steps.

In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the textbooks.

The facts above frequently happen in many schools. Based on the observation in a school in Padang Lawas Utara , that is Yayasan Pondok Pesantren As-Syarifiyah, it seemed that the students were rarely taught to write in English. They just did the assignment and

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[1] J.B. Heaton, (2001), *Writing English Language Test. London: Longman Group. p 136*
[2] J.C.Richard. 2002. *Methodology in language Teaching.* Cambridge: Cambridge University Press.p 30

discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well.

Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example a narrative text. Therefore, some media were needed to bring out their ideas. Some media here could be picture series, comics, movies, and animated stories. Of course each medium has its advantages and disadvantages. One medium might be appropriate for teaching a certain skill and it might be unappropriate for teaching other skills.

In teaching narrative texts, short animated stories are better to be used as media. Short animated stories are more interesting, so students will see the actions of characters. Meanwhile, short animated stories are almost the same as movies in their moving pictures. However, short animated stories are simpler and have less duration than movies. They do not contain too much dialog so that students can catch the content easier. In addition the language used in short animated stories is easier and more familiar for junior high school students. Furthermore, there are many short animated stories in the internet that students can download. The stories are in duration about 5-10 minutes with full stories, meanwhile a full story movie can be 1-2 hours duration. So in the teaching and learning process especially in writing narrative texts, short animated stories are more effective than other media.

Based on the description above, the researcher decides to do research entitled: ***"Improving Students' Ability at Writing Narrative By Using Short Animated Stories at Yayasan Pondok Pesantren As-Syarifiyah .".***

1.2 **The Identification of the Study**

Based on the background of the study above, the researcher identifies some problems dealing with the study, they are:

1. The students' have low motivation in learning English

2. The students' writing ability still low

3. The students' have less interest in writing especially Narrative text

1.3 The Limitation of The Study

Based on the identification of the study, the writer focuses the study on two factors, namely: students' ability at writing text by using short animated stories and writing narrative text.

1.4 The Formulation of The Study

In relation to the limitation of the study above, the problems of research can be formulated:

1. How is the students' ability at writing Narrative text before Short Animated Stories applied in language teaching in their class?

2. How is the implementation of short animated stories in writing narrative text?

3. How is the students' ability at writing Narrative text after Short Animated Stories applied in language teaching in their class?

1.5 The Objective of The Study

1. This research is aimed to see the students' ability at writing Narrative text before Short Animated Stories applied in language teaching in their class.

2. To find out the teaching and learning situation whe Short animated stories is applied in their class

3. To find out the students' ability at writing Narrative text after Short Animated Stories applied in language teaching in their class.

1.6 **The Significance of The Study**

The result of this study would be very useful for:

1. Researcher

   For the researcher of herself, it is to know the improving students' ability at writing narrative text by using Short Animated Stories. And the result of this study can enrich knowledge and experience about teaching writing.

2. Students

   For studens, to improve their writing ability.

3. Teacher

   The result can encourage the English teacher in creating effective ways in teaching English especially teaching writing. So, the result can be used feedback to improve their ability to conduct a better and interesting approach in teaching writing.

4. Reader

   For the reader, they get inside about writing and the way how to teach writing. And for the interest of doing further research.

5. For another researcher

   The result of this study is hopefully able to give inputs for them who want to conduct a similar research especially on the same topic and as resourceful information how to write a narrative text.

CHAPTER II

REVIEW OF LITERATURE

To conduct a research, theories are needed to explain some concept and terms applied in research concerned. The term must be classified to avoid confusion. Therefore, the clarification of the concepts will minimize possible misunderstanding between the writer and the readers. In order words, they are very important to be explained, so that the readers will get the points clearly.

2.1 The Concept of Writing Skill

In the general defenition the process of expressing ideas or thoughts in word should be done at our leisure is writing. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. [3] The written productive language skill is called writing. It is a skill of writer to communicate information to a reader.

2.1.1. Defenition of Writing

Writing is a form of thinking. It means that writing is an activity to express idea, issues, events, feeling or thinkng to the others trough written form. Writing can be defined as communicate act, a way of sahring abservation or ideas with ourselves and others.[4] Writing is the expression of language in the form of letters, symbol, or words[5]. Writing as a process of expressing ideas or thoughts in words.[6]

According to Harmer writing is one of the four skills in English. Writing is considered as the productive skill since it allows the language user to produce texts. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the

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[3]Susanto Leo, (2007), *Essay Writing*, Yogyakarta :CV Andi Offset,p. 1.
[4] Sanggam Siahaan, (2008), *Issues in Linguistic.* Yogyakarta: GrahaIlmu. p. 215
[5] Utami Dewi, (2013), *How to Write.* Medan: La-Tansa Press. p. 2
[6] Sutanto Leo, dkk, (2007), *English for Academic Purpose: Essay Writing.* Yogyakarta: Andi Offset. p. 1

syllabus in the teaching of English.[7]Writing is one of the skills which must be acquired in language learning. Experience, events, stories and ideas can be expressed through writing. Writing is very important by the reason that is helps us to communicate with other. Moreover, writing as a process of communication. In the process writing, people give full shape to their thoughts, their feelings and even their values. Writing is also a process of self-discovering of what we are and what you are thinking.

The academic writing materials should be authentic, relevant, consistent, and adequate. The authentic materials mean the content should be based on the real life that is used by the people around the learners' environment. The relevant materials refer to the suitability of the materials to achieve the competency standard and the basic competence. The consistent materials are the content of the materials should support the learners' need and adequate means that the materials should be sufficient to facilitate them to achieve the basic competence.[8]

In holy Al Qur'an, writing also one of the important skills that should be learned. And there is verse that states the existence of writing that be stated in Al - Qur'an that is:

Surah Al – Alaq: 4 – 5

$$\text{الَّذِيْ عَلَّمَ بِالْقَلَمِ, عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَم}$$

Meaning:

"Who taught (to write) with the pen. Taught man what he knew not."[9]

Surah Al – Qalam: 1

$$\text{نَ وَّالْقَلَمِ وَمَا يَسْطُرُوْنِ}$$

Meaning:

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[7] Jeremy Harmer, (2007), *How to Teach Writing.* Malaysia: Longman. p. 31
[8] Didik Santoso, (2019), *Developing Writing Material for Learners of English Education Department Based Accelerated Learning Appraoch.* Malysia. Pertanika Journal of Social Sience and Humanities. p.4
[9] *QS. Al-Alaq Verse*:1-5

"Nun. By the Pen and the (Record) which (men) write"[10]

Based of the verses above, we can conclude that the people have to learn, to look for the knowledge. Pen is not a creature but what can be written by the pen are many things that can be understood by human.

Allah teach human by using pen. After they are good and smart in using the pen, then many knowledge which are given by Allah. And one of that knowledge is writing. So, in writing, the writer should have self-confidence and should know what they will write. Then, get more practice since to write effectively is now become fundamental skill in the world of education.

Writing is procedure or reproduces written message. It means that writing is one of language skill use hand to transform what we think in our mind writing is within form in expressing idea, feeling and opinion. We combine our ideas into sentences and then into the text/paragraph, and the text has the meaning, so the reader can understand the meaning of the text.

2.1.2. Writing Ability

Writing refers to ability of someone to use and organize the lexical items to express the ideas in the form of written production. Heaton divided that skill of writing into five general components.

1. Grammatical skills: the ability to write correct sentences;

2. Stylistic skills: the ability to manipulate sentences and use language effectively;

3. Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;

4. Judgment skills: the ability to write in an appropriate manner for a particular purpose

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[10] *QS. Al-Qalam Verse*:1

with a particular audience in mind, together with an ability to select, organize and order

relevant information.[11]

Writing has various kinds, it can be used as a means to express the writers' idea based

on her experience, thoughts, and feelings. And in many schools, writing is principally

conducted to demonstrate knowledge of decontextualized facts with little awareness of a

reader beyond the teacher examiner.[12] The ability to write something in a productive way is

an indicatorof success during the learninig process[13].

According to Hammer, in producing a writing matter, there is process involved and the

process can be affected by the content (subject matter) of the writing, the type of writing, and

the medium it is written in. there are four elements of the writing process, they are:[14]

1) Planning

Experienced writer plans what he/she is going to write before starting to write or type.

He/she tries and decides what he/she is going to say. For, some writers, this may involve

making detailed notes. For others and a few jotted words may be enough. When planning, the

writer has to think about three main issues. In the first place he/she has to consider the

purpose or his/her writing since this will influence (among other things) not only the type of

the type of the text he/she wish to produce, but also the language that is used, and the

information that is chosen to writing for, since this will influence not only the shape of the

writing but also the choices the language. Whether, for example, it is formal and informal in

tone. Then, the writer has to consider the content structure of the piece that is how best to

sequence the facts, ideas, or arguments which help he/she has decided to include.

2) Drafting

We can refer to first version of piece of writing as draft. That first go at a text is often

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[11] J. B. Heaton, (2001), *Writing English Language Test*. London: Longman Group. p. 138
[12] Ken Hyland, (2002), *Teaching and Researching Writing*. England: Pearson Education. p. 7
[13] Muhammad Javed, (2013), *A atudy of Students' Assesment in Writing Skill of The English Language*. Malaysia. International Journal of Instruction. P 3
[14] Jeremy Harmer, (2007), *How to Teach Writing*. Malaysia: Longman. p. 4

done in the assumption that will be amended later. As the writer process proceeds into editing, a number of drafts may be produced on the way to final version.

3) Editing (Reflecting and Revising)

Once the writer has produced a draft he/she, then, usually reads through what he/she has written to see where it works and where it does not work. Perhaps the order of the information is not clear and the way something is written is ambiguous or confusing reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's reaction to piece of writing will help the author to make appropriate revisions.

4) Final Version

Once the writer has edited their draft, making the change he/she considers being necessary, he/she produces their final version. This may look considerably different from both of the original plan and the draft, because things we have changed in the editing process. But the writer is known ready to send the written text to its intended audience.[15]

5) Publishing

The final step of the writing process is publishing. This means different things depending on the piece you're working on.

a. Bloggers need to upload, format and post their piece of completed work.

b. Students need to produce a final copy of their work, in the correct format.

This often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.

c. Journalist need to submit their piece (usually called "copy") to an editor.

Again, there will be a certain format for this.

d. Fiction writers may be sending their story to a magazine or competition.

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[15] Ibid.,p. 4

Check guidelines carefully, and make sure you follow them. If you've written a novel, look for an agent who represents your genre.[16]

Every written text (essay, article, and research papers) must have: (1) opening paragraph; (2) content paragraph; (3) closing paragraph[17].

According to Langan, writing a paper is a process that can be divided into the following steps:

Step 1 : Getting started through prewriting

Step 2 : Preparing a scratch outline

Step 3 : Writing the first draft

Step 4 : Revising

Step 5 : Editing and Proofreading[18]

2.1.3 The Genre in Writing

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction.

Basically, teaching and learning writing through genre based approach is a matter of mixture among the process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly combines two things – the product of the writing and the way or technique or strategy of how the product is produced.

According to IWy.Dirgeyasa, there are some genre of text in writing, they are:

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[16] UtamiDewi, (2013), *How to Write*. Medan: La-Tansa Press. p. 23
[17] Pardiyono, (2006), *12 Writing Clues for Better Writing Competence*. Yogyakarta: AndiOffest.   P.192
[18] John Langan, (2004), *Sentence Skills a workbook for Writers*. New York: McGraw-Hill Companies. Seventh Edition.p. 16

1) Descriptive text

Description or descriptive is a text that describe or illustrate the object, person or idea by his/her eyes physically.

2) Recount text

Recount is a text that retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past.

3) Narrative text

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

4) Procedure text

Procedure is a text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps.

5) Report text

Report is a text to describe the way things in around of our environment are described. Usually tells the natural or non-natural phenomena or even social phenomena.

6) Explanation text

Explanation is a text that explaining a process of formation. This genre explain why an object exists as it is or to describe how an object works.

7) Discussion text

Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view.

8) Hortatory exposition text

Hortatory exposition is a type of English text that belongs to the class of argumentation.

9) Analytical exposition text

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

10) News item text

News item is a text that informs the daily and real factual happenings in human life.

11) Spoof text

Spoof text is text that tells a funny incident or event that has happened in the past

12) Anecdote text

Anecdote is a text that shares with others an account of an unusual or amusing incident.

13) Commentary text

Commentary is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas

14) Book review text

Book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

15) Critical review text

Critical review is the summarization and evaluation of the ideas and information in an article.[19]

2.1.4   The Assessment of Writing

Tests of language are something that must be done by teachers in language learning. Through the assessment will be known objectively student learning outcomes. Assessment will get good results if aspects are assessed in writing presented in more detail.

Wrting is asan evaluator, the teacher should has a right concept of writing assess for the studnts wrting. There are five components in writing assessment:

a. Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentence

b. Organization

The score of organization depends on the students' ability to write correct and approriate manner for particular audience on mind together with ability to select, to organize and other rlevant information.

c. Vocubulary

The score of vocubulary depends on the students' abilitty to erite the word effectively and appropriate regpster.

d. Language use

The score of language use depends on students' ability to write correct and appropriate sentence.

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[19] I Wy.Dirgeyasa, (2014), *Collage Academic Writing: A Genre-Based Perspective.* Medan: Unimed Press. p. 3

e. Mechanics

The score of mechanics depends on the students' ability to use correctly the convention peculiar to written language like punctuation and spelling.

2.2 Narrative Text

2.2.1 Definition of Narrative Text

Narrative text is a type of text which is very appropriate to tell the activities or the past events that show problmatic expirience and resolution with the purpose to amuse and someties to give moral lesson to the readers.[20] Narrative as one of the most powerful ways of communicating with others. The narrative text can be formed of active and serial events, emotional events or a mixture of both.[21] Narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time.[22] From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

The function of narrative genre is to amuse, entertain and to deal with actual or vicarious experience in different ways. In some cases, narratives are set in historical ones. In writing this historical narrative, writer perhaps lead readers to think about social issues of a particular period of time. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

There are many types of narrative. They can be imaginary, factual or a combination of both. They many include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, and

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[20] Pardiyono, (2007), *Pasti Bisa! Teaching Genere-based Writing*.Yogyakarta.p-20
[21] Carol, (2001), *Writing and Gramar.*New York.p-151
[22] A.Seow, (2002), *The Writing Process and Process Writing*. Cambridge: Cambridge University Press. p.136

personal experience. However, narratives can also be written to teach or inform, to change attitudes/social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

The purpose of this genre is to entertain through storytelling and to engage the reader in an imaginative experience. Typical examples of narratives that children will encounter take the form of fairy tales, myths and legends. In addition, the children's creative writing experiences will often take the form of narrative writing.

2.2.2 The Social Function of Narrative Text

In line with the concept above, the social function or purpose of narrative writing is to amuse, to entertain and to deal with actual or vicarious experience in different ways. Then, the narrative is also to gain and hold a readers' interest.

2.2.3   The Generic Structure of Narrative Text

Generic structure is a package of events in a text. Every genre has its own characteristic in terms of the rhetorical structure and textual elements; the narrative writing also has its own rhetorical structure and textual elements. Then, each element of textual element has its own function. It states what the element is for. The rhetorical structure and textual elements of narrative writing consists of: (1) orientation; (2) complication; and (3) resolution. In detail, the rhetorical structure and textual elements function as follows:[23]

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[23] IWy.Dirgeyasa., (2016), *College Academic Writing: A Genre-Based Perspective.* Jakarta: Kencana. p. 16

Table 2.1 Generic Structure of Narrative Text

Textual Elements	Functions
Orientation	a. It consists of theme or topic to be informed. b. Introducing the characters of the story, the time and the place the story happened (who, what, when and where). c. It enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text.
Complication	a. A series of events in which the main character attempts to solve the problem. b. The complication usually involves the main characters (often mirroring the complications in real life).
Resolution	a. The ending of the story containing the problem solution. b. The complication may be resolved for better or worse/happily or unhappily. c. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

In some references about the narrative text, there are additional generic structures in the Narrative Text, namely the addition of Coda after resolution. So the composition of Narrative text is Orientation, Complication, Resolution and Coda.

Coda is the last part of the structure Narrative Text that contains changes in the

character and lessons to be learned from the story[24]. This is a closing/conclusion remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

2.2.4   The Linguistic Features of Narrative Text

a. The use of noun phrase, example: a beautifiul princess, a huge tample

b. The use of connectives, example: first, before thhat, then finally

c. The use of adverbal phrase of time and place, example: two days ago in the garden

d. Simple past tense, example: he walked away from the village

e. Material processes / action verbs. Materialprocesses are process of material doing. Example: walk, sleep, and wake up.

f. Verbal processes / saying verb. Verbal processes are process of saying, or more accurately, of symbolically signaling. Example: say, tell, ask, explain, announce

g. Mental processes. Mental processes are mental, covert kinds of goings-on, example:

1. Thinking verb: Think, understand, assume, conclude, discover, consider, doubt, and belive

2. Feeling Verbs: love, enjoy, hate, dislike, regret, fear, like, prefer

3. Verbs of sense: see, observe, feel, smell, taste, watch, hear, listen.

To write a narrative effectively, a writier needs a carefully organizes. The most important thing as a writer is readersare able to understand the poiny what the writerwant to say. [25] The example of Narrative text:

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[24] Sheila Singh, (2008), *Teacher's Handbook of Practical English.* New Delhi: Ajay Verma. p.237-239

[25] Derewianka. 2001. *Exploring How Texts Work*; Australia: Primary English Teaching Association. p 32

Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had brokeen his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

2.3 Short Animated Stories

2.3.1 Defenition of Short Animated Stories.

Animation as the arts, techniques and processes involved in giving apparent movement and life to inanimate objects by means of cinematography[26]. Animation as a series of varying images presented dynamically according to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of

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[26] Margo Miller, (2003), *The Chicago School of Media Theory*. p.1

the task[27]. The word animate comes from the Latin verb *animare,* meaning "to make alive or to fill with breath." In animation we can completely restructure reality. It means that animation is a moving picture which seems to be alive. So, when watching animation, viewers feel that they are seeing living creatures in reality like in a movie[28].

From the definitions, it can be concluded that animated stories are stories which are presented in the form of animation. It means that the stories are displayed in moving pictures to help the viewers understand the stories.

2.3.2 The Adavantages of Short Animated Stories

Animation Stories has the following advantages:

1. Animation is popular among children

2. With animation no after-editing is necessary

3. Animation makes it possible to be in control of the film because one works on each picture on the filmstrip – each move and cut is planned thoroughly which makes it possible to reflect and analyse.

4. Animation can be included in a regular teaching situation because it does not take up a lot of space.

5. Animation and imagination are closely connected which makes it possible to use animation even with the youngest pupils.

6. Animation makes "moving in time" easy.

7. An animation production can combine the physical and the virtual worlds.

8. Animation strengthens the creative mind.

Based on the explanation about the advantages of using animation above, it can be concluded that animation is very helpful for teachers to motivate students in learning and to

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[27] Mireille Betrancourt, (2005), *The Animation and Interactivity Principles in Multimedia Learning.* United States: Cambridge University Press. p.287

[28] Annas Marzuki Sulaiman, (2012), *Beberapa Teori Animasi. p.1*

improve students' imagination or creative mind. Meanwhile, the teacher should choose an appropriate animation and he or she should consider the duration. Short animated stories, therefore, are the most effective media to use.

2.4 Related Study

1. Nafik Fitriana (2012) has done research on the title "The Use of Animation Movie to Improve students' writing skill of Narrative Text. The subject of this study was students class XI SMAN 1 Teras 2010/2011 academic year. Consist of 34 students. To collect the data, the instruments used were quantitative data and qualitative data (diary notes, interview, photo, and observation sheet). In analyzing the data, the mean of the students' score for test II was (77.41). Based on diary notes, interview, photos and observation sheet, it showed that the expression and excitement also the the dtudents' involvment and activeness of the students were also improved.

2. Dyah Setya Nur (2017). Improving The Students' Achievement at Writing Narrative Text Using Animation Movies Writing at the Eleventh Grade of MAN 2 Yogyakarta in 2016/2017 Academic Year. The aim of the research was to find out the use of Animation Movies as Wriring media in improving the students' ability in writing narrative text. The researcher collected the data from the classroom action research, which was carried out through four step, they are planning, action, observation, and reflection. The subject of this study were 30 students at Grade XI of MAN 2 Yogyakarta in academic year 2016/2017. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from text, interview, observation, diary notes and test. The quantitative data was taken from the score.

3. Tatum Ariesya Akmala (2011). "The Use of Animated Fim To Improve Students' Ability in Writing Narratve Text". This study attempts to improve students' ability

through animated film. The objective of this study is to find out whether students reading comprehension improved through the application of animated film. This study deals with classroom action research which was done in 4 meetings. The subject of this study was the second year students of MAN Pemalang. One class was taken as the subject of this study. The number of students was 37 students. The data of this research were obtained from multiple choice tests, diary notes, observation sheet, and interview sheet. findings indicate that Animated Film improved students writing comprehension. The students score show significant improvement, the mean of second cycle (90) was higher than the mean of the first cycle (65).

4. Wita Widia Pinem (2019). ''Improving Students' Writing Skill through Animation Film in SMP N 5 Tanjung Morawa''. The number of the students was 30. To collected the data the insturument used were qualitative and quantitaive data. Based on the result of the research, it showed that the writing ability of the studants' were improved.

5. Devigantari Agusta (2013). Improving Students' Ability in Writing Narrative Texts Using Short Animated Stories at Class VII of SMPN 2 Sanden, Bantul in the Academic Year of 2013/2014. The subject of the study consist of 32 studdents that taken at Eight grade of SMPN 2 Sanden. The result of the research showed that animated stories can improve students' skill in writing narrative text.

2.5 Conceptual Framework

In the basic competency that should be achieved in the writing English subject is the students have ability to develop and written simple functional text such as narrative text. Ability can be defined as the quality and inteligency from someone. There are many factors that effect students' ability to learn English especially in writing narrative text. There are vocabulary, grammar and learning method or approach. Students need learning process be easy, funny, motivating, stimulating and appropiate with the abilities of students.

Writing skill is one of language skills which is needed to be mastered by students, including students of senior high school. Writing skill has significances in deciding the students' communicative competence in the target language. Writing have some aspects such as content, organization, vocabulary, grammatical and mechanical consideration such as spelling and punctuation. On the teaching and learning of writing skill, there are constraints faced by both teachers and students. For example, the students face difficulties in expressing ideas because of their less writing practice.

There are many method, technique and technique that can be used by teachers in teaching. One of them is short animated stories in improving the students ability in English. Short animated stories are expected to be effective because the use of them can avoid the weaknesses of conventional teaching that are common to be used in teaching writing.

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

The previous studies show positive results of the use Short Animated Stories. Therefore, the researcher proposed that Short Animated Stories in teaching writing text in English language can improve students' ability in writing.

CHAPTER III

RESEARCH METHOD

3.1 . Research Design

The research design in this research was the classroom action research which focused on a particular group of students in a certain classroom. Research class action research that combines research procedures with substantive action, an action taken in the discipline of inquiry or a person's attempt to understand what is happening, while involving in the process of improvement and change.[29]

The main point of classroom action research : (1) The series of activities in an effort the quality of learning practice, (2) The problem studied were learning problems, (3) CAR begins and ends with the reflection of the teacher, (4) CAR was carried out by variuos an action of teachers for the process improvement, (5) CAR was carried out in real situation, the meaning of action carried out learning setting that does not actually interface with the planned learning program.[30]

From the explanation above, researcher concluded that using CAR to solve the problem through Short Animated Stories will have advantages.

3.2. Research Subject

The subject of this research was the eight grade students of Pondok Pesantren As-Syarifiyah, the sample of the research was one class, which consists of 27 students. The study was conducted based on the action research design in order to know the improving the students achievement in writing narrative text by Short Animated Stories

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[29] Rochiati Wiriaatmadja, (2014), *Penelitian Tindakan Kelas(Classroom Action Research)*, Bandung : Remaja Rosdakarya, p. 11.

[30] Rusydi Ananda & Friends, (2015), *Penelitian Tindakan Kelas (Classroom Action Research)*, Bandung: Citapustaka Media, p. 21.

3.3. Research Setting

This research was conducted at Yayasan Pondok Pesantren As-Syarifiyah at Sidingkat. It was located at Jl. Besar Sidingkat Km. 1,6, Desa Sidngkat Kec. Padang Bolak Kab. Padang Lawas Utara. The Researcher chose this school because of some reasons, those are: 1) The problem of research was found in this school. 2) The located of the school was accessible.

3.4. Observation Procedure

The selection of the Classroom Action Research method based on an effort to increase the effectiveness of learning that took place in the cycle stages. This research preced by a priliminary study, which followed by cycles. Those are planning, acting, observing, and reflecting which are adapted from a design proposed by Kemmis and Mc Taggart. After accomplishing the first cycle, it found a new problem. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle. The descripton of cycles can be seen from the following diagram.
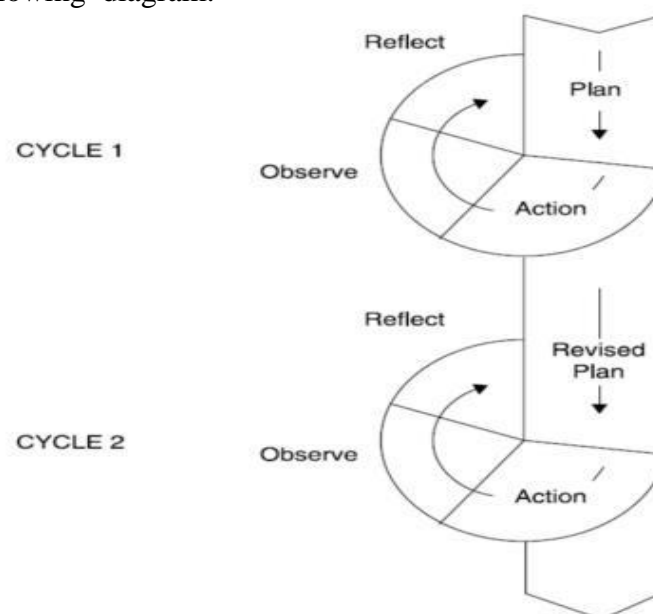
Figure 1. **Simple Action Research Cycle Model by Kemmis and McTaggart (1988)**

The researcher use two learning cycles, consist of planning, acting, observing, and reflecting. The steps of the cycle were:

a. Cycle I

1. Planning

Planning was the first step in the classroom action resarch. Some preparation in the planning phase are:

a. Preparing the lesson plan,(see Appendix I)

b. Preparing the teaching material.

c. Preparing the media that will be needed in teaching and learning process.

d. Preparing the instruments for collecting data: Observation sheet, Interview sheet and Test, (see Appendix III-V, X-XIII)

2. Acting

In this stage, the researcher began to do some deliberate interventions within the specific teaching situation based on the things that have been planned ahead of time. It means that the researcher need to immediately put the pans into the action. Researcher made the teaching programmers with Short Animated Stories that used to teach writing narrative text. After that, researcher gave post test about the lesson they have learned.

3. Observing

The researcher observed the students" activities while teaching learning process occurs. The results of the observation would be recorded on the observation sheet. The researcher helped by the teacher to observe students" activities and give inputs and suggestions.

4. Reflecting

The researcher got the feedback of the teaching and learning process from the result of the observation. Dealing with the purpose of the research to improve students' ability in writing narrative text, the researcher would be reflected on everything that happen in the teaching and learning process.

3.5. Technique of Collecting Data

1. **Observation**

This data collection technique used to describe the activity in the classroom at a particular time. Using an observation sheet, the researcher observed the English teaching and learning process in the class. The observation sheet given to the collaborator who observed and tick the students' achievement during the teaching and learning process.

2. **Interview**

There are two kinds of interview. They are; structure and unstructured interview and Researcher just used structure interview. This technique used to gather information from all the people involved, mainly the students and the English teacher, about the achievement in writing narrative text and short animated stories at Pondok Pesantren As-Syarifiyah. The researcher interviewed the students and the teacher to collect more detail data on the problems they had faced or were facing during English teaching and learning process and also the effect of the learning media that would be implemented. (see appendix XI-XIII)

3. **Test**

The quantitative data mostly gathered through writing tests as these tests that helped the researcher to collect the students' writing scores that are used to find improvement. To assess the students' writing, the researcher used scoring rubric of writing. The data that are gathered through this technique would be presented in the form of score transcripts.

There were two types of writing test in this research. The first one was writing pre-test which was a test that conducted before the actions being implemented in order for the researcher to know the basic writing skills of each student. The second one is writing post-test. This type of test would be conducted after the implementation of the actions. By comparing the pre-test and post-test scores, it apparent whether the learning media affected students' writing skills and how much of improvement would be shown. (see appemdix III-V)

Writing Scoring Rubic
Table 3.1: Writing Rubic Assesment by Brown

Writing Aspect	Score	Descriptor
Content	27-30	Very good to excellent Knowleageable-suitantive-trough development of topic sentence - relevnt to the assigned topic.
	22-26	Average to good Some knowledge of subjct – edaqete range, lmied development of topic sentence- mostly relevant the topict sentence but lack details.
	17-12	Fair to poor Limited knowledge of subject, edequete range, title substance, inadequete development of topic.
	13-16	Very poor Does not show knowledge of subject, non- substantive, not pertinet, or not enough to evaluate
Organization	18-20	Excellent to very good Fluent expression, ideas clearly stated/supported, succient, well organized, logiical sequencing , cohesive.
	14-17	Good to average Somewhat choppy, loosely organized but but main ideas stant out, limeted support, logical but incomplete sequencing.
	10-13	Fair to poor Non-fluent, ideas confused or

		7-9	disconnected, lack logical, sequencing and development Very poor Does not communicate, no organization, or not enough to evaluate.
Vocabulary	18-20		Excellent to very good Exact word, effective word/ idiom, choice, but meaning not obscured.
	14-17		Good to average Adequete range, occasional errors of words, idiom form, choice, usage meaning confused,or obscured.
	10-13		Fair to poor Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused, or obscured.
	7-9		Very poor Essencially translation, little knowledgeable of English vocabulary, idioms, word form or not enough to evaluate.

Language use/ grammar	22-25	Excellent to very good. Effective complex construction, few errors of agreement, tense, number, word order/ uction, articeles, pronouns and prepositions.
	18-21	Good to average Effective but simple construction, minor problems in complex construction, servere errors of agreement, tense, number, word order/ function, articles, pronouns, preposition, but meaning seldom obscured.
	11-17	Fair to good Major problem in simple/ complex construction, frequent, errors of negation, agreement, tense, and / or, number, word order/ function, articeles, pronouns, prepositi, run on, deletion meaning confused on and/ or fragment run on, deletion meaning confused or obscured.
	5-10	Very poor Virtually no master of sentence constructions or rules dominated by errors, does not communicate, or not enough to evaluate.

Mechanics	5	Excellent to very good Demonstrate mastery of conventions, few errors of spelling, punctuation, and capitalization and writing sentences.
	4	Good to average Occasional errors of spelling, punctuation, and capitalization, writing sentences but meaning but not obscured.
	3	Fair to good Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured, illegible or not enough to evaluate.
	2	Very poor No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.[31]

4. Documentation

Documentation in the form of photographs and videos during the teaching learning. In addition, recordings used to record the interview with the students to know their opinion and their impression about the use of short English animated stories in teaching learning process, especially in writing narrative texts.

3.6. Technique of Analyzing the Data

The technique of data analysis of this study was using qualitative and quantitative data. The quantitative data were analyzed by test from the score of the students that they get from the writing test. To know the means of students' scores in each cycle, it would be applied the following formula:

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[31] Brown. HD. (2004). *Language assessment: Principles and classroom practices*. White Plains, New York: Pearson Education.

$$X = \frac{\Sigma X}{N} \qquad\qquad Y = \frac{\Sigma y}{N}$$

In which:

X : Means of pre-test scores

Y : Mean of post-test scores

N : Number of subject

Σx : The sum of pre-test score

Σy : The sum of post-test score

Next, to categorize the number of the students who passed the test sucessfully, it was applied the following formula by researcher :

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

Where:

P = The percentage of students who got point 75

R = The number of students who got point 75 above

T = The total number of students who took the test

Miles and Huberman technique for the qualitative data consists of 3 steps: data reduction, data display and conclusion drawing and verivication[32]

1. Data reduction

Data reduction was the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written–up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data display

The data display compound with organized, compressed assembly of information the

[32] Andrea Daniel, (2010), *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications*, Wiesbaden: Gabler, p.138.

permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what would happen with the data presented. In this study, the researcher useed observation, interview, and diary notes in displaying the data, because it was most common data display was used in qualitative research.

3. Conclusion drawing and verification

The last step of analysis was drew conclusion and verification. From the start of the data collection, the qualitative data analysis was began to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1. Data Analysis

The data was applied by qualitative and quantitative. The qualitative data were taken from interview, observation sheet, and documentation. The quantitative data were taken from the mean of students' score in taking test. The research was consisted in one class with 27 students. The research was done in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test was conducted in three meetings. The second cycle was conducted in to two meeting. In the last meeting of each cycle, all the students were taken the test as the post test.

4.1.1. Preliminary Study

Before describing the first cycle, the researcher must be done is doing the preliminary study. The preliminary study held on 10th August 2020 as the first meeting. In this step, the researcher gave the pre test to all students in order to know their ability to write narrative text. There were 27 students who followed the pre test. The researcher had involved the collaborator to evaluate the students' result on the pre test. This was done in order to evaluate objectively before implementing Short Animated Stories. The result of the pre test indicated that the students' ability to write narrative text was low. Thus, they felt difficult to write narrative text. There was 1 student who got minimum score which was 34. And there was 1 student who got maximum score which was 73. It was showed from the mean score of pre-test 57,6.

The qualitative data was taken by interview. The interview was done before the learning process was applied by the researcher. When the researcher interviewed some

of the students, the researcher found that the students were difficult to make paragraph. The result that researcher got in interview sheet before doing the research was the teacher's problem in making the learning process interesting. However, the students still have not understand about narrative text and they were lack of vocabulary and found some difficulties when they were pouring their idea into a written form. Thus, they didn't know what they should write for. From the result of the interview data, it can be concluded that the students got some problems and difficulties in writing English text. Based on the result of the test, observation and interview in the preliminary study, the researcher continued to the first cycle.

Based on the qualitative and quantitative data above, the researcher concluded that the students' ability to write narrative text was still low. Therefore, the researcher would like to continue to the first cycle expecting that the students will improve their skill in writing narrative text be better

4.1.2. The Quantitative Data

The data was taken from test that have gave to the all of the students in the last meeting of each cycle. Based on the result of the tests in every cycle that have been conducted, it was found that the students' score kept improve from the first meeting until the last meeting. It can be seen from the students' score improved from the pre-test, post- test in the first cycle until the post-test in the second cycle. The students' score in post-test of cycle I was higher than the pre-test, and the post-test of cycle II higher than the post-test of cycle I.

4.1.2.1. The Students' Score in Pre-Test

Table 4.1

The Students' Score in Pre-test

NO	INITIAL NAME OF STUDENTS	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	AHH	55	Unsuccess
2	AAS	34	Unsuccess
3	AA	42	Unsuccess
4	A	55	Unsuccess
5	ASB	48	Unsuccess
6	AH	73	Unsuccess
7	B	63	Unsuccess
8	DAZ	55	Unsuccess
9	DAS	50	Unsuccess
10	DRS	55	Unsuccess
11	EAS	55	Unsuccess
12	HHS	66	Unsuccess
13	IS	69	Unsuccess
14	IDS	34	Unsuccess
15	JS	34	Unsuccess
16	MYR	54	Unsuccess
17	NPH	54	Unsuccess
18	PS	45	Unsuccess

19	RS	48	Unsuccess
20	RP	45	Unsuccess
21	RPP	34	Unsuccess
22	S	55	Unsuccess
23	SH	58	Unsuccess
24	SIR	53	Unsuccess
25	WR	69	Unsuccess
26	W	56	Unsuccess
27	ZAS	57	Unsuccess
	TOTAL	$\sum X = 1556$ $\overline{X} = 57.6$	

From the table above of pre-test, the total score of the students was 1556 and the number of the students who completed took the pre-test were 27 of students, to see the mean of the students in this test, the researcher applied the following formula:

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

Where $\overline{X}$: The mean of the students

$\sum x$: The total score

N   : The number of students

So, the mean of the students was: $\overline{X} = \frac{1556}{27} = 57,6$

From the analysis data above researcher knew that the students' writing ability were still very low. The mean of the students was 57.6 and the student categories still in the   poor level. Also the number of the students who were

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

competent in writing in was calculated by applie the following formula:

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

P = The percentage of students who get

75 R = The member of students who get

75 up

T = The total number of students who do the

test.

$$p1 = \frac{0}{27} \times 100\% = 0\%$$

$$p2 = \frac{27}{27} \times 100\% = 100\%$$

Table 4.2 The Percentage of The Students' Score in Pre-Test

	Criteria	Total of Students	Percentage
P₁	Success	0	0%
P₂	Unsuccess	27	100%
Total		27	100%

From the percentage above known that the students who competent in

writing were very low.

4.1.2.2. The Students' Score in Post Test I

Table 4.3

The Students' Score in Post Test I

NO	INITIAL NAME OF STUDENTS	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	AHH	60	Unsuccess
2	AAS	70	Unsuccess
3	AA	67	Unsuccess
4	A	70	Unsuccess
5	ASB	73	Unsuccess
6	AH	65	Unsuccess
7	B	80	Success
8	DAZ	79	Success
9	DAS	80	Success
10	DRS	70	Unsuccess
11	EAS	75	Success
12	HHS	76	Success
13	IS	83	Success
14	IDS	70	Unsuccess
15	JS	84	Success
16	MYR	76	Success
17	NPH	65	Unsuccess
18	PS	85	Success
19	RS	75	Success

20	RP	55	Unsuccess
21	RPP	55	Unsuccess
22	S	75	Success
23	SH	70	Unsuccess
24	SIR	75	Success
25	WR	78	Success
26	W	80	Success
27	ZAS	70	Unsuccess
	TOTAL	$\sum X = 1886$ $\overline{X} = 69.8$	

From the table of post-test I, the total score of the students was 1886 and the number of the students who completed took the test were 27 of students, to see the mean of the students in this test the researcher applied the following formula:

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

Where: X : The mean of the students

$\sum x$: The total score

N   : The number of students

So, the mean of the students was: $X = \frac{1886}{27} = 69,8$

From the analysis data above researcher knew that the students'writing ability got improvment. The mean of the students was 69.8 and include fair level. And the number of the students who were competent in writing test was calculated by applying the following formula:

$$\frac{R}{T} \text{ x } 100\%$$

P = Thepercentage of students who get

75 R = The member of students who get

75 up

T = The total number of students who do the

test. p1 $=\frac{14}{27}$ x 100% = 51.8%

p1 $= \frac{13}{27}$ x 100% = 48.1%

Table 4.4 The Percentage of The Students' Score in Post-Test I

	Criteria	Total of Students	Percentage
P_1	Success	14	51.8%
P_2	Unsuccess	13	48.1%
Total		27	100%

From the analysis above knew that the students' writing ability got increasing. The mean of the students was 69.8. From the score who got 75 up were 14 students or it was 51.8 % and 13 students got the score fewer than 75 or it was 48.1 %. It could be concluded that the students' writing ability in got higher in post-test in cycle I than pre-test. But, the students' achievement in the post-test of cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 51.8%, the researcher wanted the percentage of students who pass the passing grade was 75%. Therefore the next action continued on the cycle II.

4.1.2.3. The Students' Score in Post Test II

Table 4.5 The Students' Score in Post Test II

NO	INITIAL NAME OF STUDENTS	SCORE	
		Post-Test 2	Criteria of Success ≥ 75
1	AHH	74	Unsuccess
2	AAS	82	Success
3	AA	78	Success
4	A	84	Success
5	ASB	80	Success
6	AH	70	Unsuccess
7	B	85	Success
8	DAZ	85	Success
9	DAS	87	Success
10	DRS	82	Success
11	EAS	80	Success
12	HHS	80	Success
13	IS	85	Success
14	IDS	80	Success
15	JS	90	Success
16	MYR	86	Success
17	NPH	75	Success
18	PS	95	Success
19	RS	83	Success

20	RP	70	Unsuccess
21	RPP	80	Success
22	S	85	Success
23	SH	77	Success
24	SIR	80	Success
25	WR	85	Success
26	W	92	Success
27	ZAS	87	Success
	TOTAL	$\sum X = 2219$ $\overline{X} = 82.1$	

From the table of post-test II, the total score of the students was 1886and the number of the students who completed took the test were 27 of students, to see the mean of the students in this test the researcher applied the following formula:

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

Where: X : The mean of the students

$\sum$: The total score

N   : The number of students

So, the mean of the students was: $\overline{X} = \frac{2219}{27} = 82.1$

From the analysis above knew that the students' writing ability increased. The mean of the students was 82.1. And the number of the students who were competent in writing test was calculated by aphe follow following formula:

$$P = x \ 1\frac{R}{T} \ x \ 100\%$$

P = The percentage of students who get

75 R = The member of students who get

75 up

T = The total number of students who do the

$$\text{test. } p1 = \frac{24}{27}x\ 100\% = 88.8.\%$$

$$p2 = \frac{3}{27}x\ 100\% = 11.1\%$$

Table 4.6 The Percentage of The Students' Score in Post-Test II

	Criteria	Total of Students	Percentage
P_1	Success	24	88.8%
P_2	Unsuccess	3	11.1%
Total		27	100%

From the percentage, the students' writing ability was classified on good level when doing the action research on cycle II.

The students' score showed the increasing which could be determined that they showed the progress little by little. They got the increasing score in each cycle.

Table 4.7

Students' score from Pre-Test, Post Test I, and Post-Test II

NO	Initial Name	Pre-Test	Post Test I	Post Test II
1	AHH	55	60	74
2	AAS	58	70	82
3	AA	55	67	78
4	A	60	70	84

5	ASB	62	73	80
6	AH	40	65	70
7	B	64	80	85
8	DAZ	60	79	85
9	DAS	65	80	87
10	DRS	55	70	82
11	EAS	64	75	80
12	HHS	45	76	80
13	IS	60	83	85
14	IDS	50	70	80
15	JS	69	84	90
16	MYR	65	76	86
17	NPH	45	65	75
18	PS	70	85	95
19	RS	61	75	85
20	RP	35	55	70
21	RPP	45	55	80
22	S	63	75	85
23	SH	50	70	77
24	SIR	65	75	80
25	WR	70	78	85
26	W	65	80	92
27	ZAS	60	70	87

TOTAL	$\sum X = 1556$	$\sum X = 1886$	$\sum X = 2219$
	$\overline{X} = 57.6$	$\overline{X} = 69.8$	$\overline{X} = 82.1$

Table 4.8

The Mean Score of Cycle I (Pre-Test and Post Test I) and Cycle II (Post

Test II)

$\overline{X}$	Pre-Test	Post Test I	Post Test II
Mean	57.6	69.8	82.1

The mean of the students' score in the post-test of cycle II was highest, so it could be said that the students' writing ability by using short animated stories improved from 57.6 to 82.1.

The number of competent student was cs calculatby applying the formula:

$$P = \quad x \; \frac{R}{T} \; x \; 100\%$$

P = Thepercentage of students who get

75 R = The member of students who get

75 up

T = The total number of students who do the test.

The percentage of the increasing of students' writing ability could be seen as follows:

a. The percentage of competent students in the pre-test

was:

b. $P_1 = \dfrac{0}{27}$ x 100% = 0%

c. The percentage of the competent students in the post test I

was:

d. $P_1 = \dfrac{14}{27}$ x 100% = 51.8%

e. The percentage of the competent students in the post test II

was: $P_1 = \dfrac{25}{27}$ x 100% = 88.1%

Table 4.9

The Percentage of Students' Writing Ability

Cycle		The Competent Students	Percentage
Cycle I	Pre-Test	0	0%
	Post Test I	14	51.8%
Cycle II	Post Test II	24	88.8%

From the table above, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the first test (pre-test) the students who got the score 75 up were 0 students of 27 students (0%). In the second test (post-test cycle I) the students who got the score 75 up were 14 students of 27 students (51.8%). In the third test (post-test cycle II) the

students who got the score 75 up were 24 students of 27 students (88.8%). The increasing of the pre-test to the post-test of cycle I was about 41.6% and the increasing of post-test of cycle I to the post-test of cycle II was about 37%.

4.1.3. The Qualitative Data

Teh qualitative data were taken from the interview sheet, observation sheet also documentation. They were carried out in two cycles. There were four meetings were conducted. The researcher was conducted in two cycles and each cycle consisted of two meetings.

1) Observation Sheet

Observation sheet was used to measure the situation when teaching and learning process. Observation sheet was very useful for finding out the students and teacher activities and identifying all the condition during teaching learning process. (see Appendix X) It was shown from the result of the Observation sheet in Cycle I and II, as follows:

No	Activity	Cycle I				Cycle II			
		1	2	3	4	1	2	3	4
1	Students listen and pay attention to the teacher's explanation and, instruction about narrative text.				√				√
2	Students ask/answer the teacher's Question about narrative that taught by SAS			√					√
3	Students understand tothe teacher's,explanationand instruction by using SAS			√					√
4	Students ask some question to the Teacher about narrative that taught with SAS			√					√
5	Students create narrative text based on the teacher's explanation with SAS.			√					√
6	Students do all tasks actively and cooperatively after they taught Narrative text with SAS			√					√
7	Students collect their papers on time.			√					√

From the result of observation sheet of teacher's activity in cycle I can be seen that the students listened and pay attention to the teacher's explanatoin and instruction about narrative text, It is categorized on point 4 that is very good. And the rest of the activiti cateorized on point 3 that is good, they are; Students ask/answer the teacher's Question about narrative, Students understand to the teacher's explanation and instruction by using SAS, Students create narrative text based on the teacher's explanation with SAS, Students do all tasks actively and cooperatively after they taught Narrative text with SAS, and Students collect their papers on time. In cycle II the students' activity got improved all f the activity categorized on point 4 that is very

2) Interview Sheet

After did the interview 1 with the students which was the first interview with students and before the short animated stories implemented, the result are, most of the students didin't know how to make Narrative text and some of them forgot what is narrative text (see Appendix XI). It was shown from the result of the Interview II with Students, as follows:

R :"*Apa yang kamu tahu tentang Narrative text?*"(What do you know about writing Narrative text?)
S2: "*Saya tidak tahu sir*". (I don't Know sir)
S2: "*Cerita tentang legenda sir*".(The Story of Legend Sir)
S3: "*Saya lupa sir*". (I forgot sir)
R: "*Media apa yang digunakan guru bahasa Inggris ketika mengajarkan Narrative text?*" (What kind of Media that your teacher use when teaching Narrative text?)
S1: "*Tidak ada sir, kita tidak perna menggunakn media*".(Nothing sir, we never use the media sir)
S2: "*Guru kami hanya menulis materi di papan tulis sir, terus kita salin sir*".(Our teacher just write the material in the white board sir, and we just copied sir)
S3 : "*Kami hanya puya buku sir.We just have a book sir*"
R : "*Bagaimana kamu menulis Narrative text?*"(How do you write Narrative text?)
S1: "*Maaf sir, saya lupa*".(I'm sorry, I forgot sir)

S2: *"Saya melihat buku sir"*. (I Just copied from the book sir)
S3: *"Saya tidak tahu sir"*. (I don't know sir)

Based on the interview sheet II, it was found that most of the students gave positive comments and responses about Short Animated Stories that taught by the researcher. They were really interested when the researcher taught Narrative text by using Short animated stories. (see Appendix XII). It was shown from the result of the Interview II with Students, as follows:

R: *"Apa komentar kamu setelah belajar Naraitve text menggunakan media Short Animated Stories?"* (What is your comment after you learn narrative text by using short animated stories that I taught?)

S1: *"Menurut Saya SAS (Short Animated Stories) sangat bagus"* (I think SAS is very good)

S2: *"SAS (Short Animated Stories) sangat menyenangkan, Saya bisa menonton sambil belajar, saya suka SAS (Short Animated Stories)."* (SAS is really fun, I can watch during the teaching and learning process, I like Short Animated Stories)

S3: *"SAS (Short Animated Stories) yang terbaik sir*." (Short Animated Stories is the best sir)

R: *"Apakah ada peningkatan yang kamu rasakan dalam menulis setelah belajar Narrative text menggunakan SAS (Short Animated Stories)? Apa peningkatannya?"* (Is there any improvement in your writing after learn writing narrative with SAS? What is your improvement?)

S1: *"Ada sir, saya lebih mengerti tentang narrative text dan saya tahu generic structure dari narrative text*.")Yes sir, I understand more about Narrative Text, and I know the generic Structure of Narrative text)

S2: *"Tentu saja sir, dari SAS (Short Animated Stories) saya jadi punya banyak kosa kata dan saya jadi bisa menulis Narrative text yang sebelumnya saya tidak bisa"* (Ofcourse sir, from Short Animated Sories, I have so much vocubulary and I able to write narrative text that I can't before)

S3: *"Iya sir, saya jadi bisa menulis Narrative text berdasarkan generic structurnya, sebelumnya saya hanya menulis narrative text tannpa melihat generic structurenya"*. (Yes Sir, I can write Narrtive text based on the

generic structure, before this, I just write narative text and never consider the generic structure.)

R: *"Apakah kamu tertarik belajar narrative text menggunakan SAS (Short Animated Stories)? Kenapa?"* (Are you interested in learning writing Narrative text using SAS? Why?)

S1: *"Saya sangat tertarik belajar nerrative text menggunakan SAS sir, karna saya sangat menikmati dan merasa rileks ketika menonton SAS."* (I am very interested learn narrative text by using short animated stories, because I really enjoy and I feel relax when watch Short Animated Stories)

S2: *"Iya sir, saya tidak pernah mononton ini di kelas, saya semngat ketika menonoton SAS (Short Animated Stories)"* (Yes Sir, because I never watch this in the class, it make feel excited while wathing SAS)

S3: *"Iya sir, saya jadi suka pelajaran bahasa Inggris karna SAS sangat menyenangkan".* (Yes sir, Short animated stories make me like English subject because it was really fun.)

Interview transcript II

Meanwhile, the interview sheet III indicated that the collaborator also gave positive comment and response about Short Animated Stories taught by the researcher. The teacher said that Short Animted Stories really good media to teach Narrative text also the teacher said that she will try Short Animated Stories in the class (see appendix XIII). It was shown from the result of the Interview III with English Teacher, as follows:

R: After you saw my explanation, what do think about the short animated stories Miss?

T: I Think t was very great, bacause the students really like that and the students have a good anhusiasm and thid media is the first time implemented in this school, also we can see that the students really excited to write narrative text.

R: Do you think that the implementation of short animated stories can improve the students' achievement in writing narrative text?

T: Ofcourse yes, because the students really like the media that you taught before and I think it can improve the students' ability at writing narrative text

R: Do you expect to apply this media in teaching narrative to your student's ?

T: Ofcourse I will try to apply the Short Animated Strories becauese it's something new in this scholl and ya, I defenetly want to try that.

From the result of the interview sheet with the students, before Short Animated Stories implemented, the students didn't really know about Narrative text including defenition of narrative text and generic structure of narrative text, the students just know that narrative is just a story. After Short Animated Stories implemented in the class, all of the students the interviewd by the researcher know more about narrative text and the students felt reeally enjoy with Short animated stories. The last interview is with the English teacher, the techer said that the students really enjoeyed the writing class and the students also have a good anthusiasm while learning writing by using Short Animated Stories.

3) Documentation

Photography is one of the source as a documentation or responding observation for the researcher to see what hapened in every moment that considered is important. The photography was taken when the teacher taught the students in front of the classroom. It was taken when the students did the test, and during the teaching-learning process in the classroom. From the photo will be found that the students were active and focus during the teaching-learning process. The result of documentation during the research can be seen in the appendix XV.

From the result of documentation (Photos and videos), the researcher foumd that all of the sttudents did their test in cycle I and cycle II, also most of the students were really focused during teaching and learning process. From the documentation, the researcher also know that most of the students felt interesting with Short Animated Stories that researcher implemnted in the class.

4.1.3.1.The Activity of The First Cycle

In the first cycle, there were two meetings were conducted for the students. First meeting was gave pre-test to all of the students. The test gave in the end of the teaching learning process. The steps are:

1. **Planning**

The plan was arranged before doing research. All of the preparation that was needed in the process of research was prepared, such as made the lesson plan, observation sheet, interview sheet, the material about narrative text, the media (short animated stories), camera to get photograph, and the test as the instrument of collecting data.

2. **Action**

In this stage, there were some activities have done by the researcher, and they were:

a. The easercherr gave the pre-test to the students. The researcher abserved the situation while students did their pre-test. And researcher asaked the students when they feel cofused during did the test.

b. The researcher explain all baout the narrative text including, defenition of narrative text, function of narrative text, also the generic structure of narrative text

c. After that, the reasearcher showed and played the animation stories or film in the laptop. The students payed attention and wathed the entire animation stories. And the last the researcher asked all of the students make the narrative text about Malin Kundang.

3. Observation

In the observation stage, the researcher recorded every action, comment and certain behavior of students during teaching learning process in the class by using documentation and photos. There were many things that had been observed by researcher as follow:

a. Some of the students were still confused how to make narrative text.

b. All of students very excited watched the short animated stories.

c. Some students were not active in write narrative text as the test and some of the students really active during the teaching and learning process.

Quantitatively, the result of the post-test in the first cycle showed that the total score of the students was 1886. The number of the students who passed the test were 14 students from 27 total of the students. From thet result the researcher got the mean of the stduents post-test was 69,8. Based on the data, it can be seen that students' score got increased higher than the pre test. The presentage of the

students who got 75 were 51.8%. Based on the result in post-test I, it can be categorized succsessful.

From the students' response and the students' score above, the researcher decided to continue to the second cycle. The second cycle was held to achive the improvment of the students' score.

4. Reflection

In this stage, the researcher evaluated the teaching learning process in the end of the meeting in the first cycle. The researcher asked the students about their problems to understanding the lesson about narrative text. The evaluation of two meetings became the reflection for the researcher to making cycle II. From the data that had collected, the researcher decided to continue to cycle II in order to get better improvement.

4.1.3.2.The Activity of The Second Cycle

The second cycle was done by the researcher in order to get the better improvement of students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow:

a. Planning

In this satge, the researcher as the teacher prepared the new material that was enclosed in lesson plan.(see apendix II)

b. Action

The first thing that the researcher did in the cycle was to II was asked the students about the lesson that reseacher had explained in the first cycle.

After that, the researcher taught the material about Narrative text with the

new exmple and explained the material deeply than before. Also the researche showed the new animted stories, different from animated stories in the cycle I.

c. Observation

The observation was done for cycle II. From the last result it indicates that the students had able to write a narrative text by using short animated stories. Most of students got score up 75.

Quantitatively, the result of post-test in the second cycle, it showed that the total score of the students was 2219 and the number of students who successed the test was 24 students from 27 Students, and the mean of the students" score of the test was 82.1. It could be concluded that the students" score in the post test II was improved. The percentage of the students" score was 88.1% consist of 24 students successes and achieved score 75 or up 75. So, the post-test II was categorized successful. Based the data, the result showed the improvement of the students" score from the pre-test to the post-test of the first cycle and to the post-test of the second cycle. In the pre-test, the students who got the score 75 or more was 0 from 27 students (0%). In the post-test of the first cycle, the students who got the score 75 or more were 14 from 27 students (51.8%). In the post-test of second cycle, the students who got the score 75 or more were 24 from 27 students (88.1%). In the first test there was 0% (0 students) who got the score 75 or more. In the second test there was 51.8% (14 students) who got the score 75 or more. In the third test there was 88.1% (24 students) who got the score 75 or more. Most of the students" score improved from the first test to the third test.
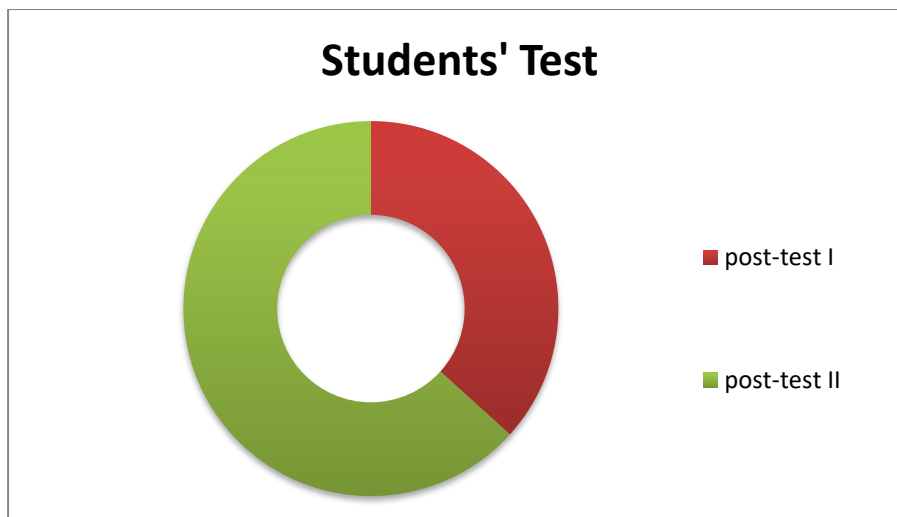
The quantitative data above was also supported by the qualitative data taken through interview with English teacher and students, observation, and photographs. Interview was done when the researcher applying short animated tories to the students who got the low and high score during learning process. The result of the third interview with English teacher showed that there has been an improvement on the students" writing skill. The students was interested in learning process used mystery theatre game. The students" activity has improved than before. In giving attention to the students, the researcher was good, because the researcher was able to controled the class. And the interview with the students showed that in expressing the opinion, the students can speaking English better than before. In answering the question from the teacher, the students can answer it. In using short animated stories, the students were excited.

Based on the data above, it showed the good improvement for the students. And in the documentation, it was found that the students were active, interested and enthusiastic while teaching learning process after the researcher applied short animated stories. It could be seen with the contrast of the students" score in pre-test, post-test I, and post-test II.

d. Reflection

In this case, the feedback of teaching learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follow:

a. The researcher could be increased on the students' ability in writing especially in writing narrative text by using short animated stories. Based on the observation sheet that showed the improvement every cycle.

b. Students' score also had improvement. It was based on the percentage of the students' score in the pre-test were 0%, and post-test I were 51.8% at the first cycle. And the total of the improvement of the students score in post-test II were 88.1% at the cycle two.

Table 4.10

The Percentage of Students who got point up to 75

Competence test	Percentage
Pre –test	0%
Post –test I	51.8%
Post test II	88.1 %

In the pre-test, the students who got the score 75 or more was 0 from 27 students (0%). In the post-test of the first cycle, the students who got the score 75 or more were 14 from 27 students (51.8%). In the post-test of second cycle, the students who got the score 75 or more were 24 from 27 students (88.1%). In the first test there was 0% (0 student) who got the score 75 or more. In the second test there was 51.8% (14 students) who got the score 75 or more. In the third test there was 88.1% (24

students) who got the score 75 or more. Most of students" score improved from the first test to the third test.

Based on the result of data, the implementation of classroom action research was appropriate to the writing activity. Moreover, it aimed to know the improvement of students in using Short Animated Stories. It can be concluding that the planning to the reflection that the researcher and collaborator have done, it could work well and successful.

4.2. Research Finding

The result was indicated that there was an improvement on the students' skill in writing narrative text by using short animated stories. The mean of the first cycle was 69.8. It was still low, because the students still have difficulties. The mean of second cycle was 82.1. From the data, it could be seen that the students' score and the mean in the cycle I were better than cycle II. The percentage of the students who got point up to also grew up. In the pre-test, students who got up 75 were 0 students of 27 students (0%). In the post test of cycle I, students who got up 75 there were 14 students of 27 students (51.8%). In post-test II, students who got up 75 there were 24 of 27 students (88.1%). In other words, the students' skill was become well in the first cycle to the second cycle.

The research also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from the interview sheet, observation sheet, and documentation. All of these was data indicated that the students given their attitude and response during teaching learning process. From the observation sheet, it can be seen that the students listened and pay attention to the teacher's explanatoin and instruction about narrative text, It is categorized on point 4 that is very good. And the rest of the

activiti cateorized on point 3 that is good, they are; Students ask/answer the teacher's Question about narrative, Students understand to the teacher's explanation and instruction by using SAS, Students create narrative text based on the teacher's explanation with SAS, Students do all tasks actively and cooperatively after they taught Narrative text with SAS, and Students collect their papers on time.

From the interview sheet with the students, before Short Animated Stories implemented, the students didn't really know about Narrative text including defenition of narrative text and generic structure of narrative text, the students just know that narrative is just a story. After Short Animated Stories implemented in the class, all of the students the interviewd by the researcher know more about narrative text and the students felt reeally enjoy with Short animated stories. The last interview is with the English teacher, the techer said that the students really enjoeyed the writing class and the students also have a good anthusiasm while learning writing by using Short Animated Stories. The last, reseaarcher got the From the result of documentation (Photos and videos), the researcher foumd that all of the sttudents did their and most of the students were really focused during teaching and learning process. Based on the result of the quantitative and qualitative data. It was indicated that the action and applying of short aimated stories as the media was improving.

4.3. Discussion

Based on the data analysis, the researcher found that Short Animated Stories can imrove studdents' ability in writing narrative text at Eight grade of Yayasan Pesantren As-Syarifiyah Sidingkat. Some of the previous research used Animation to improve writing ability, Nafik Fitriana (2010/2011) *"The Use of Animation Movie to Improve students' writing skill of Narrative Text" the* result of the

research was Animation Movies can improve wrting abiility of the studenst especially Narrative text. And the expression and excitement also the the dtudents' involvment and activeness of the students were also improved. This theory can be proved by the result of this research. Studens felt more excited in writing narrative text also the writing ability also improved. Dyah Setya Nur (2017) *Improving The Students' Achievement at Writing Narrative Text Using Animation Movies Writing at the Eleventh Grade of MAN 2 Yogyakarta in 2016/2017 Academic Year.* The resut of this research was Animation Movies can improve the students' writing ability at narrative text. The same thng was faond in research have conducted by Tatum Ariesya Akmala (2011), *"The Use of Animated Fim To Improve Students' Ability in Writing Narratve Text".* This reseach also found thet animated film made a significant improvement of the students ability in writing narrative text in senior high school.

Another research that used animation as the media to improve students, ability at weriting was Wita Widia Pinem (2019). "*Improving Students' Writing Skill through Animation Film in SMP N 5 Tanjung Morawa"* also found that Animation fim could improve the students writing skill. Devigantari Agusta (2013). *Improving Students' Ability in Writing Narrative Texts Using Short Animated Stories at Class VII of SMPN 2 Sanden, Bantul in the Academic Year of 2013/2014,* this reserach was successfull to improve the writing ability of the students by using short animated stories.

From the explanation above, the researcher can canclude that Short Animted Stories can use as the media in Junior and Senior High School. Based on the data which had been collected and analiyzed, the researcher can conclude that Short Animated Stories can improve the students' ability in writing narrative text at Eight grade of Yayasan Pesantren As-Syarifiyah.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result and discussion of the researcher, it could be concluded that:

1. The students' ability before watching short animated stories was still very low. It can be shown from the result of the pre-test which the mean score of the students were 57,6 and there was no or 0 student passed the test.

2. The students' responded duruing the teaching and learning process was very good. Most of the students was really interested to wacth the short animated stories and the students gave a great feedback, it can be shown from the observation sheet that the students asked and answered the question and intruction that given by the researcher.

3. The students' ability in writing narrative text after watching animation got improvement by using short animated stories. It can be shown from the result of post-test I which the means score of students were 69,8 and there were 14 students who passed the test. Meanwhile, in post-test II the mean score was 82,1 and there were 24 students who passed the test. Based on the chapter 4, it concluded that the students' writing ability could improve by using short animted stories.

5.2 Suggestions

The result of research showed the implementation of short animated stories in writing ability of the students. These following suggestions are offered:

1. To English teacher, it is better to use short animated stories in writing, especially narrative text, which is can improve the students' writing ability in the class.

2. The teacher should have the good time and classroom management to implementing the speaking activity.

3. For all readers, this study will inspire other researchers to conduct the similar study about the application of short animated stories in writing activity, especially narrative text and can make the process teaching and learning runs well than before implementation.

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LESSON PLAN

(CYCLE 1)

Name of School : Yayasan Pondok Pesantren As-Syarifiyah Sidingkat

Subject   : Bahasa Inggris

Class   : VIII

Allocation Time : 2 x 40 Minute

Cycle   : I (First)

A. Basic Compentency :

Understanding social functions, text structure, and linguistic elements from narrative texts shaped fable, in accordance with the context of its use.

B. Indicator :

1. Identify the function of narrative text

2. Identify generic structure and language elements of narrative

3. Writing narrative text in accordance with the context of its use

C. Objectives of Learning :

1. Students can identifying the function of narrative text

2. Students can identifying generic structures narrative text

3. Students can write narrative text in the context of its use

D. Material of Teaching :

Social function

Getting entertainment, entertaining and teaching noble values

through stories with characters.

Text structure (main ideas and detailed information)

a. Introducing characters, places, times, occurrences of stories (orientation).

b. Describe the crisis that happened to the main character (complications)

c. Describe the end of the story, where the crisis ends (resolution) happily or sadly

Linguistic element

a. Grammar: Simple Past tense, Past Continuous Tense

b. Direct and Indirect speech

Topics

Stories that give examples of honest behavior, discipline, confidence,

cooperation, and responsibility

E. Methods of Learning :

1. Lecture.

2. Discussion.

3. QnA.

4. Giving assigment

Example of Narrative text

Hansel and Gretel

A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried but their stepmother was very cruel.

One day she took the children into the forest and left them there. Clever Hansel had some breadcrunties in him pocket and had dropped them on the way so that they could find their way back home. Alas! The birds ate all the crumbs and they couldn't find the path that led back home Hansel and Gretel went deeper and deeper into the forest. They were hungry and tried. Finally, after walking for a long time, they saw a cottage made of chocolate, candles, and cake. "Look Hansel A Chocolate brick! Shouted Gretel in delight and both ate it hungrly. Now, a wicked witch lived there. When she saw Hansel and Gretel she wanted to eat them. She grabbed the children and looked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly

Hansel and Gretel go home and their father welcomed them back with tears of joy and was delighted to see them safe. And then they all live happily ever after.

Hansel and Gretel

Orientation	A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried but their stepmother was very cruel.

Complication	One day she took the children into the forest and left them there. Clever Hansel had some breadcrunties in him pocket and had dropped them on the way so that they could find their way back home. Alas! The birds ate all the crumbs and they couldn't find the path that led back home Hansel and Gretel went deeper and deeper into the forest. They were hungry and tried. Finally, after walking for a long time, they saw a cottage made of chocolate, candles, and cake. "Look Hansel A Chocolate brick! Shouted Gretel in delight and both ate it hungrly. Now, a wicked witch lived there. When she saw Hansel and Gretel she wanted to eat them. She grabbed the children and looked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly.
Resolution	Hansel and Gretel go home and their father welcomed them back with tears of joy and was delighted to see them safe. And then they all live happily ever after. Adopted from *prezi.com* Rani Wahyuni

F. Instructional Media

Media : Short Animated Stories

Tools/Material : Laptop, Infocus

Source : Lesson Plan, Dictionary

G. Steps Learning :

Activity of Learning		me (Minute)
Teachers	**Students**	
Opening activities 1. Greetings 2. Check the students' attedence. 3. Motivate students that is with ways:. • Delivering the objectives of learning and asking the questiona with related the materials to be taught • Respond situation class with giving feedback to students through questions	1. Responding teacher greetings. 2. Listen each names will called by the teacher. 3. Do what the teacher ordered : • Answer the questions that has been given	20
Main Activities : **Exploration** 1. Teacher stimulates to the students by asking movies or fable 2. The teacher explained understanding of how	1. Students listen direction from the teacher. 2. Students ask the teacher about the material. 3. Students listen and undertsand about review	

narrative text it is	of manga story from the teacher	
3. The teacher gives an example of story narrative text and elements	4. Students' enthuasim and interest using SAS	
4. The teacher gives a chance to students asking from material who had explained	5. Students understand and complete the story of text based on SAS	45
5. Teacher show an example story narrative text using SAS to students	6. Students respond conducive in learning process	
Eleboration		
1. Teacher gives review little bit of content manga story material to students		
2. Teacher distributing a worksheet and provided a SAS to students		
3. Teacher ask to students reading manga strips first and understand the content of story.		
4. Teachers ask to composing a story on worksheet based on story picture on SAS into text be complete		

Confirmation 1. The teacher gives an opportunity to the students' ask about misunderstanding of material.		
osing Activities : 1. Summarize material learning with involving students . 2. Giving instructions to students to learn the material at home 3. Closing greetings	1. Take part and conclude learning of material 2. Listening of instructions gave 3. Answering greetings	15

H. Scoring

The activity od students' learning on written test students

Content:

27-30 (perfect) : mastering knowledge substantially

22-26 (good) : equating knowledge of the content

17-21 (enough) : limiting knowledge about the topic or content

13-16 (less) : lacking knowledge of the content

Organization :

18-20 (perfect) : expressing idea clearly

14-17 (good) : a little bit confused but ide still focus

13-10 (enough) : idea is unclearly

7-9 (less) : idea is very unclearly and misunderstanding

Word choice :

18-20 (perfect) : using word or idiom effectively

14-17 (good) : phrase, word, or idiom are not clearly but not misunderstanding 10-13
   (enough) : phrase, word, or idiom are not clearly

7-9 (less) : phrase, word, or idiom are very unclearly and misunderstanding

Sentence

22-25 (perfect) : sentence is complex and effective

19-21 (good) : sentence is complex and effective enough

1-18 (enough) : sentence is not complex and effective

5-10 (less) : sentence is not coherent

Mechanic

5 (perfect) : spelling and punctuation are very good

4 (good) : spelling and punctuation are good

3 (enough) : spelling and punctuation are bad

2 (less) : spelling and punctuation are worse

Padang Lawas Utara, 12 Agustus 2020

Known by:

Principle of Mts As-Syarifiyah   English Teacher

(Hj. Ramla Harahap, S.Pd.I)   (Nur Lamiah S.Pd. I)

NIP. 197202211999032001

Researcher

(Berkah Hasudungan Nasution)

NIM. 34161030

APPENDIX II

LESSON PLAN

(CYCLE II)

Name of School : Yayasan Pondok Pesantren As-Syarifiyah Sidingkat

Subject : Bahasa Inggris

Class : VIII

Allocation Time : 2 x 40 Minute

Cycle : II (Second)

F. Basic Compentency :

Understanding social functions, text structure, and linguistic elements from

narrative texts shaped fable, in accordance with the context of its use.

G. Indicator :

4. Identify the function of narrative text

5. Identify generic structure and language elements of narrative

6. Writing narrative text in accordance with the context of its use

H. Objectives of Learning :

4. Students can identifying the function of narrative text

5. Students can identifying generic structures narrative text

6. Students can write narrative text in the context of its use

I. Material of Teaching :

Social function

Getting entertainment, entertaining and teaching noble values

through stories with characters.

Text structure (main ideas and detailed information)

d. Introducing characters, places, times, occurrences of stories (orientation).

e. Describe the crisis that happened to the main character (complications)

f. Describe the end of the story, where the crisis ends (resolution) happily or sadly

Linguistic element

c. Grammar: Simple Past tense, Past Continuous Tense

d. Direct and Indirect speech

Topics

Stories that give examples of honest behavior, discipline, confidence,

cooperation, and responsibility

J. Methods of Learning :

5. Lecture.

6. Discussion.

7. QnA.

8. Giving assigment

Example of Narrative text

Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had brokeen his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Hansel and Gretel

Orientation	Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

Complication	One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had brokeen his promise.
Resolution	Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

G. Instructional Media

Media : Short Animated Stories

Tools/Material : Laptop, Infocus

Source : Lesson Plan, Dictionary

I. Steps Learning :

Activity of Learning		me (Minute)
Teachers	**Students**	
ening activities		
2. Greetings	4. Responding teacher greetings.	
4. Check the students' attedence.	5. Listen each names will called by the teacher.	
5. Motivate students that is with ways:.	6. Do what the teacher ordered :	
• Delivering the objectives of learning and asking the questiona with related the materials to be taught	• Answer the questions that has been given	20
• Respond situation class with giving feedback to students through questions		
ain Activities :		
ploration	7. Students listen direction from the teacher.	
6. Teacher stimulates to the students by asking movies or fable	8. Students ask the teacher about the material.	

7. The teacher explained understanding of how narrative text it is 8. The teacher gives an example of story narrative text and elements 9. The teacher gives a chance to students asking from material who had explained 10. Teacher show an example story narrative text using SAS to students **Eleboration** 5. Teacher gives review little bit of content manga story material to students 6. Teacher distributing a worksheet and provided a SAS to students 7. Teacher ask to students reading manga strips first and understand the content of story. 8. Teachers ask to composing a story on worksheet based on	9. Students listen and undertsand about review of manga story from the teacher 10. Students' enthuasim and interest using SAS 11. Students understand and complete the story of text based on SAS 12. Students respond conducive in learning process	45

story picture on SAS into text be complete **Confirmation** 2. The teacher gives an opportunity to the students' ask about misunderstanding of material.		
osing Activities : 4. Summarize material learning with involving students . 5. Giving instructions to students to learn the material at home 6. Closing greetings	4. Take part and conclude learning of material 5. Listening of instructions gave 6. Answering greetings	15

J. Scoring

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Padang Lawas Utara, 12 Agustus 2020

Known by:

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NIP. 197202211999032001

Researcher

(Berkah Hasudungan Nasution)

NIM. 34161030

APPENDIX III

PRE TEST

Name   :

Class   :

Title   : Bawang Putih and Bawang Merah

Instruction   : Make a narrative text using the title above! (200 words).

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

POST TEST I

Name   :

Class   :

Title   : Bawang Putih and Bawang Merah

Instruction   : Make a narrative text by using the title above! (200 words).

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX V

POST TEST II

Name   :

Class   :

Title   : Malin Kundang

Instruction   : Make a narrative text by using the title above! (200 words).

_____
_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX VI

STUDENTS' SCORE FROM PRE-TEST, POST TEST I AND POST TEST II

NO	Initial Name	Pre-Test	Post Test I	Post Test II
1	AHH	55	60	74
2	AAS	58	70	82
3	AA	55	67	78
4	A	60	70	84
5	ASB	62	73	80
6	AH	40	65	70
7	B	64	80	85
8	DAZ	60	79	85
9	DAS	65	80	87
10	DRS	55	70	82
11	EAS	64	75	80
12	HHS	45	76	80
13	IS	60	83	85
14	IDS	50	70	80
15	JS	69	84	90
16	MYR	65	76	86
17	NPH	45	65	75
18	PS	70	85	95
19	RS	61	75	85
20	RP	35	55	70
21	RPP	45	55	80
22	S	63	75	85

23	SH	50	70	77
24	SIR	65	75	80
25	WR	70	78	85
26	W	65	80	92
27	ZAS	60	70	87
TOTAL		$\sum X = 1556$ $\overline{X} = 57.6$	$\sum X = 1886$ $\overline{X} = 69.8$	$\sum X = 2219$ $\overline{X} = 82.1$

APPENDIX VII

THE STUDENTS' SCORE IN PRE-TEST

NO	INITIAL NAME OF STUDENTS	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	AHH	55	Unsuccess
2	AAS	34	Unsuccess
3	AA	42	Unsuccess
4	A	55	Unsuccess
5	ASB	48	Unsuccess
6	AH	73	Unsuccess
7	B	63	Unsuccess
8	DAZ	55	Unsuccess
9	DAS	50	Unsuccess
10	DRS	55	Unsuccess
11	EAS	55	Unsuccess
12	HHS	66	Unsuccess
13	IS	69	Unsuccess
14	IDS	34	Unsuccess
15	JS	34	Unsuccess
16	MYR	54	Unsuccess
17	NPH	54	Unsuccess
18	PS	45	Unsuccess
19	RS	48	Unsuccess

20	RP	45	Unsuccess
21	RPP	34	Unsuccess
22	S	55	Unsuccess
23	SH	58	Unsuccess
24	SIR	53	Unsuccess
25	WR	69	Unsuccess
26	W	56	Unsuccess
27	ZAS	57	Unsuccess
	TOTAL	$\sum X = 1556$ $\overline{X} = 57.6$	

APPENDIX VIII

THE STUDENTS' SCORE IN POST TEST I

NO	INITIAL NAME OF STUDENTS	SCORE	
		Pre-Test	Criteria of Success ≥ 75
1	AHH	60	Unsuccess
2	AAS	70	Unsuccess
3	AA	67	Unsuccess
4	A	70	Unsuccess
5	ASB	73	Unsuccess
6	AH	65	Unsuccess
7	B	80	Success
8	DAZ	79	Success
9	DAS	80	Success
10	DRS	70	Unsuccess
11	EAS	75	Success
12	HHS	76	Success
13	IS	83	Success
14	IDS	70	Unsuccess
15	JS	84	Success
16	MYR	76	Success
17	NPH	65	Unsuccess

18	PS	85	Success
19	RS	75	Success
20	RP	55	Unsuccess
21	RPP	55	Unsuccess
22	S	75	Success
23	SH	70	Unsuccess
24	SIR	75	Success
25	WR	78	Success
26	W	80	Success
27	ZAS	70	Unsuccess
	TOTAL	$\sum X = 1886$ $\overline{X} = 69.8$	

APPENDIX IX

THE STUDENTS' SCORE IN POST TEST II

NO	INITIAL NAME OF STUDENTS	SCORE	
		Post-Test 2	Criteria of Success ≥ 75
1	AHH	74	Unsuccess
2	AAS	82	Success
3	AA	78	Success
4	A	84	Success
5	ASB	80	Success
6	AH	70	Unsuccess
7	B	85	Success
8	DAZ	85	Success
9	DAS	87	Success
10	DRS	82	Success
11	EAS	80	Success
12	HHS	80	Success
13	IS	85	Success
14	IDS	80	Success
15	JS	90	Success
16	MYR	86	Success
17	NPH	75	Success
18	PS	95	Success
19	RS	83	Success

20	RP	70	Unsuccess
21	RPP	80	Success
22	S	85	Success
23	SH	77	Success
24	SIR	80	Success
25	WR	85	Success
26	W	92	Success
27	ZAS	87	Success
	TOTAL	$\sum X = 2219$ $\overline{X} = 82.1$	

APPENDIX X

OBSERVATION SHEET OF STUDENTS' ACTIVITY IN CYCLE I AND CYCLE II

The following is an available list of learning aspect which has done by the teacher in the classroom. Please give assign checklist (√) based on the column exactly.

1 = Bad,   2 = Enough,   3 = Good,   4 = Very Good

No	Activity	Cycle I				Cycle II			
		1	2	3	4	1	2	3	4
1	Students listen and pay attention to the teacher's explanation and instruction about narrative text.				√				√
2	Students ask/answer the teacher's Question about narrative that taught by SAS			√					√
3	Students understand to the teacher's explanation and instruction by using SAS			√					√
4	Students ask some question to the Teacher about narrative that taught with SAS			√					√
5	Students create narrative text based on the teacher's explanation with SAS.			√					√
6	Students do all tasks actively and cooperatively after they taught Narrative text with SAS			√					√
7	Students collect their papers on time.			√					√

APPENDIX XI

INTERVIEW SHEET WITH STUDENTS IN FIRST MEETENG

List of the questions:

The writer : HI, Good Morning

Student 1: Morning sir

Student 2: Good Morning Sir

Student 3: Good Morning Sir

The Writer : What do you know about writing Narrative text?

Student 1: I don't Know sir

Student 2: The Story of Legend Sir

Student 3 : I forgot sir

The Writer : What kind of Media that your teacher use when teaching Narrative text?

Student 1: Nothing sir, we never use the media sir

Student 2: Our teacher just write the material in the white board sir, and we just copied sir

Student 3: We just have a book sir

The Writer : How do you write Narrative text?

Student 1: I'm sorry, I forgot sir

Student 2: Just copied from the book sir

Student 3: I don't know sir

The Writer: Thank you for the answer

Student 1: Welcome sir

Student 2: Okay sir

Student 3: You are welcome Sir

APPENDIX XII

INTERVIEW WITH STUDENTS IN LAST MEETING

The writer : Good morning, how are you?

Student 1 : Morning Sir, I'm Fine Sir

Student 2 : I am Fine Sir

Student 3 : Morning Sir, Fine Sir

The writer : What is your comment after you write narrative text by using short animated stories that I taught?

Student 1 : I think SAS is very good

Student 2 : SAS is really fun, I can watch during the teaching and learning process, I like Short Animated Stories

Student 3 : Short Animated Stories is the best sir

The writer : Is there any improvement in your writing after learn writing narrative with SAS? What is your improvement?

Student 1 : Yes, I understand more about Narrative Text, and I know the generic Structure of Narrative text

Student 2 : Ofcourse sir, from Short Animated Sories, I have so much vocubulary and I able to write narrative text that I didn't before

Student 3 : Yes Sir, I can write Narrtive text based on the generic structure, before this, I just write narative text and never consider the generic structure.

The writer :Are you interested in learning writing Narrative text using SAS? Why?

Student 1 : I am very interested learn narrative text by using short animated stories, because I really enjoy and I feel relax when watch Short Animated Stories

Student 2 : Yes Sir, because I never watch this in the class, it make feel excited

Student 3 : Yes sir, Short animated stories make me like English subject because it was really fun.

The writer   : Thank you so much for your cooperation

Student 1   : You are welcome Sir

Student 2   : Ok sir

Student 3   : You are welcome sir

APPENDIX XIII

INTERVIEW SHEET FOR THE TEACHER

Interview sheet was given to the collaborator in last meeting.

1. The Writer : Hello Miss, Good Morning

   Teacher : Good Morning

2. The Writer :After you saw my explanation, what do think about the short animated stories?

   Teacher : I Think t was very great, bacause the students really like that and the students have a good anhusiasm and thid media is the first time implemented in this school, also we can see that the students really excited to write narrative text.

3. The Write : Do you think that the implementation of short animated stories can improve the students' achievement in writing narrative text?

   Teacher : Ofcourse yes, because the students really like the media that you taught before and I think it can improve the students' ability at writing narrative text

4. The Write : Do you expect to apply this media in teaching narrative to your student's ?

   Teacher : Ofcourse I will try to apply the Short Animated Strories becauese it's something new in this scholl and ya, I defenetly want to try that.

5. The Writer : Thank you so much miss

   Teacher : OK, you are welcome

APPENDIX XIV

STUDENTS' NAME AND INITIAL

NO	Name of The Students	The Initial of The Students
1	Abil Hasan Harahap	AHH
2	Adi Ansyah Siregar	ASS
3	Adi Anwar	AA
4	Andi	A
5	Andi Saputra Batubara	ASB
6	Aris Harahap	AH
7	Bakhtiar	B
8	Darma AL Zubri	DAZ
9	Dedi Andriadi Siregar	DAS
10	Dedi Rizki Siregar	DRS
11	Edi Anwar Simolon	EAS
12	Hasian Hasonangan Sinaga	HHS
13	Ikhsan Siregar	IS
14	Indra Diansah Siregar	IDS
15	Jusmadi Siregar	JS
16	Muhammad Yunan Rambe	MYR
17	Nikmat Parlingoman Harahap	NPH
18	Parlagutan Siregar	PS
19	Rizal Siregar	RS

20	Rizki Pangidoan	RP
21	Rizky Parlindungan Pasaribu	RPP
22	Sobar	S
23	Sutan Harahap	SH
24	Syahnul Iman Ritonga	SIR
25	Wahyudin Rambe	WR
26	Wandi	W
27	Zepri Antony Sinaga	ZAS

APPENDIX XV

DOCUMENTATION

CYCLE 1

APPENDIX XV

STUDENTS' WORK

Pre Test

Post-Test I

Post-Test II

Nama: Rizal Siregar
KLS: VIII^a (MTS)
MAPEL: B. inggris
No. :
Date :

STORY OF malin kundang

there was a boy live in west sumatra
named maen kundang and the mother. they
are wang To get money BY Fishing and
Fays Farmer. malin kundang sudding malin
kundang me someone and heep him buang
malin will heip the Boy the Boy ask malin
to come to him and good got a greea Jok
and malin said that he wme thomking aboud
the after

One day malin accept the rayaeet from
the gloy that he helped and go With him
to the gueet place. and malin said to
nos mon. to ceave. dud malin kundang...
mom agrea for the succes OF her son malin.
Day By Day malin hahe succes m Become
a nice man. One day malin's mother wanna
come to malin place Becans she really miss
herson malin suddeng malin's mother anya
in malin hause and she surpraisp tha
malin. Really succes and she fireaiing hug
herson. But malin hot want to Know the he

85

Pre Test

Nama: Rizal S.w
ЕLS: VIII^a [MTS]
mapel: B. inggris
Date :
Rizal SIr

Bawang putih and Bawang merah

in village e live husban and man and one
kids xhay very happy. my name is bawang
putih. Ofter bawang putih depuy kids.
mother leave to mory with Fomale other.
bawang putih summit raother other.
In mothe summid kids. my name is
bawang merah beatieul
Father leave bawang merah
depuv kids, my love bawang merah an
bawang putih very. bes. bawang merah
relax relax bawang putih. to give wy
reasson patient certency to give way
mathe and kazen
bawang putih haery with drector
pem + name is Rizal

IB

Post-Test I

Nama : Rizal Sir
kis : VIII MTS
mapel : B. inggris

Date :

The story of maung kundang

1. one upon a time lived a man named.
maung kundang he lived with his mother
maun was a good boy and he loved his mother
aster maun kundang become adul want
he want to go to some wher to get a joe
to the kar place who maun - Bekome a
sicces man. he marnep a grl a n er
had a BABT and had a happy live
maun mother really missed hesson
and want to visit maun Burma
and then her mother eased maun Bekome a
stone

(Rizal)
Rizal

Post-Tet II

Nama : Rizal Siregar
KLS : VIII" (mTS)
MAPEL : B. inggris

No.
Date :

STORY OF maun kundang

there was a Boy live u warb sumatra
named maom kundang and the mother. they
are many To get money by Fishing and
Fum Farmer. maun kundang sudeng maun
kundang me someone and trep him touang
maun will help the Boy the boy ask maun
to come to him and good got a gecug JOB
and maun said that he wme thouking aboud
the defer
One day maun accept the rayaeet from
the gloy that he helpep and go With him
to the gueet place. and maun said to
yos mon. to ceave. dud maun kundang '●·s
mom agrea for the succes of her son maun.
Day By Day maun. huhe succes m7 Become
a. nick man. one day maun -s mother wanna
come to maun place Becaus she really miss
hesson maun sudeng maun's mother anye
in. maun house and sue suppruisp tha
maun. Really succes and she sireaung huy
herson. But maun hot want to know the he

CURRICULUM VITAE

PERSONAL DETAILS

Full Name	: Berkah Hasudungan Nasution
Gender	: Male
Place, Date of	: Palopat Maria, 10 June 1998
Nationality	: Indonesia
Marital Status	: Single
Height, Weight	: 175 cm/ 80 kg
Health	: Perfect
Religion	: Moslem
Address	: Jln. Perhubungan No.53, Lau Dendang, Medan Tembung
Mobile	: 085361001594
E-mail	: berkahhasudungan22@gmail.com
	: @brkhhsdngnnstn
	: Berkah Hasudungan

EDUCATIONAL BACKGROUND

2004-2010   : MIN SIHADABUAN Padang Sidimpuan

2010-2013   : SMP N 4 Padang Sidimpuan

2013-2016   : SMA N 1 Padang Sidimpuan

2016-2020   : State Islamic University of North Sumatera

Course

2012-2013   : Bima Padang Sidimpuan

2015-2016   : EMC (Extract Media Centre)

Oganization

2018-2019   : PMII

RESPONSE LETTER

MADRASAH TSANAWIYAH SWASTA
AS-SYARIFIYAH
KECAMATAN PADANG BOLAK KABUPATEN PADANG LAWAS UTARA
PROVINSI SUMATERA UTARA
Jl.Besar Sidingkat Km.1,6 Desa Sidingkat Kecamatan Padang Bolak Kabupaten Padang Lawas Utara Kode Pos 22753
Email : assyarifiyahsidingkati@gmail.com
Nsm : 121212200041   Npsn : 10264481

SURAT KETERANGAN
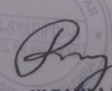Nomor : B.22/MTs/Kamad/SK.02.04/8/2020

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Swasta As-Syarifiyah menerangkan bahwa :

Nama : **Berkah Hasudungan Nasution**
Tempat Tanggal Lahir : Palopat Maria, 10 Juni 1998
NIM : 0304101030
Jurusan/Prog. Studi : Fakultas Tarbiyah/ Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Tahun Akademik : 2020/2021

benar telah diberikan izin Riset dan telah melaksanakan **Riset di Kelas IX (Sembilan) Madrasah MTs As-Syarifiyah Desa Sidingkat Kecamatan Padang Bolak Kabupaten Padang Lawas Utara,** Selama Satu (1) Minggu (Hari Efektif Belajar) terhitung sejak tanggal 10 Agustus 2020 s.d 15 Agustus 2020, guna untuk melengkapi data yang berhubungan dengan Penulisan Skiripsi yang bersangkutan dengan judul :" *Improving students' Ability at Writing Narrative Text By Using Short Animated Stories at Eight Grade of Yayasan Pondok Pesantren As-Syarifiyah*".

Surat Keterangan ini dikeluarkan sesuai dengan surat permohonan Izin Riset dari Wakil Dekan Bidang Akademik dan Kelembagaan **UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN** dengan nomor : B-9272/ITK/ITK.V.3/PP.00.9/08/2020, tanggal 08 Agustus 2020.

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Sidingkat, 15 Agustus 2020
Kepala Madrasah,

HJ.RAJLA HARAHAP, S.Pd.I
Nip : 19720221 199903 2 002