



**IMPROVING THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT
THROUGH CARTOON VIDEO AT THE EIGHT GRADE OF MADRASAH
TSANAWIYAH NEGERI IN LUBUK PAKAM**

2018/2019

THESIS

Submitted to Faculty of Tarbiyah Science and Teachers Training, State Islamic University
of North Sumatera as a Partial Fulfillment of the Requirements for SI Program

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBİYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

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ABSTRACT

Nazarudin Manik. 2018. Improving The Student`S Ability In Writing Narrative Text Through Cartoon Video At The Eight Grade Of Madrasah Tsanawiyah Negeri In Lubuk Pakam

Keyword: *Using Cartoon Video Media and the Students' Ability in Writing Narrative Text*

This research was conducted to know Cartoon Video Media can improve the students' ability in writing narrative text. The subjects of this research were eight grade students of Madrasah Tsanawiyah Negeri in Lubuk Pakam. This research was conducted by using Classroom Action Research. This research was used pre-test and post-test data, interview sheet, observation sheet, and diary note data. Quantitatively, the result of this research showed that there was improving of students' ability in writing narrative text. The mean of the pre test was 52,46, the mean of the first cycle was 74,86 and the mean of second cycle was 86,93, they showed that the mean in second cycle were better than the first cycle. The percentage of students who got point 75 up also grew up. In the pre-test, the students who got ≥ 75 up were 2 students (6,66%). In the post-test of cycle I, the students who got point 75 up there were 12 students (40%). It means that there was an increasing about 33,34%. In the post-test of cycle II, students who got point 75 up were 27 students (90%) and the increasing was about 50%. For the total increasing of the students' score from pre-test to post-test of cycle II was 83,34%. In other words, the students' ability in writing narrative text improved from the first meeting to the next one. For the hypothesis testing, it was used t-tes formula from the computation, it could be seen that coefficient of $t_{\text{observation}} = 10,25$ and t_{table} to $df = 30 - 1 = 29$, with fact level $\alpha = 0.05$. The coefficient of $t_{\text{observation}} (10,25) \geq t_{\text{table}} (2.03)$. While the result of qualitative data, the students were more active in the class, it had proven through the result of interviewing, observing the activities, and diary note in every meetings. They felt happy and enjoy the lesson during the learning material through cartoon video. It can be concluded that the Cartoon video could improve the students' ability in writing narrative text and make the classroom activities alive and active.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the subject in school has an important role because English is a foreign language, an international language which is widely use in commuication by people in most countries in the world. English is taught at school in order that students are able to master the four skills, they are listening, speaking, reating and writing.

Writing is one of the four basic skills in learning English beside speaking, listening, and reading. In holy Al Qur`an, writing also one of the important skills that should be learned. And there is a verse that state the existence of writing that be stated in Al Qur`an, that is surah Al – Qalam: 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the pen and the (Record) which (men) write”. (Al – Qalam: 1)¹

From the verse above, we can conclude that the people should study 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 knowlege 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,

¹ Abdullah Yusuf Ali. 2007. *The Qur`an Translaation*. (New York: Tahrike Tarseile Qur`an,Inq). p. 5

get more practice since to write effectively is now become fundamental skill in the world of education.

According to Jack C. Richards and Willy A. Renandya, writing is the most difficult skill for second language learners to master.² Based on the statement above, it means that we must express our experiences events stories and ideas through writing with good grammaticals, vocabularies, punctuations, and spelling which must be integrated to be a paragraph.

There are some types of writing, those are: narrative, expository, argumentative, persuasive, and descriptive. But in this study, the writer only focuses on writing narrative text trough cartoon media. As we know that narrative is a type of writing that tells an event or process chronologically in a certain time, it can be fiction or nonfiction.

The objective of teaching writing narrative text is the students are able to know about the using of appropriate grammatical especially in simple past tense. The students are able to write the story in the past time. The students are able to write some fiction stories, such as fairy tail stories, the legend stories, folklores and etc.

Based on the researcher's experience in classroom activities, he found some problems face by the students. First, the students have lack of the vocabullaries so that the combine the languages between Bahasa and English. Second, the sudents do not know about the structure of writing narrative the text. Third, the students are often make mistakes in using grammar. Forth, the teacher also seldom to use instructional media to facilitate the students to write. The consequences, the students were reluctant and unmotivated to write. The teacher

²Jack C. Richards and Willy A. Renandya. 2002. *Methodology In Language Teaching: An Anthology of Current Practice*. (Cambridge: University Press). p. 303

should create a good learning situation so that the students feel happy, interested, and motivated in learning.

Many media that can be applied to improve the students' ability in writing. The researches propose cartoon video to be as a media in teaching writing. Cartoon is a movie made by using animation instead of live actors, especially a humorous film intended for children.³ So that it can be embedded in traditional classroom situations. Cartoon video was chosen because it provides an animation video which can be used for writing class.

The researcher considers that cartoon video is an alternative media in improving students' ability in writing. By watching cartoon video they can get the ideas to write. Students can also get new vocabularies and know about how to pronounce the words directly. The implementation of this media is expected to help the students solve their problem in writing and improve the students' ability in writing achievement.

1.2 Statements of The Problems

There are many problems that can be identified especially related to the students' ability in writing English: (1) is motivation increased with the students' ability in writing English?, (2) how do interest influence the students' ability in writing?, (3) do facilities influence the students' writing skill?, (4) how cartoon video improve the students' ability in writing? and etc. Therefore, the problem should be limited.

³ Kharma Souhair. 2015. *Cartoons and Their Effect on Youth*. (Syrian and Republic: The National Center for the Distinguished).p. 2

1.3 Research Questions

The research questions of this study are formulated as the following :

1. How does the implementation of cartoon video improve the students' ability in writing narrative text?
2. How does the improvement of students' ability in writing narrative text after watching cartoon video ?

1.4 Purpose of the Study

1. The objective of the study is to know the implementation of cartoon video in writing narrative text.

2. The objective of the study is to know the improvement of the students' ability in writing narrative through cartoon video.

1.5 The Significances of the Study

There are two significances of this study, those are:

1. Theoretical significance

Theoretically, this study is useful to enrich the theory of the teaching writing.

2. Practical significance.

Practically, the findings out this study are supposed to be useful:

- a. For students, to make they are more interested and motivated in improving their English writing,
- b. For English teacher, cartoon video is as one of the alternative media to improve students' ability in English writing,
- c. For Principal, to increase the teachers' competence in teaching English writing,

d. And for the other researcher, as information to conduct a research and develop the research in different context with certain varieties of English writing.

1.6 Limitation of Problem

From the identification of the problems that occurred above, it can be seen that there were many problems related to the students' achievement in learning writing. So, it is impossible to solve all the problems. Therefore, the writer limits his study on using cartoon video to improve the students' ability in writing. The writing products will be limited in the narrative texts. The limitation is based on the discussion between the researcher and the English teacher of the class, because writing is the most difficult in English lesson, especially writing narrative text.

CHAPTER II

REVIEW OF THE LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concept or term applied in the research concerned. Some terms are used in this study and they need to be theoretically explained.

2.1.1 Students` Ability in Writing Narrative Text

Specifically, ability is a personal capacity to do various duty in a job.⁴ Capacity to do various duty in a job here means that someone is capable to do something such as cooking, teaching, driving, and etc. Basically, personal ability consist of two factors, they are: (1) intellectual ability, (2) and physical ability.⁵ Intellectual ability is the ability that required to do various mental activity – thinking, understanding and problem solving. While physical ability is the ability to do works that require stamina, physical dexterity, leg strength, or other similar skills that require management to identify physical ability of employee.

Allah states about the ability of human being in surah Al - Mu`minun : 62

وَلَا تُكَلِّفُ نَفْسًا إِلَّا وُسْعَهَا وَلَدَيْنَا كِتَابٌ يَنْطِقُ بِالْحَقِّ وَهُمْ لَا يُظْلَمُونَ ﴿٦٢﴾

⁴Stephen P Robbins and Timothy A. Judge. 2008. *Perilaku Organisasi, Organizational Behaviour*. (Jakarta: Salemba Empat). p. 57

⁵Robbins and Judge. op.cit. p. 61

“On no soul do We place a burden greater than it can bear: before Us is a record which clearly shows the truth: they will never be wronged”(Al - Mu`minun : 62)⁶

In the surah above, Allah tells to keep trying in the face of every obstacle which is given by God according to own ability, it means we can involved our intellectual ability and physical ability to do the jobs in daily activity.

According to Heaton, he divides that skill of writing into four general components, those are: grammatical skill, stylistic skill, mechanical skill, and judgment skill.⁷ Grammatical skill is the ability to write correct sentences. Stylistic skill is the ability to manipulate sentences and use language effectively. Mechanical skill is the ability to use correctly those conventions peculiar to the written language, for example: punctuation and spelling. While judgment skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

2.1.2 Writing Narrative Text

According to Anderson, narrative text is type of tell a story, in doing so, entertains the audience, make the audience think about an issue, teaches them a lesson, or excite their emotions.⁸ In other words, it can be said that a narrative text is retelling a story that is told by the doer or other person's point of view.

Barbara Fine Clouse defined the narrative text is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is

⁶ Abdullah. Ibid. p. 72

⁷ J. B. Heaton. 1984. *Writing English Language Test*. (London: Longman Group). p. 138

⁸ Annisa Rakhmi. 2012. *Let's Narrate a Text*. (Jakarta Timur: PT. Balai Pustaka). p. 16

presented as aspect of the story construction.⁹ 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.

There are three generic structures of narrative text. They are: orientation, complication, and resolution.¹⁰ Orientation consist of theme or topic to be informed. Introducing the characters of the story, the time and the place the story happen (who, what, when and where). It enables to attract and to provoke the reader so that he/she is willing to continue reading the whole text. Complication, a series of events in which the main characters attempts to solve the problem. The complication usually involvesthe main characters (often mirroring the complications in real life). Resolution, the ending of the story containing the problem solution. The complication may be resolved for the better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

Example:

The Legend of Malin Kundang

(Orientation)

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

⁹ Barbara Fine Clouse. 2003. *Patterns For a Purpose: A Rethorical Reader 3rd edition*. (New York: The McGraw-Hill), p. 160

¹⁰ I Wy Dirgeyasa. 2016. *College Academic Writing: A Genre-Based Perfectiv*. (Jakarta Kenvana). p. 16-17

(Complication)

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument... and finally he sailed with the bigship. Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cakewhich brought by his mother until scattered.

(Resolution)

His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the bigship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

There are six catagories of the specific grade-level skills applicable to the standard in writing narrative text, those are: (1) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences, (2) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically, (3) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters, (4) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events, (5) Use precise words

and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events, (6) Provide a conclusion that follows from and reflects on the narrated experiences or events.¹¹

2.1.3 Cartoon Video

Paulson said that basically a cartoon is form of media which uses animation and characters.¹² Animation is the optical illusion of motion created by the consecutive display of images of static elements.¹³ An animated cartoon is a short, hand-drawn (or made with computers to look similar to something hand-drawn (moving picture for the cinema, TV, or computer screen, featuring some kind of story or plot even if it is a very short one). The characters are shown with simplified features which are still maintaining an ability to be recognized.

2.1.4 Principle of Cartoon Video

There are some principles of using cartoon video, they are: Squash and stretch, Anticipation, Staging, Follow-through and Overlapping Action, and Slow-in and Slow-out.¹⁴

The classic example of squash and stretch is a bouncing ball. An animation of a bouncing ball that does not change shape as it moves gives a lifeless, mechanical impression. To be more realistic, the shape of the ball should be flattened as it strikes the ground and revert to the original round shape as it rebounds back into the air. Also, the amount of flattening should be proportional to the height from which the ball is falling.

¹¹ELA. 2018. *WRITING Standard 3 - Narrative Text*. p.3. Retrieved from <http://elalp.cbalwiki.ets.org/Writing+Standard+3+-+Narrative+Text>. Accessed 3rd June 2018

¹²Vivit Kumala Dewi. 2018. *The Use of Cartoon Films to Improve Students' Skill In Writing Narrative Texts*. Surakarta. p. 3. Retrieved from jurnalmahasiswa.unesa.ac.id. Accessed 16th January 2018

¹³Nicolae Sfetcu. 2014. *Animation and Cartoons*. (Italy: Multimedia). p. 23

¹⁴Ranjan Parekh. 2013. *Principles of Animation Video*. (New Delhi: Tata McGraw Hill Education Private Limited). p. 403

In anticipation, if the audience is not prepared for a sudden motion seems awkward and confusing. In life we usually prepare to act before we actually act and the animation should make this clear. For example, before running away a character might brace its feet and look behind.

The concept of staging comes directly from theater and film. It means to arrange things in each frame so that the action is clear and easy to see. If too many things are happening into many places, the audience would not know where to look. At a given moment, a scene has only a few main characters emphasis and to integrate them with the background.

While follow-through and overlapping actionlike anticipation, follow-through and overlapping action have to do with clarity. Follow-through is the complement of anticipation. When you throw a Frisbee. For example, your arm continues its long arc after the Frisbee has left your hand. Including follow through makes an action easier to see and more realistic. Anticipation and follow-through combine in overlapping action. It is not necessary to bring one action to a complete stop before beginning the next-it is more natural for one action to commence before the first is complete down. Overlaps contributes to continuity of a scene.

And slow-in and slow-out means that there are more in-between frames immediately before and after each stop, with fewer frames for faster action in between two stops. Slow-in and slow-out contributes to realism because in real world that is how the object moves. For example, when a person is in a position of rest, seated in a chair, to begin moving and gather momentum take a bit of time.

2.1.5 Design of Cartoon Video

According to Anderson, teaching media can be classified into three categories. They are: (a) visual media, (b) audio media, and (c) audio-visual media.¹⁵

Visual media means the media can be seen directly with the, such as: picture, moving picture, or flashcard. While audio media means that audio media has sound which is listened by us. And the last audio – visual, it means that the media has sound, animation and picture. An animation video is example from audio visual in teaching.

Cartoon video was design as a place for educators to explore its benefits and educational applications. So, in this research, the researcher used cartoon video as a media by choosing appropriate video based on learning material to the students in the writing class. This media capabilities are considered better and more interesting because it contains elements of audio and visual media types.

2.1.6 Advantages and Disadvantages of Cartoon Video

There are many advantages of using cartoon video in the classroom, they are: (1) a simple shape, economics and the materials is easy to get, (2) can a convey summar, and are able to overcome limit time and place (effective), (3) do not need spesific tools and easy appointment, (4) need little infrmation to be adeed to it, (5) can improve with something else using alterations, (6) and can be varied among different media.

And there are many disadvantages of using cartoon video in the class, they are: (1) can not reach a big group, (2) only emphasize and sense of sight, (3) and does not involved elements audio and motion.¹⁶

¹⁵ ChalifatunNurizmawati.2018.*The Use of Animation Video as A Media In Teaching Narrative Text*. p. 4. Retrived from jurnal.untan.ac.id. Accessed 18th February 2018

2.2 Related Study

1. Devigantari (2013) conducted a research about **“Improving Students`Ability in Writing Narrative Texts Using Short Animated Stories at Class VIII – C of SMPN 2 Sanden, Bantul In The Academic Year of 2013/2014”**. The result of the study the using of short animated stories can improve the students` writing ability. It could get students` attention and increased their learning motivation. It can help the students understand the story better as the video content visual or moving image that can help imagining the real situation in the story.¹⁷

2. Dhevy Nurdhiati Widyasari(2014) conducted a research about **“Using Animated Short Stories To Improve The Eighth Grade of SMP N 1 Malang Students' Skill In Writing Narrative Texts”**. The result of the study showed that animated short stories could improved and make the students interested in learning writing narrative texts. Moreover, the findings of the study also proved that the hypothesis, the ability of the students in writing narrative text could be improved by using animated short stories.¹⁸

2.3 Conceptual Framework

Cartoon video is one of a media which can be used to improve the students` ability in writing through watching appropriate video based on learning material that is given by the teacher to the students in the class.

¹⁶Ahmad Dahlan. 2015. *Cartoon As Instructional Method in Teaching Descriptive Text Writing*. p. 60. Retrieved from journal.uad.ac.id. Accessed 18th January 2018

¹⁷Devigantari Agusta. 2013. Thesis. *Improving Students`Ability in Writing Narrative Texts Using Short Animated Stories at Class VIII – C of SMPN 2 Sanden, Bantul In The Academic Year of 2013/2014*. Accessed 18th February 2018. (<http://eprints.uny.ac.id>)

¹⁸Dhevy Nurdhiati Widyasari. 2014. Thesis. *Using Animated Short Stories To Improve The Eighth Grade of SMP N 1 Malang Students' Skill In Writing Narrative Texts*. Accessed 3rd June 2018. (<http://karya-ilmiah.um.ac.id>)

Cartoon Video can be used because the students can see the example of video which is related to their lesson directly. And through cartoon video, the teacher can create the conditions of learning activities to be fun, happy, and in writing lesson.

Teachers have to think in advance what are students required to learn and produce at the end of the lesson so that they can select the appropriate video. The potential of cartoon video as an effective pedagogic resource lies in the way it is used rather than in itself as a technological tool.

2.4 Actional Hypothesis

Based on the conceptual framework, the hypothesis of this research is : cartoon video can improve the students` ability in writing narrative text especially for theeight grade at MTsN Lubuk Pakam.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Research Setting

This research will be conducted at MTsN Lubuk Pakam. The writer chosen this location because some reasons, namely: (1) the English teacher never use cartoon video in teaching writing narrative text, (2) and there is no researcher before who conducted a research about cartoon video as a media to improve students` ability in writing narrative text at the school.

3.2 Data and Data Source

Data source of this study are the students and of MTsN Lubuk Pakam. There are two kinds of data, namely qualitative data and quantitative data. In quantitative data will be taken from the result of writing test. While the qualitative data will be aken from the result of interview and observation.

3.3 Research Method

This study is Classroom Action Research. The researcher followed the procedure of cyclonic process from Kemmis and McTaggart, namely: planning, action, observation, and reflection.¹⁹

Planning is arrangement of doing something. A series of systematic action planningto improve what will be happen.²⁰ In this step, the researcher would prepare everything which needed in teaching and learning process. There were many activities which would be done in

¹⁹Helen & Susan. 2016.*Exploring Literacies Theory, Research, and Practice*. Australia. Palgrave Macmilan. p. 236

²⁰Sukardi, 2013. *Metode Penelitian Pendidikan Tindakan Kelas*, (Jakarta: PT Bumi Aksara). p. 5

this step. They were: (1) prepare lesson plan, (2) prepare appropriate material for teaching and learning process, (3) prepare appropriate cartoon video for teaching and learning process (4) prepare the teaching facilities, (4) prepare students` attendances list, (6) prepare checklist observation.

Action is the implementation of planning that has been arranged. In this step, the researcher did everything which all planning arranged. The students were taught by using youtube to improve students` ability in speaking English. Those activities will be done as the following: (1) teacher greets and checks students` attendance list, (2) teacher tries to build students` knowledge about ability in writing, (3) teacher tells the students the goal of the activity, (4) teacher motivates the students, (5) teacher asks the students to pay attention on the cartoon video, (6) teacher gives the explanation about the video, (7) teacher asks the students to write a text based on the story of cartoon video, (8) teacher asks the students to submit the result.

Observation is way of gathering data by watching behaviour, events, or noting physical characteristics in their natural setting.²¹ In this step, the collabolorator was English teacher of MTsN Lubuk Pakam, she observed the students while they are learning through youtube and also investigate the situation and the problems or abstacles that were found during the teaching learning process. The observation was put in her diary note.

Reflection is the step of researcher group to evaluate again the situation and condition, after subject/object that researched to get the treatment systematicly.²² In this step, the researcher will be analyzing data from the observation. The teacher and the researcher will discuss the results of the observation and make a conclusion from cycle I. If the result did not

²¹ Yaumi & Damopolli. 2014. *Action Research: Teori, Model, & Aplikasi*. (Jakarta: PT Kharisma Putra Utama). p. 112

²² Sukardi, *Ibid*. P. 6

reach the goal determined, so it would be done in cycle II by repeating the pre step in order to find the problem and make the planning to solve it.

3.4 Data Collection

The data will be collecting by using writing test, observation sheet, diary note and interview. The writing test is used to collect quantitative data. When giving writing test, the researcher used writing rubric assessment adapted from Sara Cushing weigle. In that book, there are five aspects in scoring writing test, those are: content, organization, vocabulary, language use, and mechanics.²³The criteria of of scoring are as determined by ranges by of the scores as following :

ASPECTS	CATEGORIES	SCORE
Content	EXCELLENT TO VERY GOOD: knowledgeable, substantive, through development of thesis, relevant to assigned topic.	30 – 27
	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.	26 – 22
	FAIR TO FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic.	21 – 17
	VERY POOR: does not show knowledge of subject, nonsubstantive, not pertinent, or not enough to evaluate.	16 – 13
Organization	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly, stated/supported, succinct, well – organized, logical sequencing	20 – 18

²³Sara Cushing weigle`s book. 2002. Assesing Writing. (Cambridge: Cambridge University). p. 115

	and cohesive.	
	GOOD TO AVERAGE: somewhat choppy, loosely organized, but main ideas stand out, limited support, logical but incompleting sequencing.	17 – 14
	FAIR TO POOR: non – fluent, ideas confused or disconnected, lack logical sequencing.	13 – 10
	VERY POOR: does not communicate, no organization, or not enough to evaluate.	9 – 6
Vocabulary	EXCELLENT TO VERY GOOD: sophisticated range, effective word, idiom choice and usage, word form mastery, appropriate register.	20 - 18
	GOOD TO AVERAGE: adequate range, occasional errors of words form choice, usage but meaning not obscured.	17 – 15
	FAIR TO POOR: limited range, frequent errors of words/idiom forms, choice, usage, meaning confused or obscured.	13 – 11
	VERY POOR: essentially translation, little knowledge of vocabulary, idioms, word form, or not enough to evaluate.	9 – 7
Language	EXCELLENT TO VERY GOOD: effective complex construction, few errors of agreement, tense, number, word order/function,	25 – 22

Usage	articles, pronouns, preposition.	
	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.	21 – 18
	FAIR TO POOR: major problem in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runons, deletion, meaning confused or obscured.	17 – 11
	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.	10 – 5
Mechanics	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.	5
	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.	4
	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor, handwriting, meaning confused or obscured.	3

	<p>VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.</p>	<p>2</p>
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While the observation sheet, diary note and interview will be implemented to gather the qualitative data. The researcher used observation sheet to make it more systematic, combining list of the observation students` activities, students` improvement of their ability in writing. Observation is intended to see and to know about the condition of class and students, and to obstacle appearing during the weakness, to see their difficulties, their problems, and their understanding about the material given.

In diary note, the witer observed the students and the activity of the students` group discussion. The result of observing would see to know to any event in every activity. The improvement of students` ability in writing through cartoon video also keeps paying attention for teacher since the first meeting until the last meeting.

While in interview, the researcher interviewed the students and the teacher in the first meating and in the last meeting. The results of interviewing will use to identify the problem of the study.

3.5 Data Analysis

To analyse the data, there are two techniques used t – test and Miles, Huberman & Saldana. In analyzing quantitative data, this study applied t – test technique which is stated in the following :

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

Note:

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students

While in analyzing qualitative data this study used theory of Miles, Huberman and Saldana. According to Miles, Huberman and Saldana, there are three main components of qualitative data analysis, namely: (1) data condensation, (2) data display, (3) drawing and verifying conclusion.

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written – up field notes, interview transcripts, documents, and other empirical material.

The second major flow of analysis is data display. Generally, display is an organized, compressed assembly of information that allows conclusion drawing and action.

The third stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is beginning to decide what things mean,

is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusion is only half of the procedure. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes or it may be thorough and elaborate with lengthy argumentation and review among colleagues to develop intersubjective consensus or with extensive efforts to replicate a finding in another data set²⁴

3.6 Trustworthiness

There are various ways to establish a sense of trustworthiness and validity. According to Guba, there are four criteria that should be considered in pursuit of a trustworthy study. Namely: credibility, transferability, dependability, and confirmability.²⁵

In this study, the researcher will establish the trustworthiness by examining only the credibility through triangulation. There are four kinds of triangulation, namely: (1) source triangulation, (2) methodological triangulation, (3) theory/perspective triangulation, (4) and investigators triangulation. But, the researcher only used the source and methodological triangulation. Source triangulation in which the researcher examines the consistency of different data sources within the same method. While methodological triangulation in which the researcher checks out the consistency of findings generated by different data collection methods.²⁶

²⁴ Matthew B. Miles, A. Michael Huberman and Johnny Saldana. 2014. *Qualitative Data Analysis A Methods Sourcebook*. 3rd Edition. Sage Publications, Inc. p. 12 - 13

²⁵ Andrew K. Shenton. 2003. *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. Accessed 25th January 2018. (www.bup.edu.bd/journal)

²⁶ Michael Quinn Patton. *Enhancing the Quality and Credibility of Qualitative Analysis*. Accessed 30th January 2018. (<https://www.ncbi.nlm.nih.gov/pmc/pdf>)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

The findings of this research exist in the preliminary study and two cycles. It involves the way to improve students' writing ability through cartoon video at MTs Negeri Lubuk Pakam.

4.1.1 Pre – Test

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' ability in English writing quantitatively and qualitatively.

Quantitatively, the result of the pre – test shows that the students' ability in English writing is still low. This is proven by the fact that the mean score of the students' ability is 52,46.

Qualitatively, the students' ability in English speaking is also low. This can be seen from the result of interview which was conducted at the 6th of June 2018.

In this preliminary study, the researcher gave the test, interview, and observation. The test is used to evaluate students' ability in writing narrative text and how the scores that they achieved. The English teacher made 75 as minimum standard *Kriteria Ketuntasan Minimal* (Minimum Passing Grade) in that school.

Based on the test result, the mean score of the students was 52,46, and the percentage of the students' score of the test was 2 students who succeeded or got score up to 75, it was

only 6,66%. On the other hand, 28 students unsuccessful or didn't get score up to 75 and it was 93,33%. It is indicated that the students' ability in writing narrative text was still low.

The quantitative data above was strengthened by the qualitative data as what one of the students said: *"My difficulty is that i am still confuse about the word because I am still lack of my vocabularies"*(Int.SI.V). It means that the student still feel confuse in how to use the appropriate words in writing narrative text.

Another student is stated about the students` ability in writing narrative text as follows: *"Sometimes, I am still confuse about the procedure of them"* (Int.S2.O). It means that the student still does not know how to arrange and organize the structure well.

While different student is stated that: *"I am bad at the grammar"*(Int.S3.LU). It means that the student is still difficult to use the tenses when writing narrative text.

In conclusion from the quantitatively and qualitatively data above, it can be seen that the students' ability in writing narrative text was still low. Therefore, the research should be continued to the cycle I.

4.1.2 Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. There were two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

Planning

In this cycle, the researcher had conducted this research at 4th of June 2018 on Monday. He had prepared the lesson plan which consists of main competency and basic competency that had seen in the syllabus. After that, the researcher made some indicators in hoping that the students can be expected to be able to write the narrative text and can express

their expression well. Then, the researcher prepared the lesson material about the explanation of narrative text and its generic structures. For the teaching method, the researcher used the CDO (Compare – Diagnose – Operate) Strategy, so that the students can learn with another friends in the class. And the last, the researcher prepared the appropriate media such as laptop, projector, speaker, and cartoon video. This data can be seen in appendix I.

Action

Firstly, The researcher used cartoon video in the class that related to the lesson material about narrative text. The researcher asked the students to pay attention and listen carefully. After that, The researcher explained the lesson material about narrative text. The researcher checked the students' understanding repeatedly and most of students had understood the lesson.

In main activity, the researcher asked the students: "How the story of Lake Toba?". A student answered: "It is a story about a son of fish. Next, the students checked whether there were mistakes in his narrative text by themselves. Then, the students looked at and then made the changes, without deleting mistakes. After that, the students revised and re-wrote their text. The researcher reviewed the material. The researcher asked some questions to the students about the material. Next, the researcher gave the post-test I to the students by giving a blank paper for be written by the students about the story of Lake Toba. When the students wrote the story, the researcher took a picture of them. After the lesson finished, the researcher asked some students to interview and asked them some question which related to the teaching and learning. And the last, the researcher and the students closed the lesson by saying hamdallah.

Observation

In this phase, there were two kinds of the observations' result, they were collected by quantitatively and qualitatively. Quantitatively, the data was taken of the scoring writing narrative text of the students in the class. The data was still low, and it was categorized unsuccessful. This data can be seen in appendix X.

Qualitatively, the data was taken from the result of interview which was conducted in the end of the meeting at the first cycle. The result of interview found that the students still did not good enough in writing narrative text as what one of the students said: *"I do not know how to change the V1 become V2"*(Int.S1.LU).It means that the student still confuse and lack of the grammar.

Another student is stated as follow: *"sometimes I confused about the using of the punctuations, Sir"* (Int.S2.M).It means that the student should read more about the functions of the using of the punctuations in writing

Different student is stated that: "I do not understand enough how to retell the story through writing" (Int.S3.C). It showed that the student is still getting confuse to write the content basedon the story of the cartoon video. This data can be seen in appendix XVIII.

From the quantitatively and qualitatively data above, it can be concluded that the students' ability in writing narrative text was still not good enough and it is also based on the observation sheet of the students. This data can be see in appendix XIII.

Reflection

In this step, the feedback of teaching learning process was taken from the result of test, observation, and interview. The researcher evaluated the teaching learning process in the

end of the meeting. Through the reflection, the researcher knew the problems and the result of the students when did test. The data can be seen at table below as follow:

Table 4.1:

The Percentage of Students` Ability in Writing Narrative Text

Meeting	Students who get score >75	Percentage
Pre – Test	2	6,66%
Post – Test I	10	40%

Based on the data above, it can be seen in the pre-test, the students who got ≥ 75 up were 2 students (6,66%). In the post-test of cycle I, the students who got point 75 up there were 10 of students (40%). It means that there was an increasing about 33,34%. Many students were still lack of vocabulary and grammatical error in writing narrative text. So that, the researcher stated to continue to the second cycle in hoping to be better than before. Second cycle was held to achieve the improvement score of the students ability in writing narraive text by using cartoon video media.

4.1.3 Cycle II

The students' response while learning writing narrative text was improvement. It could be seen on the observation which have done by the researcher. The students were active and enthusiastic in learning writing narrative text by using cartoon video. The students were more active than before and paid their attention to the teacher. The researcher also looked at the improvement of the students in every meeting. Then, it could be seen of the additional activities that have been done by the teacher while teaching in four steps, namely: planning, action, observing and reflection.

Planning

In this cycle, the researcher was conducted this second cycle at 7th of June 2018 on Thursday. He had prepared the lesson, giving the presents to them who had good written in writing narrative text in the class. So that, they enjoyed the lesson and the more active in learning of writing narrative text. and the last, the researcher prepared the cartoon video about The Legend of Danau Toba. Then, the researcher prepared the lesson material about the explanation of narrative text and its generic structures. For the teaching method, the researcher used the CDO (Compare – Diagnose – Operate) Strategy, so that the students can learn with another friends in the class. And the last, the researcher prepared the appropriate media such as laptop, projector, speaker, and cartoon video. This data can be seen in appendix II.

Action

In the first phase of the second cycle, the students seemed excited to learn. The researcher played the same cartoon video in front of the class and asked the students to pay attention and listen carefully to the video. After that, the researcher explained the material about narrative text. The researcher checked the students' understanding repeatedly and most of students had understood the lesson.

In main activity, the researcher asked the students: "How the story of Lake Toba?". A student answered: "It is a story about a son of fish. Next, the students checked whether there were mistakes in his narrative text by themselves. Then, the students looked at and then made the changes, without deleting mistakes. After that, the students revised and re-wrote their text. The researcher reviewed the material. The researcher asked some questions to the students about the material. Next, the researcher gave the post-test II to the students by giving a blank paper for be written by the students about the story of Lake Toba. When the students

wrote the story, the researcher took a picture of them. After the lesson finished, the researcher asked some students to interview and asked them some question which related to the teaching and learning. After all of the activities in the study finished, the teacher and students concluded the lesson and closing the lesson by saying Hamdallah and pray together.

Observation

In this step, there were two kinds of the observations' result, they were collected by quantitatively and qualitatively. Quantitatively, the writer gave the post-test in second cycle. The result of the post-test in the second cycle showed that the achievement of students increased when used cartoon video in learning process. This data can be seen in appendix XI.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in learning writing narrative text. This data can be seen in appendix XIV.

The data above was also strengthened by the qualitative data as what one of the students said: "especially in terms of the use of tenses, now i know how to write narrative text by using Past Tense, Sir), (Int.S1.LU). It showed that the student is getting better in understanding in writing narrative text, especially in using of tense.

The result of the interview with another student as follows: "I find it easier to know about the division of its paragraph, which is orientation, complication, and resolution, Sir), (Int.S2.O). It is indicated that the student has understood how to write narrative text with well – organized.

While the different student is stated as follows: "I find it easy and confident in writing a paragraph especially in writing the story in detail), (Int.S3.C). It showed that the cartoon video was very helpful to the students to learn writing narrative text clearly, because through

watching the cartoon video in two times, we can see and hear directly the expression and the voice from the people in the cartoon video in detail.

Beside it, the researcher interviewed the English teacher. It is shown from the result of interview with the English teacher as follows: “Even though the video has been played twice, it makes the students more understanding about the plot so they easily put it in a paragraph), (Int.T). This data be seen in appendix XIX.

Based on the qualitative and quantitative data, it can be concluded that cartoon video can improve students' ability in writing narrative text.

Reflection

In this phase, the feedback of teaching learning process was taken from the result of test, observation, and interview. The teacher could motivate the students' score showed the improvement. The data can be seen at table below as follow:

Table 4.2:

The Percentage of Students' Ability in Writing Narrative Text

Meeting	Students who get score >75	Percentage
Pre – Test	2	6,66%
Post – Test I	10	40%
Post – Test II	27	90%

Based on the data above, it can be seen in the pre-test, the students who got ≥ 75 up were 2 students (6,66%). In the post-test of cycle I, the students who got point 75 up there were 10 of students (40%). It means that there was an increasing about 33,34%. In the post-

test of cycle II, students who got point 75 up were 27 students (90%) and the increasing was about 50%. For the total increasing of the students' score from pre-test to post-test of cycle II was 83,34%. Most of students' score increased from first test to the third test. It made the researcher felt that the cycle could be stopped because the students' ability in English writing was improved by cartoon video media.

4.2 Discussion

The research was conducted to find out the students' ability in writing narrative text through cartoon. Cartoon video is one of the media that can improve students' ability in English writing.

This research had proved that cartoon video was effective to be used in teaching English English writing. It can be seen in the table of the students' score improvement from the pre-test, post-test I until post-test II. The improvement was because the teacher controlled the class better. Another was because the application of cartoon video media made more help the students' understanding in learning English writing.

Based on the result of the quantitative data, the result showed that the students improved their abilities in English writing. The students' score was getting better from the first meeting until the last meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the pre-test was 52,46. It was still low because only 2 students who got the score 75 and more. The mean of the students' score in the post-test I was 74,86 and post-test II was 86,93. It was higher than the pre-test to post-test I until post-test II.

Then, the percentage of the students who got the score 75 and more in the pre-test was 2 of 30 students (6,66%). The percentage of the students' who got the score 75 and more in the post-test I was 10 of 30 students (40%). The percentage of the students' who got the score 75 and more in the post-test II was 27 of 30 students (90%). The improvement of the

competent students percentage from the pre-test to the post-test I was 33,34%, from post-test I to post-test II was 50%, and from pre-test to post-test II was 83,34%. It indicated that the improvement of the students' ability in writing narrative text was significant.

Based on the result of the qualitative data which was taken from the observation sheet and the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning writing narrative text and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of youtube media could motivate the students became more enthusiastic in learning writing narrative text.

From the explanation above, it could be concluded that the result of the research showed that the application of cartoon video media could improve the students' ability in writing narrative text. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic in learning of writing narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the result and discussion about the implementation of cartoon video media to improve the students' ability in English writing at MTsN Lubuk Pakam could be concluded that:

1. The implementation of this media can help the students solve their problem in writing and improve the students' ability in writing achievement. By watching cartoon video they can get the ideas to write. Students can also get new vocabularies and know about how to pronounce the words directly.
2. The cartoon video media could improve the students' achievement in writing narrative text. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic in learning of writing narrative text.

5.2 Suggestions

Based on the result of this research, the researcher gives suggestion:

1. For the English teacher

The researcher suggests the teacher to solve the problems in learning English writing by using cartoon video media. The purpose is to make the students feel enjoy and excited in English learning especially in learning of writing narrative text.

2. For the students

The students have to try to learn writing narrative text. Because writing narrative text is very important especially in English.

3. For the next researchers

The researcher gives suggestion to the next researcher to conduct the similar media with other respondents to find out the advantages of this material or improve this research by doing further examination on the students' ability through the implementation of cartoon video.

APPENDIX I**LESSON PLAN****CYCLE I**

School	: MtsNLubukPakam
Subject	: English
Class/ Semester	: VIII/ 2
Academic Year	: 2018
Topic	: Narrative text
Skill	: writing
Time Allocation	: 2 x 40 minutes (1 meeting)

A. Main Competency

- KI 1: Appreciate and live the religious teachings that it embraces
- KI 2: Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence
- KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related phenomena and eye-catching events
- KI 4: Try, process, and organize in concrete realm (using, parsing, stringing, modifying, and making) and abstract realm (writing, reading, counting, drawing and composing) as learned in school and other similar sources In point of view / theory.

B. Basic Competency

12.2 Revealing the meaning and steps of rhetoric in simple short essay by using the variety of written language accurately, fluently and acceptable to interact in the context of everyday life in narrative text and report.

C. Indicators

Students are expected to be able to:

- Students are able to understand about the definition of narrative text.
- Students are able to understand about the function of narrative text.

- Students are able to understand about the generic structure of narrative text.
- Students are able to write the narrative text well.

D. Learning Objective

At the end of the lesson, students are able to write narrative text through media of cartoon video.

E. Lesson Materials

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Generic Structures of Narrative Text

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

The Characteristics / Language Feature of Narrative Text:

- 1) Past tense (killed, drunk, etc)
- 2) Adverb of time (once upon a time, one day, etc)
- 3) Time conjunction (when, then, suddenly, etc)
- 4) Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- 5) Action verbs. A verb that shows an action (killed, dug, walked, etc)
- 6) Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.

Example:**The Legend of Lake Toba**

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it. When he got home, the fish turned into a beautiful woman. **(ORIENTATION)**

The woman told that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that the woman would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food. One day, his mother asked Samosir to bring lunch to his father. On the way to the ricefield, he stopped and ate most of the food. After that, he gave the rest of the lunch to his father. Toba was very angry and shouted at Samosir “You, the fish kid, you are so greedy!” Samosir cried and ran toward his mother. He asked his mother why his father called him the fish kid. **(COMPLICATION)**

The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It’s called Toba Lake. The land in the middle of the lake is called Samosir Island. **(RESOLUTION)**

F. Teaching Method

Audio visual method

G. Media

- a. English Book entitled “*English in Focus for Grade VIII Junior High School (SMP/MTs)*” PusatPerbukuan, DepartemenPendidikanNasional.
- b. White Board
- c. Laptop
- d. Projector
- e. Speaker
- f. Cartoon Video

H. Teaching Learning Activities

Phase	Teaching Learning Activities by Teacher and Students	Time Allocation
Opening	<ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the students to pray together. • The teacher asks to the students' conditions. • The teacher checks the students' attendance list. • The teacher asks to the students about kinds of texts they have learned before. • The teacher explains the learning objectives. • The teacher gives motivation to the students 	10 minutes
Main Activities	<ul style="list-style-type: none"> • The teacher asks the students to pay attention to cartoon video relate to narrative text about the legend of Lake Toba. • The teacher explains to the students how to make a narrative text well. • The teacher asks to the students about which one the orientation, resolution, re – orientation/coda of the example of the text. • The teacher asks to the students to make a narrative text story about the legend of Lake Toba by themselves • The teacher asks to the students to present their result in front of the class. 	60 minutes
Closing	<ul style="list-style-type: none"> • Teacher and students are concludes the lesson. 	10 minutes

ANSWER KEY

Topic: *The Legend of Lake Toba*

The Legend of Lake Toba

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it. When he got home, the fish turned into a beautiful woman. **(ORIENTATION)**

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The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It’s called Toba Lake. The land in the middle of the lake is called Samosir Island. **(RESOLUTION)**

APPENDIX II**LESSON PLAN****CYCLE II**

School	: MTsNLubukPakam
Subject	: English
Class/ Semester	: VIII/ 2
Academic Year	: 2018
Topic	: Narrative text
Skill	: writing
Time Allocation	: 2 x 40 minutes (1 meeting)

A. Main Competency

- KI 1: Appreciate and live the religious teachings that it embraces
- KI 2: Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence
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This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

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- 5) Action verbs. A verb that shows an action (killed, dug, walked, etc)

- 6) Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

Example:

The Legend of Lake Toba

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it. When he got home, the fish turned into a beautiful woman. **(ORIENTATION)**

The woman told that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that the woman would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food. One day, his mother asked Samosir to bring lunch to his father. On the way to the ricefield, he stopped and ate most of the food. After that, he gave the rest of the lunch to his father. Toba was very angry and shouted at Samosir "You, the fish kid, you are so greedy!" Samosir cried and ran toward his mother. He asked his mother why his father called him the fish kid. **(COMPLICATION)**

The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It's called Toba Lake. The land in the middle of the lake is called Samosir Island. **(RESOLUTION)**

F. Teaching Method

Audio visual method

G. Media

- a. English Book entitled "*English in Focus for Grade VIII Junior High School (SMP/MTs)*" PusatPerbukuan, DepartemenPendidikanNasional.
- b. White Board
- c. Laptop
- d. Projector
- e. Speaker
- f. Cartoon Video

H. Teaching Learning Activities

Phase	Teaching Learning Activities by Teacher and Students	Time Allocation
Opening	<ul style="list-style-type: none"> • The teacher greets the students. • The teacher leads the students to pray together. • The teacher asks to the students' conditions. • The teacher checks the students' attendance list. • The teacher asks to the students about kinds of texts they have learned before. • The teacher explains the learning objectives. • The teacher gives motivation to the students 	10 minutes
Main Activities	<ul style="list-style-type: none"> • The teacher asks the students to pay attention to second cartoon video relate to narrative text about the legend of DanauToba. • The teacher explains to the students how to make a narrative text well. • The teacher asks to the students about which one the orientation, resolution, re – orientation/coda of the example of the text. • The teacher asks to the students to make a narrative text story about DanauTobaby themselves • The teacher asks to the students to present their result in front of the class. 	60 minutes
Closing	<ul style="list-style-type: none"> • Teacher and students are concludes the 	10 minutes

ANSWER KEY

Topic: The Legend of Lake Toba

The Legend of Lake Toba

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it. When he got home, the fish turned into a beautiful woman. **(ORIENTATION)**

The woman told that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that the woman would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food. One day, his mother asked Samosir to bring lunch to his father. On the way to the ricefield, he stopped and ate most of the food. After that, he gave the rest of the lunch to his father. Toba was very angry and shouted at Samosir “You, the fish kid, you are so greedy!” Samosir cried and ran toward his mother. He asked his mother why his father called him the fish kid. **(COMPLICATION)**

The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It’s called Toba Lake. The land in the middle of the lake is called Samosir Island. **(RESOLUTION)**

APPENDIX III**PRE – TEST**

1. Before watching the cartoon video, the students write narrative text about The Legend of Lake Toba.

APPENDIX IV**ANSWER KEY**

Topic: Danau Toba

The Legend of Lake Toba

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it. When he got home, the fish turned into a beautiful woman. **(ORIENTATION)**

The woman told that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that the woman would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food. One day, his mother asked Samosir to bring lunch to his father. On the way to the ricefield, he stopped and ate most of the food. After that, he gave the rest of the lunch to his father. Toba was very angry and shouted at Samosir “You, the fish kid, you are so greedy!” Samosir cried and ran toward his mother. He asked his mother why his father called him the fish kid. **(COMPLICATION)**

The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It’s called Toba Lake. The land in the middle of the lake is called Samosir Island. **(RESOLUTION)**

APPENDIX V**POST – TEST I (CYCLE I)**

2. After watching the cartoon video, the students write narrativetext about The Legend of Lake Toba.

APPENDIX VI**ANSWER KEY**

Topic: Danau Toba

The Legend of Lake Toba

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it.

When he got home, the fish turned into a beautiful woman. **(ORIENTATION)**

The woman told that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that the woman would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food. One day, his mother asked Samosir to bring lunch to his father. On the way to the ricefield, he stopped and ate most of the food. After that, he gave the rest of the lunch to his father. Toba was very angry and shouted at Samosir “You, the fish kid, you are so greedy!” Samosir cried and ran toward his mother. He asked his mother why his father called him the fish kid. **(COMPLICATION)**

The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It’s called Toba Lake. The land in the middle of the lake is called Samosir Island. **(RESOLUTION)**

APPENDIX VII**POST – TEST II (CYCLE II)**

3. After watching the cartoon video, the students write narrativetext about the Legend of Lake Toba.

APPENDIX VIII**ANSWER KEY**

Topic: Danau Toba

The Legend of Lake Toba

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home and planned to cook it. When he got home, the fish turned into a beautiful woman. **(ORIENTATION)**

The woman told that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that the woman would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food. One day, his mother asked Samosir to bring lunch to his father. On the way to the ricefield, he stopped and ate most of the food. After that, he gave the rest of the lunch to his father. Toba was very angry and shouted at Samosir “You, the fish kid, you are so greedy!” Samosir cried and ran toward his mother. He asked his mother why his father called him the fish kid. **(COMPLICATION)**

The woman was really upset that Toba broke his promise. The woman and his son disappeared. Soon there were springs that caused a vast lake. It's called Toba Lake. The land in the middle of the lake is called Samosir Island. **(RESOLUTION)**

APPENDIX IX

The Students' Score before Treatment (Pre-Test)

No.	The Initial of Students' Name	Test	
		Pre-test	Criteria of Success ≥ 75
1	ARN	44	Unsuccess
2	AP	40	Unsuccess
3	AJ	74	Unsuccess
4	BS	48	Unsuccess
5	CR	35	Unsuccess
6	CP	66	Unsuccess
7	DA	84	Success
8	DS	33	Unsuccess
9	FR	37	Unsuccess
10	HW	39	Unsuccess
11	HF	33	Unsuccess
12	MFN	49	Unsuccess
13	MAS	38	Unsuccess
14	MIR	37	Unsuccess
15	MAN	48	Unsuccess
16	MFR	48	Unsuccess
17	MFA	45	Unsuccess

18	MSB	36	Unsuccess
19	MSR	34	Unsuccess
20	NS	74	Unsuccess
21	PS	74	Unsuccess
22	RA	49	Unsuccess
23	SC	50	Unsuccess
24	SI	73	Unsuccess
25	SR	64	Unsuccess
26	S	44	Unsuccess
27	TP	75	Success
28	VA	74	Unsuccess
29	WDMS	59	Unseccess
30	YA	70	Unseccess
$\sum X$		1574	
\bar{X}		52,46	

The Percentage of Students' Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	2	6,66%
P2	Unsuccess	28	93,33%
TOTAL		30	100%

APPENDIX X**The Students' Score in The First Cycle (Post-Test I)**

No.	The Initial of Students' Name	Test	
		Post-test I	Criteria of Success ≥ 75
1	ARN	71	Unsuccess
2	AP	72	Unsuccess
3	AJ	72	Unsuccess
4	BS	71	Unsuccess
5	CR	69	Unsuccess
6	CP	67	Unsuccess
7	DA	85	Success
8	DS	83	Success
9	FR	78	Success
10	HW	78	Success
11	HF	86	Success
12	MFN	71	Unsuccess
13	MAS	63	Unsuccess
14	MIR	83	Success
15	MAN	80	Success
16	MFR	81	Success
17	MFA	69	Unsuccess

18	MSB	64	Unsuccess
19	MSR	65	Unsuccess
20	NS	81	Success
21	PS	81	Success
22	RA	69	Unsuccess
23	SC	74	Unsuccess
24	SI	74	Unsuccess
25	SR	74	Unsuccess
26	S	71	Unsuccess
27	TP	82	Success
28	VA	81	Success
29	WDMS	74	Unseccess
30	YA	71	Unseccess
$\sum X$		2246	
\bar{X}		74,86	

The Percentage of Students' Score in Post-Test of the First Cycle

	Criteria	Total Students	Percentage
P1	Success	12	40%
P2	Unsuccess	18	60%
TOTAL		30	100%

APPENDIX XI

The Students' Score in the Second Cycle (Post-Test II)

No.	The Initial of Students' Name	Test	
		Post-test II	Criteria of Success ≥ 75
1	ARN	84	Success
2	AP	88	Success
3	AJ	93	Success
4	BS	85	Success
5	CR	72	Unsuccess
6	CP	90	Success
7	DA	96	Success
8	DS	86	Success
9	FR	88	Success
10	HW	89	Success
11	HF	89	Success
12	MFN	89	Success
13	MAS	89	Success
14	MIR	91	Success
15	MAN	88	Success
16	MFR	86	Success

17	MFA	80	Success
18	MSB	72	Unsuccess
19	MSR	90	Success
20	NS	85	Success
21	PS	93	Success
22	RA	85	Success
23	SC	83	Success
24	SI	93	Success
25	SR	93	Success
26	S	72	Unsuccess
27	TP	89	Success
28	VA	93	Success
29	WDMS	88	Success
30	YA	91	Success
$\sum X$		2608	
\bar{X}		86,93	

The Percentage of Students' Score in Post-Test of the Second Cycle

	Criteria	Total Students	Percentage
P1	Success	27	90%
P2	Unsuccess	3	10%
TOTAL		30	100%

APPENDIX XII**The Statistic Analysis of The Students` Score in Post – Test I and Post – Test II**

No.	The Initial of Students' Name	Post – Test I	Post – Test II	D	D²
1	ARN	71	84	13	169
2	AP	72	88	16	256
3	AJ	72	93	21	441
4	BS	71	85	14	196
5	CR	69	72	3	9
6	CP	67	90	23	529
7	DA	85	96	11	121
8	DS	83	86	3	9
9	FR	78	88	10	100
10	HW	78	89	11	121
11	HF	86	89	2	4
12	MFN	71	89	18	324
13	MAS	63	89	26	676
14	MIR	83	91	8	64
15	MAN	80	88	8	64
16	MFR	81	86	5	25
17	MFA	69	80	11	121
18	MSB	64	72	8	64

19	MSR	65	90	25	625
20	NS	81	85	4	16
21	PS	81	93	12	144
22	RA	69	85	16	256
23	SC	74	83	9	81
24	SI	74	93	19	361
25	SR	74	93	19	361
26	S	71	72	1	1
27	TP	82	89	7	49
28	VA	81	93	12	144
29	WDMS	74	88	14	196
30	YA	71	91	20	400
TOTAL		$\sum X_1 =$ 2.246	$\sum X_2 =$ 2.608	$\sum D =$ 369	$\sum D^2 =$ 5.927

SS From the last computation have been found:

$$\bar{D} = \frac{\sum D}{N} = \frac{369}{30} = 12,3$$

As follow:

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

$$t = \frac{12,3}{\sqrt{\frac{5.927 - \frac{(369)^2}{30}}{30(30-1)}}$$

$$t = \frac{12,3}{\sqrt{\frac{5.927 - 4.538,7}{870}}}$$

$$t = \frac{12,3}{\sqrt{\frac{1.388,3}{870}}}$$

$$t = \frac{12,3}{\sqrt{1,59}}$$

$$t = \frac{12,3}{1,2}$$

$$t = 10,25$$

APPENDIX XIII**OBSERVATION SHEET FOR STUDENTS' ACTIVITY****(Cycle I)**

School : MTsN Lubuk Pakam

Academic Year : 2018

Class/Semester : VIII/2

Lesson : Narrative Text

Skill : Writing

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

No	Characteristic	Indicator	Scoring Scale			
			1	2	3	4
1	Has a high curiosity	1.1 Asking question 1.2 Giving attention to the lesson				√ √
2	Diligent and not easily bored	2.1 Do the questions provided by the teacher 2.2 Not easily bored in receiving assignments from teacher				√ √
3	Ever resourceful in solving Problems	3.1 Giving Answers to the teacher 3.2 Looking for problem resolution provided by the teacher			√	√
4	Rich of initiatives	4.1 can give opinion the teacher explanations of the lesson 4.2 Have ideas to solve the problems		√		√

5	Critical to the opinions of other	5.1 responding to other students 5.2 can bring together ideas from other students` opinions and conclude a new idea (corresponding answers taught by the teacher)				√ √
TOTAL			37			

$$\frac{\text{TheValue}}{\text{TheDescription}} = \frac{37}{10} = 3,7 = 4 = \text{Very Good}$$

APPENDIX XIV**OBSERVATION SHEET FOR STUDENTS' ACTIVITY****(Cycle II)**

School : MTsN Lubuk Pakam

Academic Year : 2018

Class/Semester : VIII/2

Lesson : Narrative Text

Skill : Writing

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

No	Characteristic	Indicator	Scoring Scale			
			1	2	3	4
1	Has a high curiosity	1.2 Asking question 1.2 Giving attention to the lesson			√	√
2	Diligent and boredom	2.1 Do the questions provided by the teacher 2.2 Not easily get bored receiving assignments from teacher			√	√
3	Ever resourceful in solving Problems	3.1 Giving Answers to the teacher 3.2 Looking for problem resolution provided by the teacher			√ √	
4	Rich of initiatives	4.1 can give opinion the teacher explanations of the lesson 4.2 Have ideas to solve the problems				√ √
5	Critical to the opinions of other	5.1 responding to other students 5.2 can bring together ideas from other			√	√

		students` opinions and conclude a new idea (corresponding answers taught by the teacher)				
	TOTAL		35			

$$\frac{\textit{TheValue}}{\textit{TheDescription}} = \frac{35}{10} = 3,5 = 3 = \text{Good}$$

APPENDIX XV**OBSERVATION SHEET FOR TEACHERS' ACTIVITY****(Cycle I)**

School : MTsN Lubuk Pakam

Academic Year : 2018

Class/Semester : VIII/2

Lesson : Narrative Text

Skill : Writing

Direction: Give the checklist (√) in the column 1,2,3, and 4 based on the the result of the observation by using the criteria as the following below:

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

No	Activities	1	2	3	4
1	Opening the lesson 1. The teacher says greetings to the students 2. The teacher attracts the students 3. The teacher delivers learning goals 4. The teacher delivers learning strategy 5. The teacher give motivations to the students				√ √ √ √ √

2	<p>The use of time and learning strategies</p> <ol style="list-style-type: none"> 1. The teacher prepares lesson material 2. The teacher prepares learning facility (cartoon video) 3. The teacher uses learning time effectively and efficiently 4. The teacher conducts learning based on the learning objective 			√	√
3	<p>Enabling students engagement in learning</p> <ol style="list-style-type: none"> 1. The teacher uses of procedures involving the students 2. The teacher provides opportunities for the students to participate in learning 3. The teacher maintenances classroom atmosphere conductive 			√	√

4	<p>Communicating with students</p> <ol style="list-style-type: none"> 1. The teacher gives the questions to the students clearly 2. The teacher responds to the students` questions 3. The teacher responds to the students`s answer 4. The teacher provides the material to the students so that students can solve the problems in materials and finish them in groups 5. The teacher respects to the students` opinions 				<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>
5	<p>Closing the lesson</p> <ol style="list-style-type: none"> 1. The teacher gives the summarize of the material 2. The teacher informing the further material 3. The teacher gives closing to the students 			<p>√</p> <p>√</p> <p>√</p>	
TOTAL				76	

$$\frac{\text{TheValue}}{\text{TheDescription}} = \frac{76}{20} = 3,8 = 4 = \text{Very Good}$$

APPENDIX XVI**OBSERVATION SHEET FOR TEACHER'S ACTIVITY****(Cycle II)**

School : MTsN Lubuk Pakam

Academic Year : 2018

Class/Semester : VIII/2

Lesson : Narrative Text

Skill : Writing

Direction: Give the checklist (√) in the column 1,2,3, and 4 based on the the result of the observation by using the criteria as the following below:

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

No	Activities	1	2	3	4
1	Opening the lesson 1. The teacher says greetings to the students 2. The teacher attracts the students 3. The teacher delivers learning goals 4. The teacher delivers learning strategy 5. The teacher give motivations to the students				√ √ √ √ √
2	The use of time and learning strategies 1. The teacher prepares lesson material				√ √

	<ol style="list-style-type: none"> 1. The teacher prepares learning facility (youtube video) 2. The teacher uses learning time effectively and efficiently 3. The teacher conducts learning based on the learning objectives 			√	√
3	<p>Enabling students engagement in learning</p> <ol style="list-style-type: none"> 1. The teacher uses of procedures involving the students 1. The teacher provides opportunities for the students to participate in learning 2. The teacher maintenances classroom atmosphere conductive 			√	√ √
4	<p>Communicating with students</p> <ol style="list-style-type: none"> 1. The teacher gives the questions to the students clearly 2. The teacher responds to the students` questions 3. The teacher responds to the students`s answer 4. The teacher provides the material to the students so that students can solve the problems in materials and finish them in groups 				√ √ √ √

	6. The teacher respects to the students` opinions				√
5	Closing the lesson				
	1. The teacher gives the summarize of the material				√
	2. The teacher informing the further material				√
	3. The teacher gives closing to the students				√
	TOTAL			78	

$$\frac{\text{TheValue}}{\text{TheDescription}} = \frac{78}{20} = 3,9 = 4 = \text{Very Good}$$

APPENDIX XVII

Interview Before The Implementation of Cartoon Video

For student I

The researcher : Do you think that teaching in English needs to use media?

Student I : Yes, because by using media it can make learning English more comfortable

The researcher : Oh I see, so how is your ability in writing skill during English learning?

Student I : I think, my ability is still low.

The researcher : have you ever learned about how to write narrative text through cartoon video before?

Student I : No, I never, this will be the first time.

The researcher : Alright, when writing text in English, what difficulties do you face in writing narrative text

Student I : My difficulty is that i am still confuse about the word because I am still lack of my vocabularies

The researcher : How is your understanding of narrative text so far?

Student I : Actually, I only understand a little about this.

For student II

The researcher : Do you think that teaching in English needs to use media?

Student II : Yes, because it can makes learning English is deeper to understand.

The researcher : Oh I see, so how is your ability in writing skill during English learning?

Student II : My ability is not fluently, I am still learning.

The researcher : have you ever learned about how to write narrative text through cartoon video before?

Student II : No, I have never learned about writing narrative text by using cartoon video.

The researcher : Alright, when writing text in English, what difficulties do you face in writing narrative text

Student II : Sometimes, I am still confuse about the procedure of them.

The researcher : How is your understanding of narrative text so far?

Student II : Actually,I only understand about the purpose.

For student III

The researcher : Do you think that teaching in English needs to use media?

Student III : Yes, because media can mek it easier to learn English.

The researcher : Oh I see, so how is your ability in writing skill during English learning?

Student III : I still need to learn, because I know I am still low in writing.

The researcher : have you ever learned about how to write narrative text through cartoon video before?

Student III : No, this is the first time.

The researcher : Alright, when writing text in English, what difficulties do you face in writing narrative text

Student III : Well, I think, I am bad at the grammar.

The researcher : How is your understanding of narrative text so far?

Student III : So far, I do not know what narrative text is.

For Teacher

The researcher : According to you, how the condition of students during the English learning proses in the classroom?

The Teacher : Ya just like the students in general, they learned like ordinary, listening to the teacher, doing the task, that's how it is.

The researcher : How is your students' ability in learning English especially in writing narrative text?

The Teacher : Yes some of them there are easy to understand, there is also a difficult to receive lessons

The researcher : What kind of text should they master for this semester?

The Teacher : For this semester, they need to master procedure text, descriptive text, and also narrative text

The researcher : When writing English text, what difficulties do the students often experience

The Teacher : certainly in the vocabulary, and most of them are still many who do not understand about grammar.

APPENDIX XVIII

Interview After The Implementation of Cartoon Video in Cycle I

For Student I

The researcher : How do you think when learning narrative text by using cartoon video as the media in the first time??

Student I : I think it was so fun, because I do not just think about the grammar, but i can watch it just like the other cartoon video.

The researcher : So how do you think of learning English writing narrative text after watching cartoon video just now?

Student I : It is not about just watching cartoon video, but as you told me that in this video we need to use “Past Tense”, but sometimes I do not know how to change the V1 become V2.

The researcher : After studying the narrative text by watching cartoon video, is there any influence of your writing skill ability?

Student I : I think so, i can understand some points of narrative text so far.

The researcher : Is cartoon video which used when learning narrative text makes it easier or harder for you to understand the lesson?

Student I : I think, the using of cartoon video makes me easier to make a paragraph well.

The researcher : Is cartoon video usefull in developing interact with other students and improve your skill ability?

Student I : Yes, i think by watching cartoon video my ability is more increase.

For student II

The researcher : How do you think when learning narrative text by using cartoon video as the media in the first time?

Student II : That was very good idea to make us interesting in learning English

The researcher : So how do you think of learning English writing narrative text after watching cartoon video just now?

Student II : I think, by watching cartoon video, we do not feel bored when learning English

The researcher : After studying the narrative text by watching cartoon video, is there any influence of your skill ability?

Student II : Yes, after watching cartoon video, I know how to write narrative text well, but sometimes I confused about the using of the punctuations, Sir.

The researcher : Is cartoon video which used when learning narrative text makes it easier or harder for you to understand the lesson?

Student II : Yes, it makes me easier to learn English narrative text.

The researcher : Is cartoon video usefull in developing interact with other students and improve your skill ability?

Student II : Yes, because cartoon video can improve the interaction with the other students.

For student III

The researcher : How do you think when learning narrative text by using cartoon video as the media in the first time?

Student III : I think it is very good for us to improve our interesting about the lesson.

The researcher : So how do you think of learning English writing narrative text after watching cartoon video just now?

Student III : I think, it was very helping us in learning writing narrative text.

The researcher : After studying the narrative text by watching cartoon video, is there any influence of your writing skill ability?

Student III : Of course, through watching cartoon video, my understanding about writing narrative text is deeper than before, but sometimes I do not understand enough how to retell the story through writing.

The researcher : Is cartoon video which used when learning narrative text makes it easier or harder for you to understand the lesson?

Student III : I think, cartoon video makes us easier to understand the lesson.

The researcher : Is cartoon video usefull in developing interact with other students and improve your skill ability?

Student III : Yes, because by watching cartoon video can improve our writing ability to be better.

For Teacher

The researcher : What is your opinion after looking at learning writing narrative text by watching cartoon video in this first lesson?

The Teacher : good, this is one way to make students more interested in learning, as well as facilitate them in understanding the story about Lake Toba

The researcher : According to you, how is the condition of students after using cartoon video in writing narrative text?

The Teacher : I see, students are more active in learning

The researcher : So, how is the influence of using cartoon video as a media in teaching wariting narrative text for the first meeting?

The Teacher : By watching the video just made them more interested in learning.

The researcher : According to you, whether the media learning by using cartoon video can improve the students's ability in writing narrative text?

The Teacher : Of course, because this is also the first time for them to be done in this school. students are more interested in new things.

The researcher : Ok Miss, Thank you very much for your time

The Teacher : You are welcome

APPENDIX XIX

Interview After The Implementantation of Cartoon Video in Cycle II

For student I

The researcher : How do you think when learning narrative text by using cartoon video as the media in the second time of this lesson?

Student I : It really helps us in terms od strengthening our memories about the story of Lake Toba

The researcher : So how do you think of learning English writing narrative text after watching cartoon video for the second time?

Student I : After watching, i became more knowledgeable about the Generic Structure in narrative text

The researcher : After you have studying the narrative text by watching the same cartoon video in two times, is there any influence of your writing skill ability?

Student I : Yes, especially in terms of the use of tenses, now i know how to write narrative text by using Past Tense, Sir.

The researcher : Is cartoon video which used when learning narrative text makes it easier or harder for you to understand the lesson?

Student I : Yes, by playing the video two times, it makes it easier for me to remember it

The researcher : Is cartoon video which played in two times usefull in developing interact with other students and improve your skill ability?

Student I : Yes, because it can improve the cooperation of friends for the better

For student II

The researcher : How do you think when learning narrative text by using cartoon video as the media in the second time of this lesson?

Student II : In my opinion, when i watch the cartoon video in the second time, it makes it easier for me to know the story clearly.

The researcher : So how do you think of learning English writing narrative text after watching cartoon video for the second time?

Student II : After watching makes me understand more about the use of Tenses, especially in past tense.

The researcher : After you have studying the narrative text by watching the same cartoon video in two times, is there any influence of your writing skill ability?

Student II : Yes, of course. I find it easier to know about the division of its paragraph, which is orientation, complication, and resolution, Sir.

The researcher : Is cartoon video which used when learning narrative text makes it easier or harder for you to understand the lesson?

Student II : Yes, it makes it easier for me to know about the content of the video

The researcher : Is cartoon video which played in two times usefull in developing interact with other students and improve your skill ability?

Student II : yes, because with cartoon video can make us more strengthen our knowledge about narrative text

For student III

The researcher : How do you think when learning narrative text by using cartoon video as the media in the second time of this lesson?

Student III : In my opinion, when watching the video can increase the knowledge of a clearer story

The researcher : So how do you think of learning English writing narrative text after watching cartoon video for the second time?

Student III : After watching the cartoon video made me understand about the preparation of the paragraph, before I was a little confused but now I am well understood

The researcher : After you have studying the narrative text by watching the same cartoon video in two times, is there any influence of your writing skill ability?

Student III : Yes I find it easy and confident in writing a paragraph especially in writing the story in detail.

The researcher : Is cartoon video which used when learning narrative text makes it easier or harder for you to understand the lesson?

Student III : Yes, this cartoon video can expand the science and also easy to understand

The researcher : Is cartoon video which played in two times usefull in developing interact with other students and improve your skill ability?

Student III : Yes because it can make the atmosphere of learning in the class becomes more comfortable

For Teacher

The researcher : What is your opinion after looking at learning writing narrative text by watching with the same of cartoon video in this second lesson?

The Teacher : The process of video repetition is also good, aims to further enrich their knowledge knowledge, and more emphasize their understanding

of the contents of the cartoon video story. because sometimes students can not if only watch once, so they need to watch it more than once.

The researcher : According to you, how is the condition of students after using cartoon video in writing narrative text for the second time?

The Teacher : I think the students are more interested in using cartoon video because i see it is still in accordance with their age.

The researcher : So, how is the influence of using cartoon video as a media in teaching writing narrative text for the second meeting?

The Teacher : Yes I think even though the video has been played twice,it makes the students more understanding about the plot so they easily put it in a paragraph

The researcher : According to you, whether the media learning by using cartoon video in two times can improve the students's ability in writing narrative text?

The Teacher : Yes because the videos played are still the same, so for the students, it's to get them to improve their writing skills,

The researcher : Ok Miss, Thank you very much for your time

The Teacher : You are welcome

APPENDIX XX

Diary Note

The first meeting, Monday, 4th June 2018 (Pre- Test)

The researcher is accompanied by the teacher entered the classroom. The researcher opened the class and delivered her purpose why she stood up in front of the class. After that the researcher divided the paper test. Then the teacher gave and explained the instruction. After that, the students did what the researcher asked. When the time was over, the researcher asked the students to gather the paper on the table. After that, the researcher closed the meeting. Next, the researcher asked some students to interview and asked them some questions.

The second meetings, Tuesday, 5th June 2018 (Applicating the strategy)

The researcher used cartoon video in the class that related to the lesson material about narrative text. The researcher asked the students to pay attention and listen carefully. After that, The researcher explained the lesson material about narrative text. The researcher checked the students' understanding repeatedly and most of students had understood the lesson. The researcher asked one of the students to write a narrative text based on what is in the student mind which appeared on the cartoon video. After that, the researcher asked the students: "How the story of Lake Toba?". A student answered: "It is a story about a son offish. Next, the students checked whether there were mistakes in his narrative text by themselves. Then, the students looked at and then made the changes, without deleting mistakes. After that, the students revised and re-wrote their text.

The second meetings, Wednesday, 6th June 2018 (Giving the post-test I in cycle I)

The researcher reviewed the material. The researcher asked some questions to the students about the material. Next, the researcher gave the post-test I to the students by giving a blank paper for be written by the students about the story of Lake Toba. When the students wrote the story, the researcher took a picture of them. After the lesson finished, the researcher asked some students to interview and asked them some question which related to the teaching and learning.

The third meetings, Thursday, 7st June 2018 (applying the strategy in cycle II)

In the third meeting, the students seemed excited to learn. The researcher played the same cartoon video in front of the class and asked the students to pay attention and listen carefully to the video. After that, the researcher explained the material about narrative text. The researcher checked the students' understanding repeatedly and most of students had understood the lesson. The researcher asked students to write a narrative text based on their mind. Then, the researcher orally asked the students how the story of Lake Toba is: "What do you know about the story of Lake Toba?" A student answered: "It is a story about a son of gold fish, he was very naughty. When his mother asked him to deliver a basket rice to his father, he spent the rice. So, his father was very angry and said he was a son of fish". After a student answer orally, the researcher asked one of the students to write it down in a form of a narrative text on the board. Next the researcher checked whether there were mistakes in her narrative text. Next, the researcher asked to look at the text and gave comment. Then, some students gave comment orally before they completed the text on the board. After that, the researcher asked the students which has written the text down on the board to improved the text and re-wrote it on a new narrative text. The students were interest and enthusiastic.

The fourth meetings, Friday, 8th June 2018 (Giving the post-test II in cycle II)

The researcher asked some questions to the students about the material. All of students had understood about it. Next, the researcher gave the post-test II to the students by giving a blank paper to be written about the story of Lake Toba by them. When the students did the task, the researcher took a picture of them.

APPENDIX XXI

Documentation

The students did the pre – test



Explaining the material of cycle – 1



The students watched the cartoon video of cycle – 1



The students did the post – test 1



Explaining the material of cycle – II about Narrative Text



The students paid attention seriously



The students did the CDO Strategy



The students did the post – test II



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